



# York University Senate

## Notice of Meeting

Thursday, 29 June 2023, 3:00pm – 5:00pm

Via Videoconference

### AGENDA

Page

- 1. Chair’s Remarks (P. Puri)
- 2. Business Arising from the Minutes
- 3. Inquiries and Communications
- 4. President’s Items (R. Lenton)
  - a. 2022-2023 Year-end reflections
  - b. Kudos Report.....1

10min

20min

#### Committee Reports

- 5. Executive Committee (L. Sergio) .....13
  - a. Election of Members of Non-Designated Senate Committees (For approval)
- 6. Academic Policy, Planning & Research (M. Moir).....28
  - a. Chartering of Organized Research Units:
    - Dahdaleh Institute for Global Health Research
    - Sensorium Centre for Digital Arts and Technology
  - b. Spring Report of the Provost / Vice-President Finance & Administration: 2023 Budget Context for Academic Planning (*documentation to be posted separately*)
- 7. Academic Standards, Curriculum and Pedagogy (M. Bunch) .....78
  - a. Restructuring of the BA degree program in African Studies, Department of Social Science, LAPS (Appendix A, P.81 )
- 8. Awards (A. MacLennan).....97
- 9. Academic Policy, Planning and Research / Academic Standards, Curriculum and Pedagogy (M. Moir / M. Bunch) ..... 152
  - a. Report of the Joint Sub-Committee on Quality Assurance (Appendix A, P. 154 )
  - b. 2021-2022 Annual Non-Degree Studies (Appendix B, P. 225 )

10min

45min

5 min

5 min

10min

10. Other Business

# York University Senate

## Consent Agenda

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

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P. Robichaud, Secretary

# PRESIDENT'S KUDOS REPORT

JUNE 2023



York University's Keele Campus welcomed more than 10,000 guests and over 400 volunteers from May 27 to June 2, when the University hosted [Congress 2023](#) in partnership with the Federation for the Humanities and Social Sciences. The seven-day event – Canada's largest academic gathering – invited scholars, graduate students, policymakers and community members to identify and discuss the decisions we need to take today to build a better world for all, as part of the conference's theme "Reckonings and Re-imaginings." The event's success was thanks to the attendees, sponsors, organizers, volunteers, and the entire York University community who contributed to Congress 2023, including Academic Convenor Andrea Davis, Director of Congress 2023 Liz McMahan, and co-sponsors Provost & Vice-President Academic Lisa Philipps, and Vice-President Research and Innovation, Amir Asif.



In Spring 2023, Tamil Canadian, [Ramesh Venkatesa Perumal](#), achieved the distinction of being York's first PhD graduate in nursing. For a male in India in the 1980s to choose to be a nurse was highly unusual, but four decades and three continents later, Ramesh Venkatesa Perumal was completing York's program ahead of other candidates in his cohort. He has also mentored immigrants and nursing newcomers as the School's Internationally Educated Nurses coordinator.



York University continues to strengthen its position as a leader in creating a more sustainable and inclusive world, ranking among the world's top 40 universities for advancing the United Nations Sustainable Development Goals (SDGs), as revealed in the [2023 Times Higher Education \(THE\) Impact Rankings](#). This year's Impact Rankings include tougher competition with more submissions, bringing the total number of ranked universities to more than 1,500. York has demonstrated strong global standing in the following categories:

- SDG 1 – No Poverty (21st in the world)
- SDG 10 – Reduced Inequalities (25th in the world)
- SDG 11 – Sustainable Cities and Communities (12th in the world)

## APPOINTMENTS



Dr. [Marcia Annisette](#) has been appointed the role of vice-provost academic, commencing on January 1, 2024. Dr. Annisette is a full professor and was the founding director of the Master of Accounting program at the Schulich School of Business, where she has recently provided leadership as associate dean, academic and, prior to that, associate dean, students. She also brings a wealth of experience in collegial governance as a member of the Senate, the Senate Executive Committee, and other roles. Vice-Provost Academic Lyndon Martin has agreed to extend his term in this role until December 31, 2023, at which point he will take up an appointment as senior advisor on strategic academic program initiatives for a period of eighteen months, until June 30, 2025.



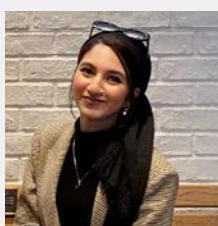
Spring Convocation at York University recognized ten changemakers with an honorary degree. [Honorary degree recipients](#) are recognized for their contributions to community building, their advocacy for social justice, and their philanthropy. As leaders, they offer words of encouragement, motivation and congratulations to graduands. Below are the honorary degree recipients in order of the Faculty ceremonies at which they were honoured:



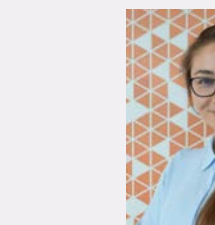
- Joan Andrew (LLD)
- Daniel Kahneman (DSc)
- Dr. Denis Mukwege (LLD)
- Dr. Cory Doctorow h.c. (LLD)
- Susur Lee (LLD)
- Ruth Lor Malloy (LLD)
- Shaun Loney (LLD)
- Nancy Archibald (LLD)
- Dr. Thomas Lee (LLD)
- The Honourable Michael Hopeton Tulloch (LLD)



Spring Convocation at York University recognized five instructors with a [President's University Wide Teaching Award](#). The purpose of the awards is to provide recognition for excellence in teaching, to encourage its pursuit, to publicize such excellence when achieved across the University and in the wider community, and to promote informed discussion of teaching and its improvement. The 2023 recipients are:



- Professor Katherine Bischooping, Department of Social Science in the Faculty of Liberal Arts & Professional Studies (Full-time tenured faculty with 10 or more years of full-time teaching experience)
- Professor Stephen Gennaro, Department of Communication Studies/Humanities in the Faculty of Liberal Arts & Professional Studies (Contract and adjunct faculty)
- Professor Andrea Kalmin, Department of Social Science in the Faculty of Liberal Arts & Professional Studies (Contract and adjunct faculty)
- Ms. Farwa Sajadi, Department of Biology in the Faculty of Science (Teaching assistant)
- Ms. Daphne Solis, Department of Mechanical Engineering in the Lassonde School of Engineering (Teaching assistant)





[Carl James](#), a professor and Jean Augustine Chair in Education, Community and Diaspora in the Faculty of Education at York University, was honoured with a Distinguished Research Professorship during the 2023 Spring Convocation. A Distinguished Research Professor is a faculty member who has made outstanding contributions to the University through research and whose work is recognized within and outside of the University. James is widely recognized for his research contributions in the areas of intersectionality of race with ethnicity, gender, class and citizenship as they shape identification/identity; the ways in which accessible and equitable opportunities in education and employment account for the lived experiences of marginalized community members; and the complementary and contradictory nature of sports in the schooling and educational attainments of racialized students.



[Marcia Anisette](#), a professor at the Schulich School of Business, was honoured with a University Professorship during the 2023 Spring Convocation. A University Professor is a member of faculty recognized for extraordinary contributions to scholarship and teaching and participation in university life. She previously served as associate dean, students and director of Schulich's Master of Accounting program, and was previously the School's associate dean, academic. Anisette is noted for having made extraordinary contributions to the University through her service, teaching and research.



Three York University graduates received this year's [Governor General Gold Medals](#), which recognize the outstanding scholastic achievements of graduate students in Canada. The Governor General awards are considered the highest honour earned by exemplary Canadian scholars throughout every level of academia. The 2023 recipients are:

- Lawrence Garcia, MA in Cinema and Media Studies
- Kathleen Dogantzis, PhD in Biology
- Aaron Tucker, PhD in Cinema and Media Studies



Three undergraduate students at York University have been awarded the [Governor General's Silver Medal](#). The medal recognizes the outstanding scholastic achievements of undergraduate students in Canada and is considered the highest honour earned by exemplary Canadian scholars throughout every level of academia. The 2023 recipients are:

- Christine Cooling, BA Communication & Media Studies program
- Ali Reza Samani, Department of Psychology
- Ariana Zunino, honours BA in criminology

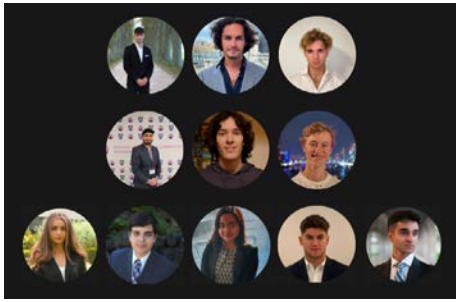




[Essete Makonnen Tesfaye](#), a new Faculty of Health graduate with a specialization in global eHealth, was awarded the Murray G. Ross prize in recognition of a catalogue of accomplishments over the course of her time at York. This award, established in 1962 in honour of York's first president, is presented annually to a graduating student for scholarship and outstanding contributions to undergraduate student life. In pursuit of a passion for a more holistic understanding of health and healthcare, Makonnen has garnered several awards prior to receiving the Murray G. Ross prize, including the Faculty of Health Gold Medal for Academic Excellence and Outstanding Leadership. In addition to being a President's Ambassador, she was a research assistant for Lora Appel, an assistant professor of health informatics and an adjunct researcher at Michael Garron Hospital.



[George Zhu](#) from York University's Department of Mechanical Engineering received a \$250,000 New Frontiers in Research Fund (NFRF) grant to conduct innovative research that explores metal manufacturing for space equipment using 3D and 4D printing in space to satisfy the actual demands of materials needed. Zhu will collaborate with fellow Lassonde School of Engineering mechanical engineering professors Alidad Amirfazli, Cuiying Jian and Aleksander Czekanski, and engage with the diverse fields of mechanical engineering research at York, including space instrumentation and robotics, molecular dynamics, metals and alloy materials and fluid mechanics.

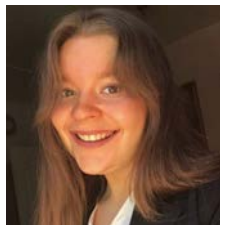


In late April, students from the Lassonde School of Engineering and the Schulich School of Business at York University pitched their business ideas as part of the [BEST Certificate's Entrepreneurship and Technology Ventures](#) course (ENTR4500). The ENTR4500 Pitch Presentations showcased a remarkable display of innovation and entrepreneurial spirit. Among the standout presentations were the winning pitches from the following two teams:

- Quest, BEST Impact Technology Award
- CogniSpace, BEST Impact Technology Award



Osgoode Hall Law School new graduate and member of Nipissing First Nation near North Bay, [Justin Thompson](#), was recently named a recipient of the \$10,000 John Wesley Beaver Memorial Award. John Wesley Beaver was a former chief of the Alderville First Nation in eastern Ontario who served as a fighter pilot in the Second World War and rose to become a high-ranking executive at Ontario Power Generation. The scholarship is offered annually by Ontario Power Generation through Indspire, a national Indigenous charity that invests in the education of First Nations, Inuit and Métis people. Thompson, who is the first in his immediate family to attend university, said the award also represents for him one more sign of hope that Indigenous youth and their communities can look forward to a brighter future after many generations of suffering under colonial oppression. His own great-grandmother, Agnes, was a residential school survivor.



President Rhonda Lenton established the [Robert Everett Exceptional Leadership in Student Governance Award](#) in 2018 to recognize and celebrate students and their impact on governance at York University. The award honours Robert Everett, a distinguished senior assistant secretary of York University who made extraordinary contributions to supporting University governance for nearly three decades. The University secretariat has announced that three students are recipients of this award for the 2022-23 academic year. The students are:

- Ana Kraljević, Glendon College/Collège universitaire Glendon, BA, bilingual (Hon.), double major in Canadian studies and études françaises/French studies
- Ariana Mah, Glendon College/Collège universitaire Glendon, BA, bilingual (Hon.), political science international bachelor of arts
- Yashna Manek, Faculty of Science, BA (Hon.), double major in mathematics for education and French studies





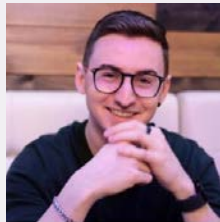
Professor [Philip Girard](#) is a co-recipient of the 2023 W. Wesley Pue Book Prize, awarded annually by the Canadian Law and Society Association (CLSA) for the best book on law and society published in the previous year in English or in French. This year's award, announced during the CLSA's annual meeting at Osgoode on May 27, honours *A History of Law in Canada Volume Two: Law for the New Dominion, 1867-1914*, co-written by Girard, Jim Phillips, a professor of law, history and criminology at the University of Toronto, and R. Blake Brown, a professor of history at St. Mary's University in Halifax. The book was published in 2022 by the University of Toronto Press and was designated as the 2022 members' book by the Osgoode Society for Canadian Legal History.



York University alum [Rosemary Sadlier](#), a founder of Black History Month in Canada, received an honorary degree from OCAD University on June 9. She was recognized for being at the forefront of countless initiatives aimed at educating the public on Black Canadian history. As a social justice advocate, researcher, writer, consultant and international speaker on Black history, anti-racism and women's issues, Sadlier served as the voluntary leader of the Ontario Black History Society (OBHS) for 22 years.



Justice [Patrick Monahan](#) has become the third former dean of Osgoode Hall Law School to be appointed to the Court of Appeal for Ontario, joining Justice Lorne Sossin and Supernumerary Justice James MacPherson. An Osgoode graduate and, later, a faculty member for more than two decades, Monahan served as dean of the law school from 2003 to 2009. He went on to become provost and vice-president academic of York University from 2009 to 2012 and deputy attorney general for Ontario from 2012 to 2017. He was appointed to the Superior Court of Justice of Ontario in 2017.



Each year, top graduating students from the Lassonde School of Engineering at York University are awarded the [Bergeron Medal by the Bergeron Entrepreneurs in Science and Technology](#) (BEST) program, which recognizes outstanding entrepreneurial achievement throughout their time at the School. This year, the award was presented to Nick Di Scipio and Megan Gran. Di Scipio, a mechanical engineering student, received his medal for a number of accomplishments, including completing both the BEST Certificate and BEST Co-op program. Gran, a space engineering student, has been an active participant in the BEST program throughout her degree, having engaged in various BEST initiatives and completed the BEST Certificate.



75 members from Toronto's Congolese community, and faculty members gathered at Glendon College on June 15th to celebrate honorary doctorate recipient Dr. [Denis Mukwege](#). Hosted by Glendon College Principal, Marco Fiola; Director of the Harriet Tubman Institute, Professor Gertrude Mianda; and Director Dahdaleh Institute for Global Health research, Professor James Orbinski; the evening featured a traditional Congolese dinner and music, as well as speeches and book signing. The event was a first of its kind for a few reasons, including: two Nobel Prize recipients at Glendon at once (Denis Mukwege and James Orbinski), and the first time Glendon College hosted Toronto's Congolese community, brought together to celebrate one of their own. Denis Mukwege is a world-renowned gynecologic surgeon who is the founder and medical director of Panzi Hospital in Bukavu, Democratic Republic of Congo. He is a leading global campaigner against sexual violence as a weapon of war, who received the Nobel Peace Prize in 2018.



The Faculty of Environmental & Urban Change (EUC) celebrated its inaugural [Changemakers Celebration](#), the first in-person event to commemorate the achievements of EUC educators since the program was formed in 2020, during the COVID-19 pandemic. The celebration marked the launch of the inaugural EUC Impact Report and lauded student researchers, volunteers and leaders. EUC recognized 50 graduate and 11 undergraduate students earning academic and research awards, including the EUC Research Award (EUCRA), Natural Sciences and Engineering Research Council of Canada (NSERC) awards, Social Sciences and Humanities Research Council (SSHRC) awards and many more. Award winners included:

- 2022 Dean's Changemaker Awards: William Anthony, Justin Chan, Thereza Eric, Samantha Navalta and Kaitlin Pal
- Dean's Teaching Award (faculty): Ilan Kapoor
- Dean's Teaching Award (graduate student): Nashwa Khan
- Dean's Staff Recognition Award: Joanne Huy
- Dean's Impact Leader Award: Nicki Hemmings



The President's Office (PO) Communications team and the Communications & Public Affairs Division (C&PA) at York University were recognized for best in class, receiving three [2023 CCAE Prix d'Excellence award\(s\)](#) (Canadian Council for the Advancement of Education). The winning PO team includes Krista Davidson, director of communications; Madeleine Laforest, social media and communications planning specialist; and Tina Dealwis, senior writer and communications specialist. Team members from C&PA included Robin Edmison, brand and marketing executive director; Jason Miller, digital marketing manager; Christie Lazo, digital specialist; and Sharon Ojelabi, social media specialist. The awards are:

- Gold: Best Use of Social Media for our #MeetYU campaign (this is one of the reputational campaigns C&PA leads for the Integrated Communication and Marketing Council).
- Silver: #YorkUConvo in the Creativity on a Shoestring Category.
- Bronze: The President's Annual Report Best Website



[Woldegebriel Assefa Woldegerima](#), assistant professor in the Department of Mathematics and Statistics in the Faculty of Science, received nearly half a million dollars from the Canadian Institute of Health Research (CIHR) to better predict and assess future outbreaks of mpox and other zoonotic threats. He will use epidemiological and geospatial models including mathematical and artificial intelligence-based models to study epidemiology, transmission dynamics and immunology and intervention strategies to forecast the effectiveness of prevention and control strategies for mpox and other zoonotic diseases in Canada and around the world.



Faculty of Liberal Arts & Professional Studies Professors [Alison Halsall](#) and [Jonathan Warren](#) are nominees in this year's Eisner Awards at San Diego Comic-Con for their book *The LGBTQ+ Comics Studies Reader: Critical Openings, Future Directions*. The book is the first of its kind to honour work that emerged from and was influenced by the underground and alternative comix movements of the mid-1960s and examine its provocative current iterations and future directions.



The Canadian Institutes of Health Research (CIHR) awarded a \$412,000 grant to a research team, which includes Assistant Professor in Mathematics and Statistics [Iain Moyles](#) as co-principal investigator, that will analyze the influence of human behaviour in disease dynamics. Iain Moyles. Titled "Epidemiological modelling of behavioural impact on Mpox mitigation strategies," and led by Bouchra Nasri, an assistant professor in the Department of Social and Preventive Medicine at the Université de Montréal's School of Public Health, the project is part of an investment of \$6.35M from the Government of Canada to support 13 teams across Canada that will carry out national and global health research projects on mpox and other zoonotic threats.





York University's [Risk and Insurance Studies Centre](#) received a \$11M grant from the Natural Sciences and Engineering Research Council of Canada Alliance (NSERC), to develop better ways of managing risk and protecting Canadians from increasing threats, such as pandemics, climate catastrophes and financial crises. Professor Edward Furman of the Faculty of Science leads the team at the Risk and Insurance Studies Centre (RISC) that will use the grant over five years for a new program called New Order of Risk Management (NORM): Theory and Applications in the Era of Systemic Risk. NORM looks to address an acute need for a fundamental transformation in how people think about and manage that risk.



[Seven York University students](#) were among the nearly 100 participants from 13 universities across Canada to compete at the first-ever officially sanctioned model European Union (EU) in Ottawa from May 5 to 7. The two-day policy negotiation simulation invited undergraduate students from across the country with an interest in international and transatlantic relations. Department of Politics Associate Professor Heather MacRae nominated students from both the Keele and Glendon campuses for the simulation. Travelling with MacRae to Carlton University, which hosted the event, were Karmen Galamb, Lily Tureski, Colin Maitland, Phoung Tran-Vo, David Miranda, Anna Huusko and Juliette Castillo Martinez – many of whom recently completed the Debates in Contemporary European Union Politics (AP/GLBL 4517) senior undergraduate course, or other similar politics courses.



[Gabriel Appiah-Kubi](#), Lions receiver and social sciences student at York University, was drafted to the Edmonton Elks for the upcoming Canadian Football League (CFL) season. In addition to Appiah-Kubi's many noteworthy achievements, he most recently made waves at the inaugural New Era 2023 CFL invitational combine in March, where he placed first in three different events, tied for second in a fourth, and secured his spot at the following national CFL combine.



York University recognized the contributions of its employees who have worked at the University for 25 years or more during an Employee Service Recognition event on May 16. Interim Vice-President, Equity, People & Culture, Alice Pitt, presented long-serving employees with 25, 30, 35, 40, 45 and 50 years of service with a commemorative gift during the reception, which was held on the second floor of the Second Student Centre. See the full list of recipients [here](#). The honorees included two employees who were recognized for over 50 years of service:

- Fred Lazar, Associate Professor, Department of Economics, Faculty of Liberal Arts & Professional Studies
- Paul E Lovejoy, Professor, Department of History, Faculty of Liberal Arts & Professional Studies



The [Lassonde School of Engineering](#) received a \$250,000 bursary from Kenaidan Contracting that will go towards supporting undergraduate students enrolled in the Civil Engineering program. The Dr. Istvan Fogarasi Kenaidan Contracting Bursary will be available to all Lassonde students in the Civil Engineering program starting Fall 2023. Recipients must be Canadian citizens, permanent residents or protected persons; residents of Ontario; and demonstrate financial need. Preference will be to provide 50 per cent of the awards in any year to a female-identifying student.



[Mike Rose](#), management information coordinator in the Department of Student Recruitment and Admissions, received an Award of Excellence from the Ontario University Registrars' Association. He was recognized for supporting the registrarial community at York University for over 30 years and playing a pivotal role in supporting the admission of Ontario high school students. He ensures that the 101 admissions process is seamless, consistently meets timelines, and addresses the different needs required of York's 100+ programs.



The *Financial Times of London*, the historic daily business newspaper and premier rankings publisher for executive education programs worldwide, has named [Schulich ExecEd](#) the 30th best program of its kind in the world. This year's Financial Times ranking serves as a new highwater mark for Schulich ExecEd, which has steadily climbed Financial Times' rankings for the last few years, reaching rank 32 in 2022. Not only did Schulich ExecEd climb two ranks higher this year, it also defended its prior-attained status as the second-best executive education program throughout Canada.



York University Board of Governors member, [Loretta Lam](#), is a top 75 finalist in the 15th Annual Top 25 Canadian Immigrant Awards, presented by Western Union. Lam is a highly recognized marketing industry leader known for her foresight and passion for marketing, multiculturalism, diversity and inclusion. With three decades of professional experience, Lam held management and consultant positions at leading multinational firms Hill & Knowlton Canada and Ogilvy Asia before she founded Focus Communications Inc., an award-winning Canadian agency, offering strategic counsel and services on multicultural marketing, diversity communications, brand building and cross-cultural training to client corporations in North America.



It was a successful day on the golf course Wednesday, May 31 as York University [Athletics & Recreation](#) raised \$154,000 for athletic scholarships at the 20th annual Lions Cup, presented by TD Insurance. Nearly 100 golf enthusiasts convened at the Wyndance Golf Club in Uxbridge, Ont., coming together with a mission to extend financial assistance to student athletes. Notably, a number of York's current student athletes, who have similarly benefited from financial aid in their educational pursuits, actively interacted with the golfers. Organizers led a variety of events on the course, such as the accuracy challenge and the longest-drive competition, all the while embracing the opportunity to establish valuable connections with professionals in their respective fields of study.



Senior Scholar and Professor Emeritus [Juan Pascual-Leone](#) earned a Doctor Honoris Causa from the University of Valencia in Spain for his pioneering work in cognitive development. As a renowned developmental psychologist, he founded the neo-Piagetian approach to cognitive development and put forward key predictions about developmental growth of mental attention and working memory.



Associate Professor in Astronomy [Adam Muzzin](#)'s successful application to use NASA's James Webb Space Telescope (JWST) to explore the depths of the universe was one of 1,600 project proposals submitted. He was also one of only 11 out of 54 applying Canadian principal investigators to receive approval, and his is the second-largest successful Canadian program in terms of time granted – 44 hours – with the telescope.



Members of York University's [Cross-Campus Capstone Classroom \(C4\) team](#) were awarded the 2023 D2L Innovation Award in Teaching and Learning from the Society for Teaching and Learning in Higher Education (STLHE), which recognizes post-secondary collaborative teams for their innovative approaches to promoting student-centered teaching and learning. C4, launched in 2019, enables students to work on real-world challenges with social impact, promoting team-based collaboration, advanced research and design, critical and strategic thinking, and more. The award was bestowed on those associated with C4's innovative approach to pan-university interdisciplinary experiential education. The award winners included:

- Danielle Robinson, co-founder and academic co-lead of C4, as well as associate professor in the Department of Dance;
- Franz Newland, co-founder and co-lead of C4, as well as associate professor of Space Engineering;
- Rachele Campigotto, classroom coordinator assistant for C4 and contract faculty in the Faculty of Education;
- Dana Craig, Libraries liaison for C4 and director of student learning and academic success in the Libraries;
- Danielle Dobney, team culture strategist of C4 and assistant professor in Kinesiology and the Athletic Therapy Certificate program;
- Andrea Kalmin, curriculum lead, classroom coordinator for C4 and adjunct faculty in the Department of Social Science;
- Alice Kim, scholarship of teaching and learning (SoTL) research lead for C4 and interim assistant program head for Psychology at the University of Guelph-Humber; and
- Natasha May, Teaching Commons liaison for C4 and educational developer in York's Teaching Commons.



[Jinjun Shan](#), a professor and Chair of the Earth and Space Science and Engineering Department at York University's Lassonde School of Engineering, has been elected as a Fellow of the Canadian Academy of Engineering (CAE) in recognition of his outstanding work and research on space and autonomous systems. Each year, the CAE invites a small number of highly accomplished individuals demonstrating extraordinary contributions in engineering to become Fellows of their organization.



The Art Gallery of York University (AGYU) will host a special performance by York University PhD student [Erica Stocking](#) as part of MotherGinger Promenade, an exhibit running until December 2, 2023. The performance, which took place on June 10, charts a path through the emergence of fashion as a discipline within modernism in late 19th century Paris, its entanglement in rhythms and spaces of visibility, and the social and material conditions of movement. Inspired by early examples of public promenades (such as those on the Bois de Boulogne in Paris after its redevelopment as a social gathering point in the late 1800s) as spaces where economic, social and aesthetic interests come together in an event of looking and being seen, Stocking invites the audience to consider, "What is a closet and where can it take you?"



Following its fourth annual Workshop on Critical Social Science Perspectives in Global Health Research, York University's [Dahdaleh Institute for Global Health Research](#) awarded five researchers \$5,000 seed grants to further develop grant proposals and research programs that carry out critical global health research. All winners of the grants this year embody the critical social science perspectives in global health research that is representative of Dahdaleh's research themes: planetary health, global health and humanitarianism, as well as global health foresighting. The recipients – largely representing the School of Global Health – and their projects are:

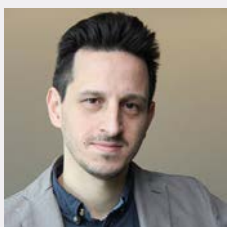
- Syed Imran Ali, research Fellow in global health and humanitarianism, and Stephanie Gora, assistant professor in civil engineering, will explore community-based participatory water quality monitoring for safe water optimization in the Canadian North.
- Chloe Clifford Astbury, postdoctoral researcher in the School of Global Health, will pursue mining, health and environmental change by using systems mapping to understand relationships in complex systems.
- Godfred Boateng, assistant professor, director of the Global and Environmental Health Lab, and faculty Fellow at the Dahdaleh Institute, is studying Black anxiety with an exploratory and intervention look at Black families with children in and out of the criminal justice system in Canada.
- Ahmad Firas Khalid, faculty Fellow in the Faculty of Health, will use experiential simulation-based learning to increase students' ability to analyze increasingly complex global health challenges through a mixed methods study.
- Gerson Luiz Scheidweiler Ferreira, a postdoctoral Fellow at Dahdaleh will examine how to break barriers to sexual and reproductive health by empowering Venezuelan refugee women in Brazil's resettlement process.



An international team of researchers, including York University Assistant Professor [Elizabeth Clare](#), has found that data in the form of environmental DNA (eDNA) is being collected globally by ambient air quality monitoring stations. The discovery is a game-changer for global efforts to protect and promote biodiversity.



[Dennis N. York](#), associate director of digital and experiential education at the York University School of Continuing Studies, was the recent recipient of the We Rise Together Award in Innovation from the Duolingo English Test for the School's animated instructional video series, "Not So Far From Home: Canadian Culture Series".



A new website and travelling exhibit that explores the past and present of Canada's Portuguese diaspora was developed by York University faculty member [Gilberto Fernandes](#). Fernandes is currently a research associate at the Robarts Centre for Canadian Studies and was recruited by the Portuguese Embassy in Canada to create the project. The website, titled "Movimento Perpétuo: The Portuguese Diaspora in Canada," was officially launched on June 1, coinciding with the beginning of Portuguese Heritage Month in Canada and the upcoming 70th anniversaries of the establishment of Portugal Canada diplomatic relations (1952) and the beginning of Portuguese mass migration to Canada (1953).



The [Science Engagement Programs](#) (SEP) team partnered with Main Street Markham to host the Faculty of Science's 15th Science Rendezvous, which included more than 50 volunteers, 2,000 participants, and internal and external collaborators. The Mayor of Markham Frank Scarpitti declared May 13, 2023 as Science Rendezvous Day and presented the certificate to Biology Professor Robert Tsushima, one of the original organizers of Science Rendezvous.



[Carl James](#), a professor and Jean Augustine Chair in Education, Community and Diaspora in the Faculty of Education at York University, received funding for "Bridging the gap in regenerative medicine for African, Caribbean and Black (ACB) communities," a project that will promote greater equity in regenerative medicine research and clinical practice. With Dr. Istvan Mucsi of University Health Network, James will lead a team that received a collective \$1 million from Medicine by Design (MBD), a strategic hub for regenerative medicine research at the University of Toronto. The project sprung from a series of workshops organized by MBD's Convergent Working Group, which aspires to gather diverse perspectives across the field of medicine.



[Karen Valihora](#), graduate program director and associate professor in the Department of English, purchased *The Picton Gazette*, a Prince Edward County historic weekly with the intent of continuing its community-building legacy. *The Picton Gazette*, first published as the Hallowell Free Press in 1830, had been owned by Jean Morrison, and her husband, since 1977. After her husband passed away in 1978, she became one of the only female newspaper publishers in Canada. Morrison remained in her role until she passed away at the age of 97 in 2019. Since that time, the *Gazette* has been managed by the Morrison adult children and a dedicated staff, until they decided to sell in 2022.



A selection committee from the President's Sustainability Council identified four projects that advance climate action at the University for the second round of funding from York's [Sustainability Innovation Fund](#) (SIF). The winning projects reflect various ways to utilize the campus as a living lab and address direct or indirect emissions through activities such as commuting, energy use, food consumption, waste management, behaviour change, awareness and engagement, and nature-based solutions. The four winning projects are:

- Living Learning Community – Sustainability, Project team: Aaron Brown and Melanie Howard, Residence Life, Division of Students
- York University Composting Centre, Project lead: John Simoulidis; Project team: Andrew Maxwell (Lassonde School of Engineering), Dean J.J. McMurtry (Faculty of Liberal Arts & Professional Studies (LA&PS)), Dean Alice Hovorka (Faculty of Environmental & Urban Change (EUC)), Tom Watt (Ancillary Services), Calvin Lakhani (EUC), Mark Winfield (EUC), Karl Karvonen (Facilities Services), Sabine Dreher (Glendon College), Nicolas Cabal (student), Ronon Smith (student), Sabrina de Losada Casab (student)
- Green Career Fair: Exploring Climate Careers to Achieve Net Zero, Project leads: Lauren Castelino, Joanne Huy and Rosanna Chowdury (EUC)
- Determining the merits of large battery electricity storage at York University, Project lead: Tim Hampton (EUC); Project team: Mark Winfield (EUC), Hany Farag (Lassonde), Steven Prince (Facilities Services)



YSpace Entrepreneur in Residence (EiR) [Daniel Bartek](#)'s beverage manufacturing company Ace Beverage Group has been acquired for \$165 million by the global brand Coby Spirit and Wine Limited/Pernod Ricard. YSpace's EiRs are all successful entrepreneurs who have experience building and growing their companies, who have specialized in different fields, such as sales, marketing, finance, analytics and more. They host bi-weekly office hours, acting as resources to provide advice and guidance to YSpace startups.



The [Educational Space Science and Engineering CubeSat Experiment](#) (ESSENCE) Satellite successfully launched from the Kennedy Space Center's launch complex on June 5, 2023. This achievement is a testament to the hard work and dedication of York University's team of undergraduate students who have been involved with this mission.



A total of 16 awards were given to teams of upper-year students based on their presentations at [Capstone Day](#), an annual showcase hosted by the York Capstone Network (YCN) and the Lassonde School of Engineering. Capstone Day offers upper-year students the chance to share capstone and pre-capstone projects focused on the United Nations Sustainable Development Goals (SDGs) with fellow students, faculty members and off-campus project partners. The full list of awards and project titles are:

- Engineering Capstone Prize: "Smart Nordic Walk" by ENG Team 21 – The Pole Walkers
- Honorable Mention: "Drone Range Extension (D.R.E.)" by Team 36a – Aerial-Electro-Claw
- CIVL GeoSolv Innovation & Sustainability Award: "Timber Pedestrian Bridge" by Team 7 – Sapling Solutions
- CSCE – CSCE National Capstone Design Competition Nominee: "Integrated Water Systems Design at Downsview Taxiway West District" by Team 2 – IRD Engineering
- CIVL: Student Choice Award: "Integrated Water Systems Design at Downsview Taxiway West District" by Team 2 – IRD Engineering
- Technology Impact Award (BEST Lab): "Modular Smart Home" by ENG Team 38 – Modular Smart Home
- Technology Impact Award (BEST Program for C4): "Nordic Walking Poles" by Team BE
- Office of Alumni Engagement, Alumni EDI Award: "DiaSol" by Team CA
- Office of Alumni Engagement, Alumni Engagement Award: "Sustainable 7" by Team AF
- YSPACE General Innovation Award: "Building Cents" led by Munzungu Nzeyedio, Team BC
- YSPACE Black Entrepreneurship Alliance Award: "Financial Education" led by Bobby Lewis, Team BI
- C4 Community Impact Award (Positive Change Initiative): "ECO6IX" by Team Cj and "YU Waste" by Team AD
- C4 Pivot Award: "The Pivoteers" by Team BB and "DiaSol" by Team CA
- C4 Partner Choice Award: "RydUp" by Team AB

## Executive Committee – Report to Senate

At its meeting of 29 June 2023

### FOR ACTION

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

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

Nominations are also accepted “from the floor” if the nominee has consented and is available for the published meeting time of the committee. Under Senate rules, nominators must report prospective nominees to the Secretary prior to the start of the meeting in order to determine their eligibility.

Additional nominees may be forwarded prior to the Senate meeting of 23 June 2022.

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

#### Academic Standards, Curriculum and Pedagogy

Hilary Davis, Assistant Professor, Philosophy, LAPS

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

Lucy Angus, Assistant Professor, Faculty of Education

#### *Remaining Senate Committee Vacancies*

The Executive Committee continues to seek prospective candidates to fill the remaining vacancies on the *Tenure and Promotions* (4) and *Tenure & Promotions Appeals* (1) Committees, as well as the *Joint Sub-committee on Quality Assurance* (2). The Nominations Sub-Committee would be grateful for expressions of interest, which can be conveyed to the University Secretariat through Cheryl Underhill ([underhil@yorku.ca](mailto:underhil@yorku.ca)).

### FOR INFORMATION

#### b. Election Results

In May, Senate confirmed the slate of nominees for the full-time faculty members on the *Academic Standards, Curriculum & Pedagogy, Appeals, Awards, Tenure & Promotions and Tenure & Promotions Appeals* committees, and the contract faculty member on the *Academic Standards, Curriculum & Pedagogy* Committee.

An election was held for the contract faculty position on ASCP as the number of nominees was greater than the number of vacancies. As a result of the ballot conducted between 29 May – 2 June 2023, the following candidate was elected:

*Academic Standards, Curriculum & Pedagogy – Contract faculty member:*  
Marina Heifetz, Department of Psychology, Faculty of Health

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

### **c. Review of Faculty Council Rules and Procedures**

The Executive Committee approved changes to the rules and procedures for the Faculty Council of the Lassonde School of Engineering which proposed a streamlined committee structure to improve and simplify the design and efficiency of its Faculty-level governance processes, and also address the high service load on faculty members. Executive has requested a follow-up report from Council at an appropriate time on the effectiveness of the new structure in achieving the defined goals.

### **d. 2022-2023 Senator and Senate Committee Survey**

The annual survey of Senators and Senate committee members is being conducted currently. While the survey questions employed in recent years will remain unchanged to facilitate the assessment of trends and comparative results, Senators and Senate committee members have been canvassed again this year for input on their experiences with governance being delivered virtually. A supplemental set of questions on this topic has been added to the survey. The Executive Committee will receive and assess the results and share reflections with Senate thereafter. The Senate and committee feedback on the virtual meeting mode employed for the past two years will inform post-pandemic governance planning.

### **e. Senate Attendance 2022-2023**

The increase in Senate attendance observed in recent years dropped off in 2022-2023; the results this year indicate a return to pre-pandemic year levels. During the pandemic, the stronger attendance was attributed to the shift to the virtual mode of meeting delivery.

Early in the autumn, the Executive Committee will reflect on the attendance trend together with feedback from Senators in the Senate survey (presently in progress) to identify measures to sustain collegial participation in governance and foster pan-university engagement in institutional planning processes. Particular attention will be given to the results of the combination of in-person and virtual meetings of Senate meetings for the 2023-2024 academic year.

A decision about the mode of Senate meetings for FW 2022-2023 will be made when the decision is made of declaring the disruption ended. Senators are canvassed on their experience with virtual meetings in this year's annual survey. The 2022-2023 attendance report is in Appendix A.

### **f. Senate Committees' 2022-2023 Priorities**

At the outset of each new academic year, Senate committees establish priorities that support the advancement of UAP priorities. The APPRC, ASCP and Executive committees provided summative reports on their respective progress towards defined actions. Collectively, the completion of goals and advancement of initiatives to next stages is impressive. Senate Committees and their Chairs are owed a word of special



## Executive Committee – Report to Senate

acknowledgement and appreciation for all the work undertaken and the accomplishments achieved this year. Priorities that are being carried forward to the 2023-2024 academic year have been noted. Senators are encouraged to review the committees' summaries, attached as Appendix B.

### **g. Summer Authority**

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

*“Between the June meeting of the Senate and the first regular meeting of Senate in September, the Executive Committee of Senate shall possess and may exercise any or all of the powers, authorities, and discretions vested in or exercisable by the Senate, save and except only such acts as may by law be performed by the members of Senate themselves; and the Executive Committee shall report to the Senate at its first regular meeting in September, what action has been taken under this authority.”*

### **h. Expressing Appreciation**

Continuing members and staff of the University Secretariat wish to convey their sincere gratitude to members of Senate Executive whose terms conclude this month. They are Robert Allison (Lassonde); Gerald Audette (a one-year sabbatical replacement, Science); Jennifer Connolly (Health); Jose Etcheverry (Senator on the Board); Dylan Gruspier (graduate student); Maria Guzman (Glendon); and Mustafa Karakul (LAPS). Their contributions to the work of the Committee during yet another busy year were exemplary, and we send them off with best wishes for their future endeavours.

Poonam Puri, Chair

Lauren Sergio, Vice-Chair

**Senate Attendance in 2022-2023**

Table 1  
**Senate Attendance, 2022-2023**  
**by Category of Membership and Meeting Date**  
**(n =164)<sup>1</sup>**

<b>Membership by Category</b>	<b>Sept 2022</b>	<b>Oct 2022</b>	<b>Nov 2022</b>	<b>Dec 2022</b>	<b>Jan 2023</b>	<b>Feb 2023</b>	<b>Mar 2023</b>	<b>April 2023</b>	<b>May 2023</b>
All Faculty Members (99)	64	64	66	63	68	61	61	58	54
Education (4)	3	3	2	1	2	3	2	1	2
EUC (4)	3	3	3	3	3	2	3	4	3
Arts, Media, Performance & Design (7)	3	2	4	3	4	4	4	2	2
Glendon (8)	8	5	6	6	7	8	6	6	5
Health (14)	10	8	11	11	9	6	8	8	8
Lassonde (8)	6	5	4	6	7	7	5	4	4
Liberal Arts & Professional Studies (34)	21	26	21	21	24	19	19	22	21
Osgoode (4)	2	1	3	1	2	2	1	2	1
Schulich (5)	2	3	5	4	4	3	4	3	3
Science (11)	6	8	7	7	6	7	9	6	5
Librarians and Archivists (2)	1	1	2	2	2	2	2	2	2
President/ Vice-Presidents (6)	4	5	5	6	5	5	5	5	5
Deans/Principal/Librarian (12)	11	11	11	10	10	10	11	7	10
Students (28)	7	9	10	8	11	8	6	5	4
Committee Chairs (4)	3	3	3	4	3	3	4	4	3
Other Members (13)	9	11	11	11	7	10	9	9	9
Number of Senators Attending (Percent)	<b>99 (60.4)</b>	<b>104 (63.4)</b>	<b>108 (66.0)</b>	<b>104 (63.4)</b>	<b>106 (64.6)</b>	<b>99 (60.4)</b>	<b>98 (59.8)</b>	<b>90 (54.9)</b>	<b>87 (53.0)</b>

<sup>1</sup> The maximum size of Senate is 169. However, totals in the tables and graphs do not include the Chancellor, members of the Board of Governors.

Table 2  
**Senate Attendance 2018-2019 to 2022-2023  
 by Category of Membership and Percentage**

<b>Membership Category</b>	<b>2018-2019</b>	<b>2019-2020</b>	<b>2020-2021</b>	<b>2021-2022</b>	<b>2022-2023</b>
All Faculty Members (99)	59.4	67.2	75.1	78.3	<b>62.7</b>
Education (4)	63.9	85.0	81.2	91.7	<b>52.8</b>
Environmental & Urban Change (4)	22.2	47.5	72.1.	75.0	<b>75.0</b>
Arts, Media, Performance & Design (7)	60.3	77.1	86.1	77.8	<b>44.4</b>
Glendon (8)	45.8	55.0	53.1	83.3	<b>79.2</b>
Health (14)	63.0	66.6	83.3	95.4	<b>62.7</b>
Lassonde (7)	77.8	57.1	67.1	79.2	<b>66.7</b>
Liberal Arts and Professional Studies (36)	63.2	76.1	74.6	71.3	<b>59.9</b>
Osgoode (4)	30.6	55.0	72.1	61.1	<b>41.7</b>
Schulich (5)	40.7	56.0	85.0	77.8	<b>68.9</b>
Science (11)	66.7	82.7	76.1	81.8	<b>61.6</b>
Librarians and Archivists (2)	77.8	75.0	81.2	88.9	<b>88.9</b>
President / Vice-Presidents (6)	88.2	76.6	96.1	88.9	<b>83.3</b>
Deans / Principal / Librarian (12)	69.4	76.1	86.3	88.9	<b>84.3</b>
Students (28)	36.9	55.2	55.1	41.7	<b>27.0</b>
Committee Chairs (4)	88.9	100	100	55.6	<b>83.3</b>
Other Members (13)	60.6	77.6	64.4	71.8	<b>73.5</b>
<b>Percentage Attendance</b>	<b>57.2</b>	<b>72.7</b>	<b>72.1</b>	<b>72.7</b>	<b>61.0</b>

Table 3  
**Attendance in 2022-2023 by Category**  
**Ranked in Descending Order**

<b>Membership Category</b>	<b>Attendance (by %)</b>
Librarian and Archivists	88.9
Deans / Dean of Libraries/ Principal	84.3
Senate Committee Chairs	83.3
President/ Vice President	83.3
Glendon	79.2
Environmental and Urban Change	75.0
Other Members	73.5
Schulich	68.9
Lassonde	66.7
Health	62.7
All Faculty Members	62.7
Science	61.6
Liberal Arts and Professional Studies	59.9
Education	52.8
Arts, Media, Performance & Design	44.4
Osgoode	41.7
Students	27.0

Table 4  
**Senate Attendance in 2022-2023  
by Meeting Date (n = 164)**

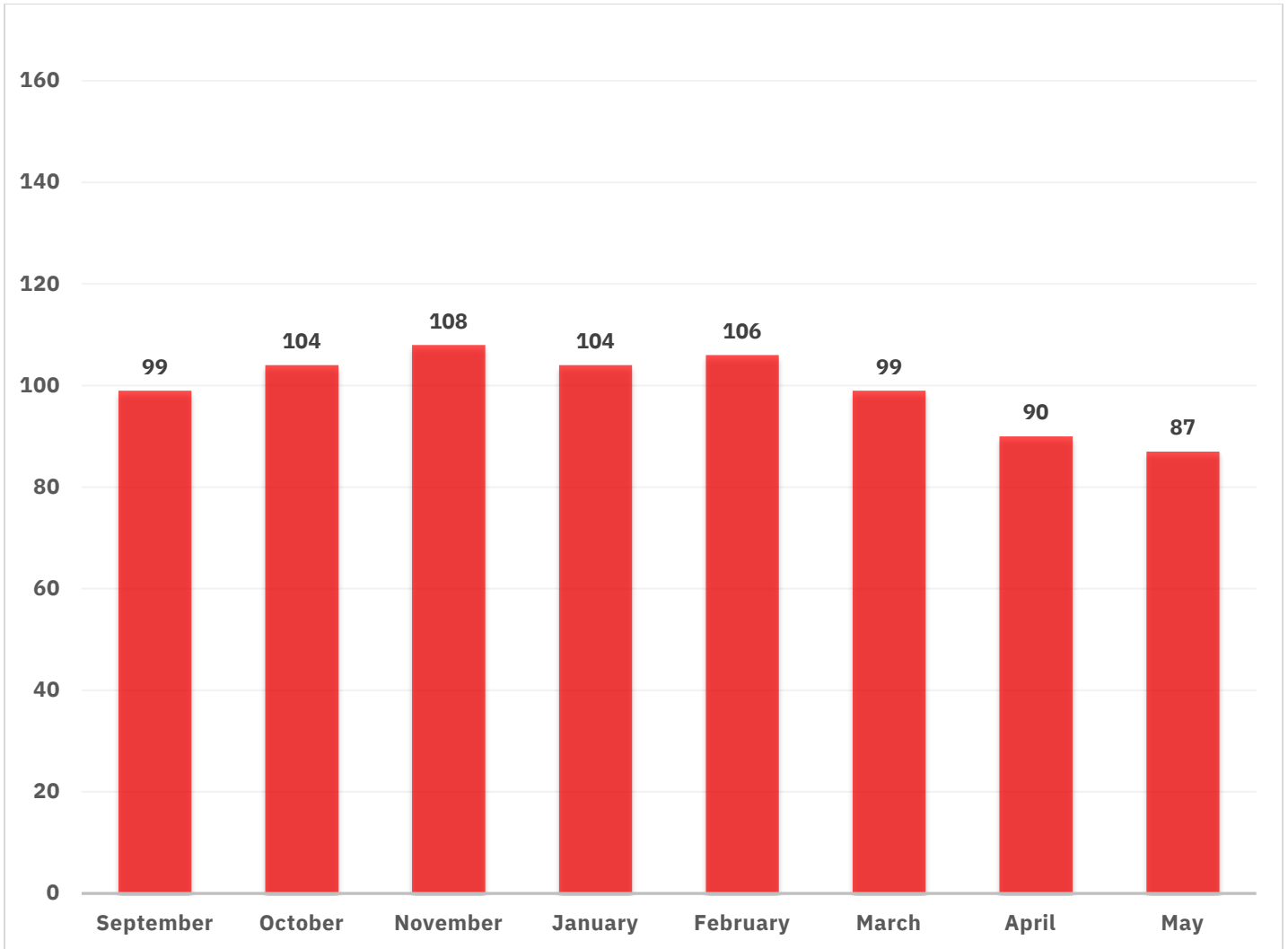
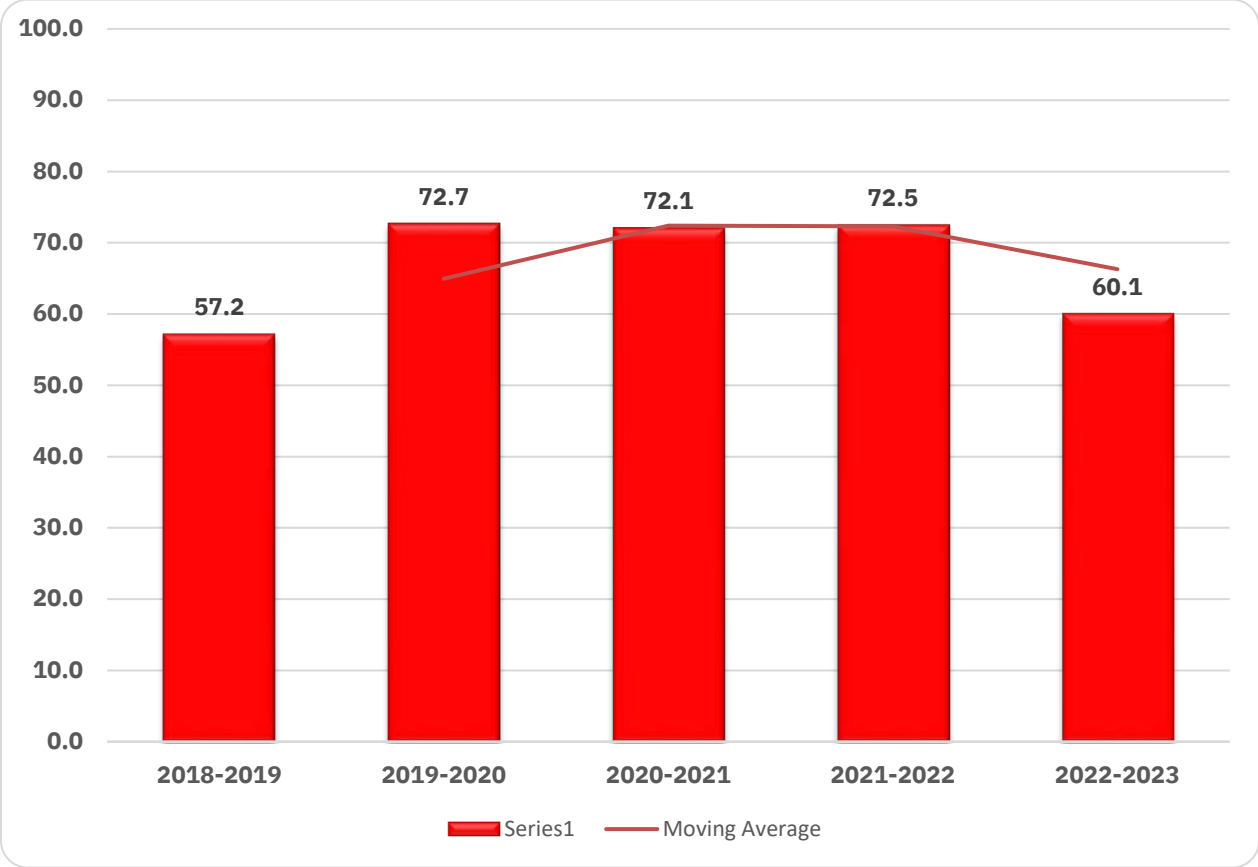


Table 5  
**Senate Attendance  
2016-2017 to 2021-2022  
by Yearly Average**



## Senate Executive Committee: Priorities 2022-2023

Item	Commentary	Process	Timelines Projected start and end times
<b>1. Monitoring the Disruption</b>	<p>With the circumstances of the pandemic continuing to improve, the Committee to determine the timing to declare the disruption ended.</p> <p>Corollary item of business is status of the waiver of the requirement for an Attending Physician's Statement while separate policy / decision is being developed (led by ASCP).</p>	<p>Recommendation in collaboration with the Provost to declare disruption ended and continue the APS waiver to Executive for approval.</p> <p>Communication to Senate and community on disruption status thereafter. APS waiver to Senate for approval.</p>	<p><b>Completed.</b></p> <p>Disruption declared ended November 25, 2022.</p> <p>APS waiver extended to 31 December 2023, with final report on its status to Senate by November 2023.</p>
<b>2. Future Mode of Senate meetings</b>	<p>Senate and Senate committee meetings have been delivered in virtual mode since spring 2020.</p> <p>Advantages of virtual Senate meetings have been identified. A review and analysis of the mode of delivery will inform a decision on the matter going forward.</p>	<p>The Senate survey results on the specific questions this year on virtual meetings, and best practices adopted within the PSE sector will be compiled for review and discussion by Executive.</p> <p>Senate Committees to discuss and decide on the mode of delivery most suitable to members' needs for 2022-2023 year.</p>	<p><b>Completed for 2022-2023.</b></p> <p>Executive determined the schedule for 2023-2024 Senate meetings that combines a series in-person meetings with members needing accommodation provided the ability to attend virtually, and wholly virtual meetings.</p>
<b>3. Review of the Rules of Senate</b>	<p>The Rules of Senate require them to be published every three years, which normally occasions a thorough review.</p> <p>The last Senate Rules review was done in 2018-2019.</p>	<p>The Senate survey results and correspondence from Senators reviewed.</p> <p>Senate consulted on the scope of items to be included in the Rules review in Fall 2021.</p> <p>Draft revisions to the Rules discussed and confirmed by Executive.</p>	<p><b>Completed.</b></p> <p>Revisions proceeded to Senate in at June meeting; referred back for further discussion and response to issues raised by Senate.</p> <p>Final set of revisions <b>approved</b> by Senate in <b>September 2022.</b></p>
<b>4. Senate Membership Review</b>	<p>The Rules of Senate require Executive to review changes in structures, faculty complements and student enrolments every two years and recommend to Senate the seats be re-allocated as</p>	<p>Senate membership formula established by Executive in 2017 to be applied.</p> <p>Input to be sought on needed changes with the establishment of the Markham Campus.</p>	<p><b>Ongoing, with a related interim decision.</b></p> <p>Input from Faculty Councils on MC representation on Senate being gathered; responses requested by May.</p>

<b>Item</b>	<b>Commentary</b>	<b>Process</b>	<b>Timelines</b> Projected start and end times
	<p>necessary. The last membership review was done in 2020-2021.</p> <p>The determination of the Markham Campus' representation on Senate to be part of the review in 2022-2023.</p>		Senate approved an interim change to Senate allocations for 1 year (2023-2024). Proposed allocation for approval in April.
<b>5. Appointment of a Vice-Chair Senate</b>	A new Vice-Chair needs to be appointed by Senate for the term of 1 January 2023 – 30 June 2024.	The Nominations Sub-committee will develop a slate of candidates for election to the position by Senate.	<b>Completed.</b> Appointment of Professor Sergio approved by Senate December 2022.
<b>6. Review of Principles Governing a Presidential Search</b>	Executive committed to follow through on a commitment to have a Senate discussion of the <i>Principles to Govern Presidential Search Committees</i> .	Senate Executive to prepare the framing of the discussion.	<b>Ongoing.</b> Senate Executive concurred with Board Executive's recommendation to establish a joint-Executive committees working group to commence in Fall 2023. Provided feedback on the scope of the review exercise to Board Executive. Response pending.
<b>7. Enhance Senator participation in meetings</b>	<p>A theme in the Senate surveys has been a need to facilitate greater participation of members in Senate meetings.</p> <p>Defining a tangible initiative to support enhanced participation would be a strong indication of responding to the feedback of Senators. Have a series of facilitated discussions at Senate meetings in 2022-2023 on key academic initiatives in progress / on the agenda.</p>	<p>Executive Committee review feedback from Senate surveys.</p> <p>Identify key academic initiatives to highlight and discuss in Senate meetings, pairing them with suitable agendas.</p> <p>Implement on a trial basis in 2022-2023 meetings.</p>	<b>Ongoing.</b> Senate discussions held included: <i>Academic Misconduct Policy</i> (October, ASCP/SAC). <i>Data Management Strategy</i> (January, APPRC) <i>School of Medicine planning</i> (April, APPRC).



## APPRC 2022-2023 Priorities

Status, June 2023

UAP Priority	APPRC Priority Area	Specific Outcomes for 2022-2023	Status of 2022-2023 Actions
<p><b>21st Century Learning:</b> Diversifying Whom, What, and How We Teach</p> <p><b>From Access to Success</b></p>	Future of Pedagogy	<p>Following last year’s discussions and the input from the planning forum on inclusive excellence within our curriculum and teaching in view of the innovations in pedagogy, APPRC committed to carry forward consideration of what actions can be taken up by Senate and its various committees, and by what processes, including:</p> <ul style="list-style-type: none"> <li>the possible creation of a pan-university working group / task force to examine the future of pedagogy, possibly under the auspices of APPRC or ASCP.</li> </ul>	<p><b>Creation of TF COMPLETED</b></p> <p><i>Joint APPRC-ASCP Task Force on the Future of Pedagogy</i> established. Mandate and composition confirmed by APPRC <i>Joint APPRC-ASCP Task Force on the Future of Pedagogy</i> and ASCP in January.</p> <p>Membership established after open call, and announced February 2023.</p> <p>TF launched in March. Working Groups established and populated in May.</p>
<p><b>Knowledge for the Future:</b> From Creation to Application</p> <p><b>Living Well Together</b></p>	Support furthering the Strategic Research goals	<p>Collaboration on and support for the renewal of the <i>2018-2023 Strategic Research Plan</i>.</p> <hr/> <p>Establishment of the <i>Senate Policy on Indigenous Research Involving Human Participants</i>.</p>	<p><b>COMPLETED</b></p> <p><b>Strategic Research Plan:</b> Approved by Senate May 2023.</p> <hr/> <p><b>COMPLETED: Senate Policy on Indigenous Research Involving Human Participants</b> approved by Senate January 2023.</p>
<p><b>21st Century Learning</b></p> <p><b>Knowledge for the Future</b></p> <p><b>From Access to Success</b></p> <p><b>Advancing Global Engagement</b></p>	Monitoring / contributing to major academic planning initiatives in 2022-2023	<p>Regular reports from Provost and /or Vice-President Research &amp; Innovation on initiatives in progress, including:</p> <ul style="list-style-type: none"> <li>• Markham Campus planning</li> <li>• Vaughan Healthcare Precinct</li> <li>• Internationalization and Globalization strategy</li> <li>• establishment of a medical school;</li> <li>• external developments with the Provincial micro-credential framework</li> </ul>	<p><b>ONGOING / COMPLETED:</b></p> <p><b>MC:</b> Deputy Provost attending APPRC monthly to provide progress reports on academic planning aspects of campus.</p> <p><b>Medical School consultation:</b> Discussions with President / Provost in September, November and March. A governance Planning Prospectus confirmed by Committee, shared with Senate in April.</p>

UAP Priority	APPRC Priority Area	Specific Outcomes for 2022-2023	Status of 2022-2023 Actions
<p><b>Living Well Together</b></p> <p><b>Working in Partnership</b></p>		<ul style="list-style-type: none"> <li>• performance enhancement on international rankings</li> <li>• E-CV implementation</li> </ul> <p>Engagement of Senate in planning discussions / decisions on initiatives.</p>	<p><b>VHCP:</b> briefings from Provost continue, in conjunction with SoM discussions.</p> <p><b>Internationalization and Globalization strategy: COMPLETED</b></p> <p><b>E-CV:</b> Implementation progress report provided to APPRC 25 May 2023; planned launch in Fall 2023.</p>
<p><b>Answering the Call:</b> A University-Wide Challenge to Contribute to the UN Sustainable Development Goals</p>	<p>The SDG Challenge</p>	<p>In support of goal to raise awareness of how the University’s teaching and research aligns with and contributes to the SDGs, the focus of the annual discussion with the Deans and Principal in 2021-2022 was on Faculties’ plans and resourcing of SDG-related initiative; discussion with 3 Deans were held in spring 2022; plans to meet with the balance of Deans with APPRC in 2022-2023.</p> <p>Following the decanal discussions:</p> <ul style="list-style-type: none"> <li>• identify themes / areas of interdisciplinary strength / synergies among the scholarship being conducted that substantively align with the SDGs</li> <li>• in addition to the qualitative approach to gauging progress and informing action, consider inclusive means to quantitatively track initiatives to measure progress on the SDG goal and criteria that could be relied upon for prioritizing resources as a result.</li> </ul>	<p><b>NEARING COMPLETION FOR 2022-2023.</b></p> <p>Individual meetings with remaining Deans and Principal held in April.</p> <p>Summary report and recommendations to be integrated in a UAP progress report to Senate in June .</p>

## ASCP Priorities and Key Items of Business for 2022-2023: Status Report

### Priorities

ASCP Activity	Status/Next Steps	UAP Priority
<p><b>1. Establishment of <i>Academic Conduct Policy</i></b></p>	<p>Following additional University-wide consultations, an ad hoc Working Group of ASCP and SAC shepherded substantial revision of the proposed Academic Conduct Policy and Procedures.</p> <p>C&amp;P, SAC and ASCP reviewed the Policy and Procedures in Fall 2022, with facilitated discussion at the October Senate meeting. Following the October Senate meeting and over the course of Winter 2023, ASCP received detailed feedback on the policy, from several Faculties, the ombudsperson, and legal counsel. A new Working Group consisting of ASCP and representatives from earlier Working Groups was formed to revise the draft policy to reflect the feedback received, with the aim of progressing the document to Senate for approval in Fall 2023. The draft Policy is available on the ASCP webpage.</p>	<p>Priority 3: From Access to Success: Next Generation Student Supports</p>
<p><b>2. Revisions to the <u>Common Grading Scheme for Undergraduate Faculties</u>: transition from the 9.0 GPA scale to a 4.0 scale and updates to policy framework</b></p>	<p><b>Previously:</b> The Policy on York University Grading Schemes and undergraduate qualitative descriptors was approved by Senate in October 2020.</p> <p>Revisions to Policy to address items identified during implementation activities were approved by Senate in November 2020 and June 2022.</p> <p>Revisions to policies/regulations impacted by the transition were Senate approved April '22:</p> <ul style="list-style-type: none"> <li>• Letters of Permission</li> <li>• Certificate Guidelines and Procedures</li> <li>• Undergraduate Co-Registration Options with other Post-secondary Institutions</li> <li>• Visiting Students</li> <li>• Bridging Courses</li> <li>• Bridging Programs</li> <li>• Granting Degree-Credit for Pre-University Courses</li> <li>• Transfer Credit Limits for Advanced Secondary Studies</li> </ul>	<p>Priority 3: From Access to Success: Next Generation Student Supports</p> <p>Sub-item: We will redouble efforts to achieve positive change for students.</p>

ASCP Activity	Status/Next Steps	UAP Priority
	<p><b>Monitoring activities</b></p> <ul style="list-style-type: none"> <li>ASCP reviewed submissions for program/academic regulation changes to confirm compliance with the Policy in 2022-2023. Submissions continue to be received/considered by ASCP.</li> <li>Provided guidance to Office of the University Registrar on systems updates as appropriate.</li> </ul> <p><b>Moving forward:</b></p> <ul style="list-style-type: none"> <li>Liaise with Student Financial Services and Awards Committee to initiate review and updates to Awards Manual and criteria that reference a GPA value.</li> <li>Review of GPAs associated with academic and graduation honours.</li> </ul>	
<p><b>3. Review University practices associated with Attending Physician's Statements</b></p>	<p>Following a University-wide consultation in Spring 2021, ASCP identified guiding principles for the review of York's long-standing practices in May 2022.</p> <p>Policy development began in Fall 2022, with consultation with C&amp;P. Consultation with SAC will follow, with Senate approval targeted for Fall 2023. A draft will be available on the ASCP webpage. This will require review by University Counsel, SAC, and other stakeholders.</p>	<p>Priority 3: From Access to Success: Next Generation Student Supports</p> <p>Sub-item: We will redouble efforts to achieve positive change for students.</p>
<p><b>4. Ongoing review and development of academic policies / regulations</b></p>	<p>ASCP and C&amp;P were engaged in the development of policies on Pan-Faculty and Pan-University Courses, and Micro-credentials in 2022-2023. ASCP saw one proposal for a Pan-Faculty course, but these initiatives are still in development.</p> <p>An existing policy was identified to be reviewed in 2022-2023 (<a href="#">Undergraduate Certificates Guidelines and Procedures</a>) but this policy was approved by Senate in March 2021.</p>	<p>Priority 1: 21<sup>st</sup> Century Learning: Diversifying Whom, What, and How We Teach</p> <p>Priority 3: From Access to Success: Next Generation Student Supports</p>
<p><b>5. Advancing equity initiatives in collegial governance</b></p>	<p>In cases where questions arose, ASCP has begun to ask proponents to clarify DEDI considerations with respect to program proposals. With the York's new DEDI strategy, ASCP will explore activities to strengthen equity initiatives within its mandate, such as a review of YUQAP and supporting documents for opportunities to highlight equity, diversity, inclusion and decolonization as quality indicators and focus for program innovation.</p>	<p>Priority 1: 21<sup>st</sup> Century Learning: Diversifying Whom, What, and How We Teach</p>

## Key Items of Business

Item	ASCP Activity	UAP Priority
<b>1. Curriculum Management System (CMS) project</b>	ASCP was engaged on the CMS project, with the Chair serving as a member of the project's Steering Committee. In addition to regular updates, the Committee received a briefing on the project and provided feedback on CMS development and implementation.	Priority 3: From Access to Success: Next Generation Student Supports
<b>2. Teaching &amp; Learning</b>	ASCP received an annual report and ongoing updates from the AVP T&L. ASCP co-launched (with APPRC) the Task Force on the Future of Pedagogy at York University in W23. The Chair of ASCP sits on this Task Force.	Priority 1: 21 <sup>st</sup> Century Learning: Diversifying Whom, What, and How We Teach  Sub-item: diversify how we teach in an era of perpetual, universal learning

# Academic Policy, Planning and Research Committee

## Report to Senate

At its meeting of 29 June 2023

### 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, commencing 1 July 2023:**

**Dahdaleh Institute for Global Health Research  
Sensorium Centre for Digital Arts and Technology**

#### Rationale

APPRC proposes new charters for these two existing Organized Research Units (the first an institutional-based one and the second a Faculty-based unit) based on recommendations from its Sub-Committee on ORUs, and it is satisfied that both are of high academic caliber, are predicated on appropriate strategic planning, have a critical mass of researchers who will participate actively in the ORU, have plans for sustainable resourcing, and have strong support from the Vice-President Research & Innovation.

As required for all ORU charters going forward, both the Dahdaleh Institute and Sensorium have confirmed they have developed a Data Management Plan that is consistent with the University's [Institutional Data Management Strategy](#) and expressed a commitment to integrate DEDI considerations across all of their activities.

Supporting documentation is attached as Appendix A.

### FOR INFORMATION

#### b. Budget Context for Academic Planning: Spring Report

The Provost and the Vice-President Finance & Administration reported in tandem to APPRC on 15 June on the operating budget context for academic planning. The consultation with the Committee reflects its responsibility for advice and recommendations on the allocation of academic resources in support of research, scholarly endeavours, teaching and major academic initiatives. APPRC, in turn, facilitates

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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**

an annual update to Senate on the budget context. Presentation slides will be distributed separately in advance of the meeting, from which Senators Philipps and McAulay will highlight key aspects for discussion with Senate.

At the time of the discussion with APPRC, the budget to be presented to the Board of Governors for approval in late June was still being refined. The report to the Committee on 15 June shared the key background information and data informing the development of the budget; the primary focus of the review with APPRC was the enrolment pressures (inclusive of new intakes, retention, and course loads) that have emerged from the circumstances related to the pandemic, which together with the ongoing freeze of tuition fees by the Province, have resulted in a sizeable budget deficit.

The Committee took note of the difficult but necessary measures for Faculties and service units designed to help achieve a balanced budget position over three years and balanced in the third year, 2025-2026. The University's strong financial reserves mitigate the risk and keeps it in an overall sustainable financial position as the current volatility is addressed.

Among the key academic planning matters highlighted in the APPRC discussion are:

- the critical need for deferred maintenance projects to continue, particularly in spaces affecting research capacity, commitments to faculty members, and teaching
- the importance of proactive recruitment and retention strategies to address the persistent decline in international student enrolment and its corollary effect on the budget
- the need to define and optimize the right combination of in-person and online delivery of programming that aligns with the University's vision for high quality teaching and learning and responds to student need and demand (including international students), and engaging in cross-program and cross-Faculty coordination of program planning
- the exigency of our programs meeting the changing needs and career aspirations of students in the increasingly competitive post-secondary landscape, and nimble, responsive University processes in support

Planning takes on extra urgency in the face of the current challenges and uncertainties.

The Committee looks forward to a robust discussion at the Senate meeting aided by the Provost and the Vice-President Finance & Administration. Senators are encouraged to review the material in advance.

# Academic Policy, Planning and Research Committee

## Report to Senate

### c. 2022-2023 University Academic Plan Progress Report

The Committee is pleased to provide Senate a report on *UAP Progress in 2022-2023* that conveys information to supplement the earlier progress made on UAP priorities in the first three years of the 2020-2025 Academic Plan. The report is attached as Appendix B.

### d. Organized Research Units Sub-Committee Report

The APPRC *Sub-committee on Organized Research Units* convened in May. In addition to the recommendations on charter applications brought forward to APPRC, the Sub-committee determined that in one application the criteria for a charter were not met and a recommendation did not proceed to APPRC for consideration. The full Committee discussed the outcome; it was satisfied that the review process respected the Senate policy and procedures and it respects the conclusion reached by the Sub-committee on the application. For another application, an extension of the existing charter was granted as a bridging option to complete a review exercise facilitating the unit's change from a research to a University administrative service unit. The Sub-committee also concurred with the recommendation of the Vice-President Research & Innovation to delay the start of the inaugural charter for the *Mechanical, Technology and Entrepreneurship Centre* (MTEC) by one year, for a revised term of 1 July 2023- 30 June 2028.

The Sub-committee also recommended that APPRC review the [Senate Policy on ORUs](#) (approved in 2017) and procedures to identify any updates or amendments to enhance the charter application process. The Committee will consider in early autumn including a review of that Policy and associated Guidelines and Procedures among its priorities for 2023-2024.

### e. Markham Campus Planning

The June Markham campus report from the Deputy Provost Markham to APPRC conveyed that planning is progressing well on all fronts. Noted specifically is that:

- enrolment targets are guiding curriculum program planning, which includes mapping course plans to meet elective needs and defining the number of required course sections
- faculty appointment processes are continuing
- IT services for the campus are ramping up to be ready in time for the launch
- staff are working with Faculties on the arrangements to provide the delivery of the experiential education components of the campus programs
- service catalogues (i.e., a list of services that each unit will offer) are being developed as an information directory tool for the campus community
- arrangements with the nearby Pan Am Centre and the YMCA are being made to give students access to the athletics facility in the early years of the campus



# Academic Policy, Planning and Research Committee

## Report to Senate

### **f. Strategic repositioning of Glendon: Discussion with Glendon Principal**

The Committee is having regular discussions with the Provost about Glendon's academic and administrative revisioning initiative. Enrolment shortfalls and persisting deficits are making it difficult for the College to fulfill its mission and objectives. Glendon has been receiving enriched financial support from the University, including additional short-term funds this year and next year, to support the recovery efforts in progress. The goal is a position of budgetary sustainability.

Several measures to address these challenges have recently been taken by Glendon, including the development of a new Faculty-wide common core curriculum and the introduction of a Glendon Bachelor of Arts degree with a revised language requirement to co-exist with the Bilingual BA/BSc iBA/iBSc degree types currently offered. These measures serve as differentiators of Glendon programs, which can strengthen recruitment strategies and efforts.

On the academic side of the revisioning exercise, APPRC reported to Senate last month that several programs are moving forward in their respective curriculum review and revision exercise to align with the value proposition defined for Glendon and towards the achievement of a harmonized degree structure within the College. Curriculum proposals emerging from that exercise are expected to move forward in the governance path this fall. Other programs have not yet commenced the review exercise. Four programs were unable to fortify their enrolments at this time, which led to the administrative decision to suspend admissions for them effective FW 2024-2025; this follows an earlier decision to suspend enrolments in four other programs. The decision to do so creates the opportunity for the programs to make decisions about its curriculum, including the possibility of developing a new degree program or restructuring to provide a Minor degree option. Support to explore program options and plans is being provided to units through the Principal and the Office of the Provost.

The administrative aspect of the initiative is a restructuring of the number of departments at Glendon in support of the goal to reduce the administrative and service loads required by the large number of units relative to the College's faculty and student complement. A smaller number of larger interdisciplinary units is being proposed. Input from the Glendon community on the proposal is being gathered; a third version of the proposal which integrates the feedback received is anticipated by the end of this month. Glendon Faculty Council's review of the proposal is targeted for September, with subsequent reviews for approval by APPRC, Senate and the Board unfolding in seriatum.

### **g. Concurrence with Recommendation to Establish a Chair**

The Committee concurred with the recommendation of the Provost to establish the *OMERS & Oxford Chair in Real Assets* in the Schulich School of Business, to be funded by a \$1M donation by the OMERS Administration Corporation for a period of five years, with the possibility for renewal subject to the availability of new or renewed external contributions.

# Academic Policy, Planning and Research Committee

## Report to Senate

Similar to other chairholders at Schulich and those in business schools around the globe, the Chairholder will be an experienced, accomplished, and respected industry professional from the real assets investment field, specifically the real estate and/or infrastructure industry sectors within it. Like other more clinical chairships, this position brings practical, managerial experience and insight to enrich the classroom, as well as industry networks that help with placement of students in experiential learning and career development opportunities. The Chairholder will lead the development of an OMERS & Oxford Real Assets Leadership Institute which will bridge, solidify, and enhance partnerships and collaboration between industry, students and the research community.

In accordance with the joint Senate-Board *Policy on the Establishment and Designation of Research and Teaching Chairs, Professorships and Distinguished Fellowships*, the Committee is required to inform Senate of its decision and to convey confirmation to the Academic Resources Committee of the Board of Governors, which is responsible for recommending the formal establishment of chairs to the Board.

### **h. E-CV Implementation**

The Vice-President Research and Innovation and Associate Vice-President Research Jennifer Steeves provided a progress report to APPRC on the implementation of the E-CV tool being developed for use at the University. A copy of the presentation slides reviewed with the Committee are attached as Appendix C to this report.

In the discussion with APPRC, it was emphasized that:

- the data collected for internal and external reporting will be anonymously aggregated data
- In response to questions raised by faculty members about the tool, a statement of practice has been developed with an accompanying FAQ and website to share fundamental information at time of the launch; the statement of practice will be presented to APPRC in advance for feedback
- an advisory committee for E-CV will be established, with Faculty representation to be ambassadors for the collegium on its use
- the mapping feature of the tool that allows for connections between / among co-authors' entries can be put in private mode at a faculty member's preference
- consistent with the optional use of the E-CV by faculty members, there is no required format for a CV tied to the tool; the tool allows conversion of one CV format to another

A question about surveillance safeguards around information sharing with the tool, particularly noting the quick pace of technology advancements, will be taken back to the VPRI-UIT working group for discussion and a response provided at an upcoming meeting.

# Academic Policy, Planning and Research Committee

## Report to Senate

### i. Annual Reports of Sub-Committees Reporting to APPRC and Senate

The three sub-committees that are supported by the Office of the Vice-President Research and Innovation and report to APPRC and Senate have submitted annual reports for 2021-2022. They are the Human Participants Review Committee (HPRC), the Animal Care Committee, and the York University BioSafety Committee.

APPRC observed the extremely heavy caseload of the HPRC, which included 596 new protocols (faculty members and graduate students), 403 amendments and 559 renewals for a total 1558 files in the 2021-2022 academic year. The challenge of managing the volume of work by the lean staff complement and within existing processes is understandably resulting in delays that impact the research of faculty. It is anticipated that the circumstances will be exacerbated when the new Indigenous Research Ethics Board launches next year.

APPRC believes it is critical to enhance the capacity of the ethics review process, possibly through a combination of time-saving digital processes (e.g., online forms) and enhanced staffing complement. In its role of providing advice on the allocation of academic resources, APPRC encourages that consideration be given by the appropriate authorities to increasing the number of staff in the Research Ethics Office to a size commensurate with the volume of protocols (across all areas of research ethics, animal care and biosafety) being produced by the University. The Committee's recommendation is seen to support the commitment to research excellence established in the Strategic Research Plan, and the UAP priority of continued growth of scholarship and creative activity.

### j. Research Security Changes

APPRC advised Senate last spring that a new *Research Security Framework* is being implemented by the federal government. Prompted by incidents of "foreign espionage" at a Canadian university and highly sensitive emerging technologies, the new security framework established a risk assessment form as part of the *National Security Guidelines for Research Partnerships* for all NSERC Alliance grant applications involving one or more partner organizations from the private sector.

The Vice-President Research and Innovation briefed APPRC on recent developments on this initiative, reporting that the government is extending the Framework to all Tri-Council funded research grant applications that include a research partnership. [National Security Guidelines for Research Partnerships](#) have been developed to govern this process. Overall, it is anticipated that a small number of research grant applications will need to undergo the additional step of security scrutiny.

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

## **k. Thanks to Members Completing Terms**

Elaine Coburn, Julie Conder, Dasantila Golemi-Kotra, Lyse Hebert, Richard Hornsey, Linda Peake and Nathi Zamisa are completing terms on APPRC at the end of June. On behalf of the Committee, I extend appreciation to our colleagues for their stellar contributions to the work of the committee, its sub-committees and Senate. This has been another extremely busy year for the committee, which called on members' commitment of time, energy and expertise to successfully manage the full agendas and governance processes. As Chair, I have been the beneficiary of their sound advice and guidance, and am grateful for their support.

Michael Moir  
Chair of APPRC

**Terms and Expectations**  
**Dahdaleh Institute for Global Health Research**  
**Institutional-based Organized Research Unit**  
**2023 – 2028 Charter**

### **1. Mandate**

The Dahdaleh Institute for Global Health Research (DI) seeks to enhance effectiveness, equity, and excellence in global health research through a critical problem-solving approach to 21st-century challenges in three thematic areas: 1) Planetary Health, 2) Global Health and Humanitarianism, and 3) Global Health Foresighting. Research is broadly conceived as knowledge creation that supports policy and practice relevant to these themes. The DI is recognized for its collaborative and transdisciplinary research and leadership in fostering a new generation of global health scholars and practitioners, who use experimental, experiential, and both quantitative and qualitative methods to actively contribute to making and sharing the story of global health.

### **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 DI in collaboration with the Office of the Vice-President Research & Innovation (VPRI).

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

### **3. Participating Faculties**

As Participating Faculties, the **Faculty of Education**, the **Faculty of Environmental & Urban Change**, **Osgoode Hall Law School**, the **Lassonde School of Engineering**, the **Faculty of Science**, the **School of the Arts, Media, Performance & Design**, and the **Faculty of Liberal Arts & Professional Studies** also provide content and methodological expertise in shaping the future of global health, and will play a supportive role in promoting the development of the DI and provide representatives to its Board.

#### **4. Board**

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

- a. VPRI (or designate), Chair.
- b. Associate Dean (or designate), Faculty of Health
- c. Associate Dean (or designate), Faculty of Science
- d. Associate Dean (or designate), Faculty of Education
- e. Associate Dean (or designate), Lassonde School of Engineering
- f. Associate Dean (or designate), Osgoode Hall Law School
- g. Associate Dean (or designate), School of Arts, Media, Performance & Design
- h. Associate Dean (or designate), Liberal Arts & Professional Studies
- i. Associate Dean (or designate), Environmental & Urban Change
- j. Chair, School of Health Policy and Management, Faculty of Health
- k. Representative, Knowledge Mobilization Unit

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 Organized Research Unit, which is re-chartered every five years.

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

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

While the future of global health is indeterminate, what we do now matters more than ever in shaping a global health that we want. This is a global health where greater effectiveness, equity, and excellence can be realized within the United Nations' Sustainable Development Goals, formulated with the participation of self-determining nations. Yet, in this third decade of the 21st Century, the crisis in global governance with polarizing and unstable geopolitical power centers mean fraying and less effective multilateralism. At the same time, global warming, and ecological degradation, unprecedented and growing humanitarian needs, and major global health challenges of the commons continue as convergent forces shaping the reality of global health today. In this context and drawing from York University's core commitments to transdisciplinarity and social justice, a critically informed practical problem-solving

approach is vital to creating alternatives that can address existing needs and model a way forward for the future of global health.

Our three thematic research choices in our first five years have proven to be prescient and are even more relevant and urgent today. For the 2023-2028 charter, the Dahdaleh Institute for Global Health Research seeks to enhance effectiveness, equity, and excellence in global health research through a critical problem-solving approach to 21st-century challenges in three thematic areas: 1) Planetary Health, 2) global health and Humanitarianism, and 3) Global Health Foresighting (see below for further descriptions). Research is broadly conceived as knowledge creation (which includes knowledge mobilization and translation) that supports policy and practice relevant to these themes. The DI is recognized for its collaborative and transdisciplinary research and leadership in fostering a new generation of global health scholars and practitioners, who use experimental, experiential, and both qualitative and quantitative methods to actively contribute to the making of the story of global health.

### *Proposed Research Program*

For the 2023-2028 Charter period we will highlight the urgency of our three themes, and communicating these themes through active storytelling. To achieve this, we will incorporate design principles to our research, including through inviting designer Bruce Mau to join the DI as a Community Fellow and to lead a “Massive Action: Design in Global Health” initiative, using case studies from our current or proposed research. We will configure our administrative and operations staff and digital platforms to support novel ways of communicating and mobilizing research activities under our three themes. Ongoing funded research will continue through its planned life cycle, and new research initiatives relevant to our three themes will be sought and supported. The themes (detailed below), and ongoing research and planned research initiatives will build on the transdisciplinary strengths of York University and its commitment to social justice.

The 2023-2028 DI Research Program contributes to York University’s objective of advancing the fulfillment of the United Nation’s Sustainable Development Goals by encouraging and enabling solutions-oriented research in the field of global health that has the potential to positively support and impact equity-deserving groups. While not exclusively committed to specific SDGs, research underway and planned at the DI is particularly responsive to SDG 3 Global Health and Wellbeing; SDG 4 Quality Education; SDG 6 Clean Water and Sanitation; SDG 10 Reduced Inequalities; SDG 13 Climate Action; SDG 17 Partnerships, and to the innovate intersections where human and planetary health intersect.

The DI identifies areas of alignment with lead and supporting faculty priorities and strategies that create pathways for transdisciplinary collaboration. The DI shares a global focus with Osgoode Hall Law School and the Lassonde School of Engineering, and recognizes the importance of global partnerships for solving 21<sup>st</sup> Century challenges that transcend borders. The DI recognizes the importance of connection (identified by LA&PS), research collaboration (identified by Faculty of Education), and

external partnerships (identified by the Faculty of Health) – all of which are integral to the cultivation of a university-wide research ecosystem for global health.

As a university-wide institutional ORU, the DI will continue to work collaboratively to support the Faculty of Health’s strategy to develop “high quality in-demand new or substantially revised graduate and undergraduate programs”; to develop new external research funding applications; to support the development of courses and programs; to attract high quality students to health programs and those working on global health related projects at York University, and to provide them with research and experiential learning opportunities through placements at the DI. Additionally, there are areas of shared interest between the DI and the Faculty of Health’s School of Global Health, which was founded in July 2020 after three years of full active support from the DI to develop the School, and to hire seven new faculty. Fully seven of 11 SGH faculty members are Faculty Fellows at the DI and receive research administrative or funding support from the DI, and three are either the DI Director or Associate Director, or a member of the five person DI Executive Committee. The SGH PhD program, approved by the University Senate in April 2023, was developed by the DI Director and Associate Director, as well as other faculty. The inaugural PhD program director is a DI-funded Faculty Fellow at the DI; the DI director will teach the compulsory PhD course, “Contemporary Issues in Global Health,” and students accepted into the PhD program will be eligible to apply for the *Dahdaleh Graduate Global Health Graduate Scholarship* (valued at up to 100,000 CAD over four years). Within its available resources, a highlight of DI’s undergraduate engagement is its active support for undergraduate student-oriented global health activities across the University, and it will continue to offer administrative support, space and funding, for undergraduate global health student-oriented initiatives of the SGH.

## **Planetary Health**

We call urgent attention to the human health costs of global warming and environmental degradation and seek critical insight and problem solving for planetary health, which highlights the dependency of human health on biospheric wellbeing. Using the conceptual framework set out by the Lancet Commission (and Journal) of Planetary Health, in the next five years, our research will continue to examine the relationships, dynamics, and processes between the health of human civilizations and the state of the natural systems and ecological boundaries on which these depend. Our research will engage critical problem solving through better global health policy and climate adaptation tools.

Ongoing Research – we will continue to actively support our current research including:

- Planetary Health Partnership: This partnership promotes research among Anishinaabe youth guardians for land-based learning, and Indigenous practices of living well with the world.
- The Complex Adaptive Systems Modelling and Climate Action Adaptation Tools for the Health Impacts of Climate Change in Malawi, which creates community based climate action simulation tools for use by policy makers and communities.



- The Synergies of Planetary Health Research Initiative & Lab: integrates critical perspectives and evidence-based research for global health policy on the planetary health impacts of global warming and global environmental degradation, and seeks synergies across the 17UN SDGs.
- The Costa Rica York EcoSalud Partnership for Planetary Health Initiative.

Planned Research Initiatives:

- Co-Sponsor and host sessions at the 2023 NCD Conference on the Health Impacts of Climate Change
- With the *German Development Institute*, co-Sponsor and host sessions at the 2023 Radboud University Conference on Global Health and Earth System Governance
- Expand the planetary health focus of the Young Lives Research Lab, led by Tier 1 CRC Research Chair Professor Kate Tilleczek, and support the writing of a new SSHRC Partnership Grant application and NRFR proposal based on partnership development and pilot research that leverages the existing Catalysing Interdisciplinary Research Cluster (CIRC) Funding from York.
- Build on the success of the interdisciplinary *Planetary Health Film Lab*, including the development of a third intensive short course, “Rooted and Rising” which will support a unique community and education model for Youth and Climate Justice Action.
- Create a DI Planetary Health Research Council to explore and generate new research among DI Members (Chair: Professor Martin Bunch).

### **Global Health and Humanitarianism**

We actively work to improve the clinical public health effectiveness of humanitarian response with scientific research, technological innovation. We also pursue critical perspectives that attempt to address the realities of contemporary humanitarian policy and practice, and that illuminate the root causes of humanitarian emergencies while identifying the role of the humanitarian sector in addressing these.

Ongoing Research – we will continue to actively support our current research:

- Humanitarian Water Engineering Lab, and its Safe & Healthy Water Optimization Tools (SWOTs), and Chemical Water Quality & Malnourished Child Health that use Artificial Intelligence and Machine Learning research, to create tools to reduce water borne infectious diseases and improve water quality in humanitarian emergency settings.
- SeeChange CommunityFirst COVID-19 Roadmap: for Indigenous community leaders globally, to access straightforward and practical tools and resources for the identification, containment, and control of COVID-19, tuberculosis and other community-based health priorities. We will ensure that the materials on the Roadmap are technically accurate, practical, accessible and consistent with World Health Organization and Pan-American Health Organization guidelines.

Planned Research Initiatives – we will undertake and support:

- Building on the success of the Africa-Canada Artificial Intelligence and Data Innovation Consortium (ACADIC), support the creation of a global network that uses artificial intelligence for clinical public health priority setting around pandemic, and emergent disease preparedness (AI4PEP).
- Co-Sponsor with the Harriet Tubman Institute, a Conference on “Rape as a Weapon of War” to coincide with the awarding of an Honorary Doctorate for Nobel Laureate Dr. Mukwege.
- Seek to establish a faculty position in Humanitarian Water Engineering.
- Support Prof. Boateng in establishing his CRC Tier 2 application and a Global Health and Humanitarianism Lab at the DI.
- The Humanitarian Water Engineering Intensive Course: Because of very high external demand from NGOs, UN Agencies, and mid-career water engineers, in collaboration with the Lassonde school of engineering and other faculty and we anticipate developing additional microcredit courses over the course of the coming charter period.
- Create a DI Global Health and Humanitarianism Research Council to explore and generate new research among DI Members (Chair: Dr. Syed Imran Ali).

### **Global Health Foresighting**

We look to the future and ask, “What is the global health we want”? We pose this question to pursue innovative and transdisciplinary approaches to design more effective, just, and equitable solutions that address the health challenges of the global commons. Traditional approaches to planning for the future are often reactive; we will act imaginatively and intentionally toward the global health we want, employing a transdisciplinary approach informed by intentional design that is potentially transformative. Global Health Foresighting can also be understood as an umbrella theme, allowing flexibility to respond to emerging challenges and opportunities identified by Faculty Fellows of the DI.

Ongoing Research. We will continue to actively support current research at:

- Social Science & Health Innovations for Tuberculosis Centre (SSHIFTB-Lab) is led by Professor Amrita Daftary, and is a DI funded global community of practice focused on improving clinical and public health responses to the global Tuberculosis epidemic.
- Designing One Health Governance for Antimicrobial Stewardship (DESIGN-Lab). This research is focused on six countries in four continents – and seeks better governance to reduce Antimicrobial Drug Resistance (AMR) across human, animal, and environmental settings.
- Global Strategy Lab: We will continue to support the GSL, which is focused on generating evidence about different global strategies including when, how and why they can be used to tackle transnational health threats (including AMR) and social inequalities.

Planned Research Initiatives – we will undertake and support:

- Building on the success of ACADIC, three of our Faculty Fellows have successfully received a \$7.25M CAD research grant from IDRC for use of Artificial Intelligence for clinical public health interventions (AI4H-Lab) by governments, academics and community partners in the global South. The DI is actively supporting this project.
- Building on the success of our health modelling, we have successfully achieved a further 480,000 CAD in CIHR funding, for *Modelling, predicting and risk assessment of mPox (monkeypox) and other (re)emerging zoonotic threats to inform decision-making and public health actions*, using mathematical, geospatial and machine learning approaches (with Professor Woldegebriel Assefa, as Lead PI).
- Explore the creation of a Canada Research Chair in Global Health Design.
- In line with the strategic goals of the University, we will continue to actively support and partner with:
  - YEMERGE, ONE WATER
  - the CIFAL initiative
  - *Dahdaleh Disaster and Health Emergency Simulation and Training Centre*
- Where appropriate, continue to embed our three themes within the VPRI Research Cluster Initiatives.
- Create a DI Global Health Foresighting Research Council to explore and generate new research among DI Members (Chair: Mary Wiktorowicz).

The DI is a member, and our Director and Associate Director are members of the *Canadian Association for Global Health University Advisory Council*. The DI also has research partners at the University of California, Stanford, Harvard and Kings College London - as well as many others - in Europe and North America. The DI also has extensive research partnerships beyond the Anglo-American cultural and linguistic worlds. These include international NGOs, the ICRC, and several multilateral UN Agencies, as well as multiple university partners across Africa, and much of the Global South. We will maintain and grow these goal-oriented research partnerships during the 2023-28 term, and will expand by seeking research partnerships with the *University of California Global Health Institute*, the *African Population and Health Research Center* (the continent's premier research institution and think tank), university research partners in Costa Rica, and the *Institute of Public Health Sciences (IPHS)* in Hyderabad, India. In each of these, there exists very strong potential for significant global health research engagement around one or all of the DI's core research themes.

In the first five years of the DI, we have supported multiple research applications to the Canadian Tri-Council, and have been very successful with SSHRC, and have achieved recent success with the CIHR. We have also led or participated extensively – but unsuccessfully - in three Federal Government NFRF funding initiatives, and two CFI initiatives. In keeping with the strengths and research interest of our Membership, we will continue to seek out Tri-Council and major Canadian Federal Government research funding initiatives and apply as appropriate.

Embedded within the DI's mandate and woven throughout its objectives are **core values shared with York University**, including commitments toward:

- **Excellence:** The DI's mandate includes a focus on excellence in high quality, solutions-focused research.
- **Progressive inquiry:** The DI membership is committed to innovative solutions, including using artificial intelligence, critical social science methods, Indigenous peoples' ways of knowing health and wellness, and design thinking – to address global health challenges across our three themes.
- **Social justice and equity:** The three themes of the DI, and our approach to global health research, are inherently concerned with addressing health inequalities and challenges that disproportionately affect populations in the global South.
- **Sustainability:** We are rooted in critical problem-solving research for sustainability across our three themes, and actively support the UN Sustainable Development Goals.

This charter is consistent with the six priorities outlined in the **University's Academic Plan 2020-2025**, in the following ways:

- **21<sup>st</sup> century learning:** The DI is committed to education that is with, by and for local communities and global health stakeholders. Further, leadership and membership in the DI includes practitioners with significant experience in humanitarian settings across the world. Students, through practicum placements, research travel grant support, research assistant roles, and Global Health Internships, gain skills and insights into how scholarship can inform and be informed by real world scenarios and present-day global health challenges.
- **Knowledge for the future:** Research conducted at the DI seeks to respond to the needs of our global community. Our themes reflect the concerns of current and future generations and aim to solve problems and re-imagine futures.
- **Student supports:** The DI takes up the challenge of ensuring access to education, research opportunities, and skills cultivation through our graduate scholarships, research grants, research travel grant support, and internship opportunities, Seminars and graduate and undergraduate Symposia.
- **Global engagement:** Much of the research undertaken at the DI is global and international in terms of geographic focus.
- **Partnerships:** Understanding the value of partnerships across the university and beyond, and with actors from the private and non-profit sectors, the DI encourages and actively enables collaboration with a range of actors to accomplish meaningful research with real-world applications.
- **Living Well together:** Equity is central to *living well together*, and as such, is a core value of the research and culture of the DI. The DI works to ensure a sense of connection and community by providing a welcoming physical and intellectual space, in which all community members can bring their full selves.

### *Anticipated Sources of External Funding*

Beyond external research grant support, through prudent fiscal management in the preceding five years, accrued carry forward funds available for the 2023-2028 period include approximately \$1.085M CAD in its Research and Operating Fund (RAOF) at the start of the 2023/24 fiscal year, as well as an additional \$300,000 CAD from the original gift. We expect to generate at least \$41,600 CAD over the next five years in overhead revenues from existing external research funds. This will be further supplemented with revenues from our Humanitarian Water Engineering micro-courses (projected at approximately \$35,000 per year, or \$175,000 CAD over five years), as well as transfer revenue from internal sources of \$36,000 per year (or \$180,000 CAD over five years). The Director's stipend (\$8,200 per year) is covered by a cost centre designated for this purpose. The total projected RAOF revenue over five years is therefore \$1,883,282 CAD, which is sufficient to cover our projected existing annual RAOF budget of approximately \$375,000 per year, yielding a surplus of \$1,188 CAD. This projected budget does not account for inflation, or additional staffing.

We also project that we will receive additional overhead revenues from additional research grant and private donor funding. To increase staffing for communications and grants administration, the DI will work with the VPRI to capture a greater share of indirect revenues received by the university through for example, Government of Canada Research Support Funds. The DI will also actively work with the President and the VP of Development to secure additional private donor funds for DI research and administration costs.

### *Plan for Enhancing the Training Environment*

The DI will continue to offer a rich and supportive training environment through research and graduate student engagement around faculty-based research. This includes access to paid Global Health Internships, travel and research support grants, and the *Dahdaleh Global Health Graduate Scholarship program* for graduate students. Most importantly, it also includes access to the rich and vibrant research community, the highly popular weekly Graduate Seminar workshops, symposia, conferences, and public events that attract people from across the university and internationally.

As previously described, in partnership with the Lassonde School of Engineering, we plan to expand the number of the Humanitarian Water Engineering Intensive Courses targeting mid-career humanitarian water engineers, through our Humanitarian Water Engineering Lab (HWE Lab). We also plan to build on the success of the Planetary Health Film Lab, and we anticipate developing an intensive short course titled "Rooted and Rising" that is focused on Youth and Climate Action, with Professor Kate Tilleczek as the faculty lead.

### *Plan for Engaging in Knowledge Transfer or Knowledge Mobilization.*

In addition to traditional research outputs (publications, reports, conference papers), DI members are encouraged and supported to pursue creative outputs that employ design-centered thinking and visual elements that speak to a wider audience of

practitioners, policymakers, and other stakeholders. Our “Massive Action: Global Health Design” initiative will continue, and support the creation of films, arts-based research, and innovative AI and tools-based solutions. By engaging a variety of outputs, both traditional and non-traditional, we seek greater mobilization of knowledge by providing accessible knowledge to a wide audience from youth to policymakers to practitioners. Evidence of successful knowledge mobilization includes the uptake and use of knowledge from numerous DI member research projects including the Safe Water Optimization Tools (SWOT) Initiative, which has been used in humanitarian settings around the world, and the showing of youth planetary health films at the UN COP26 events in Scotland, and again at the UN COP 27 in Egypt.

With combined total of 59,367 website views in 2022, the DI is the most visited ORU website at York. In the coming charter period, we seek to enhance our communications through developing Global Health Design principles and practices, and through global health story-making and storytelling approaches to our research themes and individual projects. Specifically, these are intended to invite a wider public to see themselves as part of, dependent on, and an agent in global health.

#### *ORU Data Management Plan*

The DI has given input to the development of the Tri-Agency Research Data Management Policy. Data management plans at the DI are project-based ‘living documents’ that each individual Principal Investigator and their research team, are responsible for maintaining in full compliance with the York University Ethics Review process. Researchers must obtain approval through the formalized ethics review process, to undertake any research that involves human participants, and are required to articulate their plans for collecting, protecting, storing, and destroying data. This includes practices such as storing data on locked and encrypted devices, anonymizing data, and destroying data on a particular date. Researchers are also required to specify and adhere to ethical conduct of research in all settings, and in research involving human subjects, and according to specified standards when research involves Indigenous peoples, including First Nations, Inuit, and Métis Peoples. The DI respects the CARE Principles for Indigenous Data Governance (Collective benefit, Authority to control, Responsibility, and Ethics). Adherence to these principles requires that data collected by or related to research conducted by Indigenous communities is managed in a way that is approved by the relevant community.

In the coming charter period, the DI will continue to contribute to and stay abreast of changes to Tri-Council policies and to meet all standards that ensure data privacy and security. Additionally, the DI has given input to the development of, and actively supports the implementation of the York University strategy for data management.

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

That DI collects data on:

1. Type, number, and CAD dollar amount of external research dollars per year;
2. Type, number and CAD dollar amount of internal York research dollars per year;

3. Number and catalogue of successful relevant research publications in peer reviewed journals per year;
4. Number and catalogue of knowledge translation outputs (i.e., those focused on stakeholder updates of research outputs);
5. Critical evaluation metrics of membership including:
  - a. new members across each category of membership;
  - b. members who did not renew and why;
  - c. number of graduate students supported;
  - d. number of undergraduates supported;
6. Number of DGHGS scholarships awarded (and in which faculty);
  - a. number of graduate students who complete their degree program and in what time period;
  - b. number of mid-career professionals who apply for and receive/do not receive a DI scholarship;

In the 2023-2028 charter term, in keeping with the University Academic Plan, the DI will work under the direction of the VPRI to determine additional metrics for the ongoing monitoring and evaluation of research goals. We are particularly interested in defining a metric methodology that identifies the number and type of grants, publications, partnerships or transdisciplinary collaborations. which occurred specifically because of the work of the DI.

In order to fully understand research *effectiveness* in global health, we will work with the VPRI to establish a) a framework, rubric, or matrix to make explicit how effectiveness can be demonstrated, and b) develop ways of understanding, through numeric and non-numeric monitoring, how activities at the DI are translated into relevant outcomes.

We will seek funding and identify an appropriately skilled faculty member in Network and Outcome Mapping, to identify the research networks of the DI both within and beyond York University, as well as associated outcomes. This will help us identify deficits, and target our capacities to identify and maximize new opportunities for each of our three themes. The DI solicits comments, questions, and suggestions on any aspect of the DI's functioning directly to the Executive Committee, to the Director, the associate Director, or the Institute Coordinator. This will also occur at our Annual General Meeting, and in each of the Three Thematic Research Councils. These comments, questions, and suggestions, which are both quantitative and qualitative in nature, will be examined and appropriately incorporated into our operations.

## **7. Added Value**

The DI has a significant, direct impact on individual faculty members, who as Faculty fellows of the DI are enabled to pursue research and collaborations related to the DI's three research themes, while also augmenting their profile, which in turn helps with their other research endeavors. The DI also makes significant contributions to the research profile of the lead and supporting faculties, as well as York University, through the production of innovative, transdisciplinary, and solutions-oriented

research and knowledge mobilization. This research will continue to be supported by significant external funding generated by DI researchers.

In its effort to foster a university-wide ecosystem for collaborative global health research, the DI will continue to conduct outreach with faculty from diverse disciplines across the university. In the Charter term for 2023-2028, the DI's work and supportive environment will continue to attract and support faculty fellows from across the university. We will also actively undertake to attract national and international community fellows and external adjunct faculty fellows relevant to each of the three research themes of the DI.

## **8. Resource Commitments**

The Institute will continue to finance all operating expenses through the endowment and other incoming generating partnerships and projects.

### *VPRI*

The VPRI office will support the DI with access to specialized research support services and appropriate matching funds for the preparation of large-scale collaborative grant applications. The Institute 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, human resource management, research project management and budget planning, depending on identified needs.

### *Lead Faculty and Participating Faculties*

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

## **9. Commitment to DEDI in ORU Membership and Activities**

Drawing from York University's DEDI Strategy, the DI will continue and expand its active support for *Decolonizing, Equity, Diversity and Inclusion* across all of its activities, including "cultivating an inclusive and equitable research environment." The DI is comprised of individuals from diverse gender, ethnic, geographic, and disciplinary backgrounds that approach global health challenges from unique perspectives. We have actively sought out equity deserving Faculty Fellows, Staff and students, and supported EDI Affirmative Action for all faculty hires that we have participated in, for example in the seven faculty hiring committees at the School of Global Health. The DI will continue to support all Affirmative Action Hiring plans and committees related to global health across the university, and will continue to support scholarships, representation, and fields of study and the recruitment of Black, and Indigenous students to undergraduate and graduate global health programs. We will also continue



our Decolonizing Global Health Seminar Series, and offer research support funds for Faculty and their graduate students and post-doctoral fellows that seek to research and publish learnings from this Series. In the 2023-2038 charter period, the DI will continue to and develop new strategies to actively seek out and welcome and encourage diverse research teams. We will work with the VPRI to define appropriate metrics to understand and measure the change in our inclusivity across our membership categories, our staff and contract personnel, and among our partners, (while at the same time remaining respectful the right of members to declare or not declare their identities). We will also actively promote literacy training and awareness campaigns for all faculty and staff on human rights, equity, inclusion, and anti-racism concepts and ally-ship. The DI will also work with its supporting faculties and the VPRI to overcome institutional barriers that limit partnerships with people and institutions in equity-deserving settings. This includes excessive administrative practices that functionally serve as barriers to potential external partners (especially in the global South) in their efforts to partner with the DI.

**10. Appendices**

Appendix A – Proposed Members of the Executive Committee

Usman Khan Professor, Lassonde School of Engineering
James Orbinski Director DI, Professor, SHPM, Faculty of Health
Margaret MacDonald Associate Professor, Faculty of Liberal Arts & Professional Studies
Paul McDonald Professor, Faculty of Health
Craig Scott Professor, Osgoode Hall Law School
Kate Tilleczek Professor, Faculty of Education
Mary Wiktorowicz Associate Director DI, Professor, SGH, Faculty of Health

Appendix B – Proposed Members of the Advisory Committee

Amir Asif Vice-President Research and Innovation, York University
Susana Gajic-Bruyeya Vice-President Advancement, York University
Rhonda Lenton President and Vice-Chancellor, York University
Lisa Philipps Provost and Vice-President Academic, York University

# **Terms and Expectations**

## **Sensorium Centre for Digital Arts and Technology**

### **Faculty-Based ORU**

### **2023 – 2028 Charter**

#### **1. Mandate**

Sensorium is a research centre for creative inquiry and experimentation at the intersection of the media arts, performance, and digital culture. As a site for co-creation and shared critical reflection, Sensorium serves as a catalyst for examining how diverse media platforms enable multi-sensory perception and embodied experience, along with new modes of social engagement. Bridging disciplines and diverse communities, Sensorium researchers, artists, and scientists explore networked connections between people, sentient environments, and ecologies of place.

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

As the Lead Faculty, the Faculty of Arts, Media, Performance & Design (AMPD) agrees, subject to the annual review and evidence of progress in the fulfillment of this Charter mandate, to support the development of the Sensorium 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 Vice-Chair of the Centre's Board, and facilitating selection and approval of Directors as warranted. The Lead Faculty further agrees to integrate Sensorium'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 Sensorium 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 Sensorium 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 the Centre with internal and external stakeholders as appropriate, and to serve as a resource for the Director in assisting Sensorium to achieve its objectives. Composition of the Board normally will be as follows:

- a. Dean (or designate), Faculty of AMPD, Chair
- b. VPRI (or designate), Vice-Chair

- c. Associate Dean Research, Faculty of AMPD
- d. Associate Director Advancement, Faculty of AMPD
- e. Associate Dean Research, Lassonde School of Engineering
- f. Graduate Program Director (rotating programs each year), Faculty of AMPD

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.

#### 4. Directorship

Director terms are typically 3-years in length. Upon the completion of a Directorship term, the Faculty will appoint / re-appoint a Director for a 3-year term, following re-application and review or a Director search process. Directorships are subject to the continuation of the Senate Charter for the Organized Research Unit, which is normally re-chartered every 5 years.

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

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

Sensorium was established in 2013 with a mandate to develop as a nationally leading and internationally recognized centre for cross-disciplinary, state-of-the-art digital media research and creative activity. Sensorium is now an established research centre for creative inquiry and experimentation at the intersection of the media arts, performance, and digital culture, and is recognized at York and beyond as a hub for new modes of social engagements through diverse, emerging media platforms. Sensorium’s primary aim is to serve as a site for co-creation and shared critical reflection for students and faculty across AMPD. These activities take place through research and performance creation carried out in the consortium of faculty-based labs affiliated with Sensorium, as well as through interdisciplinary public talks and symposia, student mixers, seminars, curated group shows, and summer institutes. New faculty members at AMPD are also providing the research intensity and diversity to our programming. The central research directions are as follows:

**Build on, strengthen & expand our research mandate (media as multisensory, cross-disciplinary, and mediation).** Over the past years, Sensorium has served as a platform for exploring sensory modalities and all its different facets across disciplines, experiential/embodied practices and articulated theories. Our emphasis on curatorial outputs have been paired with theoretical grounding through the HIVE reading groups and other workshops and activities we have led. In the last few years of the Pandemic, digital literacies and access to digital connectivity have become social determinants of public health and have boosted a general curiosity around the affordances of emerging virtual and telematic platforms. This has increased the level of experimentation and critical evaluation of new forms of communication and their limitations. Sensorium researchers have sought to remain at the cutting edge of such media developments, developing new forms of expression, performativity and multi-sensory content, developing digital strategies for interactions that are both physical

and telematic, biological and technological. With the onset of Machine Learning and AI that are catalyzing major shifts in artistic practices, data-based workflows, dynamic and interactive media, virtual stages, gamification etc., how might these shape the ways we experience the world through our senses and how might the coupling of biotechnology provide new affordances and sensations for creative ‘play’? Sensorium will look to play an important role in these conversations, building on the interdisciplinarity of our programming, increased collaborations with partners at York (inter-ORU collaborations, interfaculty teams through the Interdisciplinary Clusters), while continually finding opportunities to be dynamic contributors to the discourses on an international stage.

**Develop a community-engaged focus for the centre.** Community work requires long term and sustained engagement; funding cannot just be a grant-specific activity because that does not set the community up for the long-term with agency of their own. In the previous charter period, Sensorium has supported research grants to build new partnerships with community partners in the community and strengthen existing ones. In this new charter, we will propose a keener collaboration with units on campus that have existing ties to the community at large to avoid duplication of efforts, and overextraction from the communities in focus. We will do that by hosting open conversations with teams, partnerships and circulation of materials through the Institute for Digital Literacies (IRDL), York-TD Community Engagement Centre, Helen Carswell Chair for Community Engaged Arts Practices, YUFA Community Projects, student social action groups and the Art Gallery of York University. Within this ecosystem, Sensorium is well poised to propose and lead large collaborative grants in the near future. The social justice-based modes of artmaking will be articulated as a central concern of the centre, and are crucial to foreground as they hold our researcher accountable to the underserved communities in our hyperlocal geographies.

**Develop Sensorium as an incubator for innovative research-creation methodologies.** In keeping with the ORU’s investigation of research methodologies opened up by specific artistic media, our plan is to further develop Sensorium as an internationally-recognized *incubator for innovative research-creation methodologies*. Sensorium is in part made up of a consortium of labs that include the Immersive Storytelling, n:D::Studio, Alice lab for Computational Worldmaking, the AMPD Makerspace, Betaspace, the Distributed Performance and Sensorial Immersion Lab (DisPerSion Lab), Peripheral Visions, and many more. We work to create stronger collaborative networks between these labs, with more opportunities for cross-pollination of ideas. We will further develop the Flex Space as a site for such collaborative experiments, equipping it with state-of-the-art technologies like motion capture, spatial sound and immersive projection for shared use, and even invite external artists to short term residencies that will catalyze the creative and critical use of them. Through creation-based projects and practical workshops open to all university members, and symposia engaging international researchers in meta-critical questions around practice-based research, Sensorium will cross-pollinate research-creation methodologies and serve as an international think tank for reflecting on the problems and possibilities of artistic research. We aspire to position Sensorium as a world-renowned site for reflecting on how art – as a particular technology of perception – is itself a unique form of knowledge creation that challenges conventional understandings and evaluation of knowledge within the academy.

Sensorium is aligned with the **University's Strategic Research Plan (2018-23)** in two areas: a) research strengths contributing to the themes of Analyzing Cultures and Mobilizing Creativity, Interrogating the Frontiers of Science and Technology and Forging a Just and Sustainable World; and b) in the area of strategic research growth and successes, Digital Cultures, which seeks "to push technological boundaries while critically investigating the social and cultural impacts of the digital media revolution's social, cultural, legal impacts and the ways in which they are shaping and changing human activity and interaction." Sensorium is also aligned with the **University's Strategic Academic Plan (2020-25)** in the priorities: "Working in Partnership," "21<sup>st</sup> Century Learning," and "Knowledge for the Future" with our focus on supplementary experiential activities and technological literacies for faculty and graduate students, and being more responsive to the communities around us by "generating critical knowledge and works of art, ideas and innovations that engage multiple perspectives." In addition, Sensorium and our researchers have been key members in the interdisciplinary program development for "Creative Technologies" at the new Markham Campus, the banner for a series of new exciting programs in the areas of gaming, digital storytelling, data visualization and creative entrepreneurship. Sensorium also aligns itself with the University's Decolonizing, Equity, Diversity and Inclusion (DEDI) Strategy by continuing to work with faculty and University representatives around inclusive and equitable research environments. Further elaboration is found in part 'd' (p 8).

#### *Proposed Research Program*

Sensorium continues to support interdisciplinary research focused through its 4 key themes developed in its last charter that facilitate networking and collaboration between researchers. We also continue to support faculty members in developing their research in any way they choose, and we use these thematic focal groupings to help networking and funding applications. These thematics, developed over the course of the previous charter duration, have been useful for us in their expansive articulation of the ways researchers may engage in the world through diverse media platforms, and provide multiple entry points for new members and serve as a nexus for connecting researchers and encouraging organic project development. The themes are:

**Performance, Embodiment and Sentient Systems** research-creation in this area explores the spectrum of performance, from public experiences to galleries and proscenium stages, with integrated focus on the intersection of the human body and adaptive media systems. Work in this area traverses theories of multi-sensory experience, applications of sensing technologies, open-ended participatory artificial life environments and the intersection of machine agents and the performing arts.

**Media Environments + Ecologies** involves intersections of technologies and ecological ideas and practices. This includes creation of interactive installations and immersive environments, networked objects and wearables, biomedica, environmental monitoring and data visualization. Utilizing fluidities between biological and technological media, the biotic and abiotic environment-turned-interface is explored through environmental monitoring, IoT networks, projection mapping, immersive environments, interactive media facades and citizen sensing. Work in this area explores emerging artistic strategies through diverse knowledges and practices in fields of sustainability, climate justice and diverse multi-species co-existence.

**Future Cinema + Next Generation Gaming** involves the creation of new stories for new screens, researchers who are developing integrated, performance based, and networked media projects. Working with everything from interactive documentaries, AR and VR, large-format media and serious games alongside site-specific interventions and accessible interface design, this area of research seeks to develop digital technologies that are expanding the affective and cinematic geographies of contemporary media cultures.

**Social Practice + Community Engagement** explores how the intersections of digital media and traditional crafting, tool-making, artistic practices can be creatively used to foster social and political change within culturally specific milieus. Some examples of research undertaken in this area include, agit-prop and cyber-activism, screen dancing and creative mask-making, VR in human-rights work, and building of community connection and dissent through social media.

#### *Anticipated Sources of External Funding*

Working in the arts, we rely primarily on funding from SSHRC and the arts councils from all three levels of government. Sensorium members have been, and will continue to be, active in the development of large-scale SSHRC Partnership Grants as PIs, and as Co-PIs. We will also continue to seek smaller scale infrastructure grants (CFI) targeting specific technologies, and continue to establish partnerships with Institutions that provide contributions for event support and artistic exhibitions/works to our annual budget. Our members have been very successful in securing, and will continue to apply for, SSHRC Connection grants in support of conferences, symposia, and events, as well as funding from arts council grants in support of exhibitions, performances, residencies, and workshops. We will renew our efforts to seek alternative sources of funding through foundations, ongoing work with external partners, presentation at Alumni events, and with the help of the advancement officer in AMPD and York University.

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

We will continue to provide an interdisciplinary training ground for undergraduate and graduate students, and for postdoctoral fellows housed at the Centre. Our goal is to enhance the training environment at York by providing opportunities for graduate students to work as research assistants in Sensorium-affiliated labs, assisting them in gaining valuable practical skills in working with new media, as well as research assistants on curatorial projects and academic conferences. Our members have also been successful at attracting postdoctoral fellows, and visiting scholars from across the country and internationally, and we will continue to support and provide a home for postdoctoral research. To that end, we will continue to write support letters for postdoctoral applicants, and plan to work with the ADR to create a dedicated shared office for postdoctoral scholars. We will pursue research events and educational activities that bring together graduate students from across AMPD. This is extremely important as the graduate programs in AMPD are typically very small and graduate students have expressed the need for a Centre that allows them to meet students from other AMPD departments and that facilitates a sense of community around shared research interests. We hope to fill this gap in a number of ways. First, we will continue working closely with the Sensorium Graduate Student

Organizing committee to support a graduate student run series of speaker events. Secondly, we will continue to build on the initiatives from the ADR's office. One prior example is *Creative Shifts: the AMPD Graduate research-creation workshop* co-organized by ADR, AMPD graduate program directors and Sensorium in Fall 2020 that focused on strategies that graduate researchers were using to devise research-creation within the pandemic, as well as opportunities and challenges they were discovering in the process. We will also work with the Associate Dean Research office to develop an annual research award recognizing excellence in media arts research and creation among Sensorium graduate students and postdocs, which will bring attention to their contributions within the field. Third, we will build strong supportive networks through other ORUs such as the Centre for Feminist Studies, Institute for Digital Literacies, Robarts Centre for Canadian Studies to create new initiatives that operate outside of department silos and attract graduate students from across the Faculty. The recently created Sensorium-Robarts curatorial mentorship program is a good example of these types of collaborations. Sensorium will continue to support Summer Institutes, workshops, graduate colloquium, and respond to the needs of the graduate study body across the faculty.

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

Over the course of the next five years, Sensorium will continue to engage in a range of activities and events designed to facilitate knowledge mobilization to a wide audience of local, national and international stakeholders including educational institutions, community organizations, cultural producers and industry. Activities developed in collaboration with our members will include organizing, collaborating, partnering and promoting speakers' series, workshops, book launches, international group exhibitions, symposia, and conferences. Planned activities include: a Sensorium Lunchtime Series to profile new AMPD faculty hires and Sensorium members; Sensorium Salons that feature invited speakers presenting their work informally after a potluck dinner (Sensorium Student Organizing Committee); an annual pecha kucha style mixer at a location off campus; a Symposium on Disruptive Design (Ong, Desai); launching community based workshops with youth groups in Jane-Finch exploring DIY music technology (in partnership with the Helen Carswell Chair in Community Engaged Arts), and social and cultural advocacy for marginalized communities through data visualization and information design.

#### *ORU Data Management Plan*

The Tri-agency Research Data Management Policy was introduced in 2021 and requires new applications to Tri-council funding opportunities (CIHR, NSERC and SSHRC) to have data management plans (DMP). Sensorium will align ourselves with Institutional data management policies, guidelines and templates through the VPRI's office, AMPD's Research Office, and the York University Libraries, offer support for faculty members' grant-writing and review process. Sensorium researchers do from time to time engage in qualitative and quantitative sampling and so any recordings, transcripts, artworks and/or notes of participatory research-creation sessions will remain confidential, and any publicly published materials will remove any identifying information about participants unless explicit permission is provided. We will use password-protected computing devices and YorkU OneDrive for cloud storage for any assets, images or videos derived from any of our activities. Additionally, we will also use the York

University Dataverse for data deposits with the institution for longer term storage and for data that requires flexibility in release either openly, with a DOI, or held privately. In addition, Sensorium and its members may also offer advice to faculty members on aspects of the process, such as how to digitally document artwork, artistic processes, and other non-digital data; what file formats data will need to be created or collected in; and any hardware necessities such as optical or magnetic drives and cloud-based servers that will be useful for the researcher.

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

**Expectations:** Sensorium will continue to build upon success of AMPD’s media arts researchers in securing support for large-scale interdisciplinary projects and linking a number of digital and research-creation labs in the faculty. Sensorium will continue to provide an institutional home, a strong identity, and consortium for researchers in AMPD and other faculties. Our plan is to broaden the mandate of Sensorium to include a more expansive understanding of media, intermediality, cultural mediation, and sensoriality. We also plan to enhance Sensorium’s community engagement activities and develop the Centre as an incubator for innovative research-creation activities. Research-creation in media arts is inherently collaborative requiring expertise from a range of disciplines. Sensorium will encourage cross-faculty and external collaborations, and assist researchers in leveraging internal expertise and resources when applying for external funding. Enhancing the profile of media arts research through the ORU will attract quality graduate students and postdocs, and can be used as a recruiting tool to bring new faculty and expertise to AMPD and York University.

### **Deliverables:**

- maintaining and developing space for graduate students, postdocs, and faculty researchers
- offering annual seminars, public talks, collaborative summer institutes and group exhibition opportunities
- providing technical workshops to graduate students and faculty members to train them in emerging technologies
- supporting professionalization opportunities for graduate students and postdocs including the creation of a Sensorium Research-Creation Award
- developing and supporting new funding applications at the municipal, provincial and federal levels
- developing community outreach strategies and networking with cultural organizations and potential industry partners
- developing guidelines and best practices for meaningful engagement with non-academic partners including scenarios for internships, mentorship, consultation, in-kind donations and financial support
- continuing to support academic publishing opportunities for graduate students and faculty members
- hosting two international conferences over the course of the new charter period
- continue to support technical innovations, content creation, and application development for emerging media across a range of platforms



**Metrics:** Quantitative and other measures that could be used to assess the impact of ORU-supported research, and whether the expectations for the ORU have been met could include tracking the individual research engagement and achievements of Research Associates (full members).

**Measures for assessing the collective research achievements include:**

- external funding – and who this funding is related to the specific activities in the centre—i.e., if cost-recovery funds are offered for activities or programs are developed that align with Sensorium thematics
- international conferences
- publications (citations)
- exhibitions, screenings, performances, and other community-based activities
- technical innovations, content creation, and application development for emerging media
- contributions to policy makers
- public demonstrations and workshops
- links to external partners and collaborators that result from this ORU

**Measures for tracking the impact and success of Sensorium supported research and public activities include:**

- internal and external participation at events hosted and sponsored by Sensorium, including symposia, screenings and performances, public talks and workshops, and graduate student events, number of collaborations across AMPD departments and York University, and with external partners
- increase the number of faculty and student Sensorium members from outside of AMPD
- coverage of Sensorium events and researchers in social media and in the press
- awards and scholarships received by graduate assistants and postdocs working with Sensorium researchers
- postgraduate placements and academic appointments for graduate students working with Sensorium researchers
- track external attendees at ORU-sponsored events to identify and nurture a community of engaged supporters
- potential impact of technical innovations, content creation, and application in the creative industries

## **6. Added Value**

Sensorium cannot exist without the synergistic support of the AMPD Dean's Office, and the recognition that the ORU plays a unique role in the faculty, and at the University for promoting interdisciplinary collaboration across departments. As a connecting thread between the many performance spaces, sound stages, and labs/studios in the faculty, Sensorium is a central node around which many AMPD researchers coalesce regardless of the type of technology used and the form of artistic practices. Its position as a faculty-based ORU emphasizes its participation in research and performance creation activities unique to AMPD, and also shapes its distinct identity among the array of ORUs present at York. Synergies across research, teaching and administrative leadership at AMPD allow it to function as an agile interlocuter between the faculty and the communities of practice external to it whilst playing a supportive role to

research conducted herein. In this way, it is vital for the ORU to continue functioning as a platform for interdisciplinary thinking and ideation, as well as a public facing showcase of the research-creation and performance-creation activities going on within AMPD.

Frequently, our research-creation projects require us to form collaborative teams sharing expertise and material resources that cannot be found in one department alone. Sensorium is well positioned as a guide or technological wayfinding for students and faculty members looking to get engaged with new technologies or to consider including HQPs in their grant applications. For example, in new immersive dance works, choreographers need access to sensors, data display systems, and software development, requiring a collaboration with faculty expertise in both computation and media arts. Sensorium facilitates these collaborations through networking events and promotion of faculty research, helping to connect future collaborators who may form teams based on shared interest and resources. In addition, Sensorium has also emerged as a crucial support system for academic and non-academic partners, by developing digital literacy and helping to disseminate information on tools and creative practices with digital elements through the Pandemic years.

There is currently no site in AMPD, or the University, that provides faculty and students with a space to gather and think meta-critically, as well as to prototype different aspects of the creative arts in the academy and beyond. Sensorium facilitates high-level conversations about research-creation as a methodology, about the role of the arts in communities, and about the ways in which artists can lead broader cultural conversations about technology and its impact on our everyday lives.

Three specific examples of our added value are presented as follows:

- As affirmed by our external review, Sensorium functions as a messaging board for researchers to know more about each other's work. Crucially, it catalyzes the formation of new research partnerships and knowledge mobilization activities in a faculty that boasts such diverse artistic strategies and production methods. One example is Sensorium's handling of AMPD's Year of the Arts program 2022-23 where we leveraged our reach across all departments to engage in conversations and recommendations with individual department chairs (and faculty members) to profile in the run up to Congress 2023.
- Sensorium functions as an entry-point for external researchers (in the University and beyond) into the research environment at AMPD and we routinely engage in speculative conversations with external faculty, institutions, organizations beyond the University etc. for collaborations where digital arts are an integral part of the project. We are currently in conversations with researchers across campus who are interested in incorporating digital aesthetics such as data visualizations, interactive web elements and virtual/gaming environments and the ways our researchers and students can be brought into the projects. Successful 'pairings' include the 'Creating Space: Precarious Status Women Leading Local Pandemic responses' project funded by WAGE Canada, the first large scale inter-ORU collaborative project at York where Sensorium is leading the creating of a vast digital archive of video interviews, and introducing faculty and

students to these collaborative opportunities where teams are built around diverse skillsets. The uniqueness of the ORU within the research ecosystem at York as focused on digital and fine arts also makes us valued contributors in other large collaborative research projects such as the VISTA program (2016-23) and in the preparations for the Connected Minds program proposal. Such initiatives lie outside the traditional operations of the faculty and its departments, and this is a crucial if not indispensable way our researchers gain access to pan-University, interdisciplinary networks.

- Sensorium has also mobilized research outside of York within places. We have been developing partnerships with other Universities and developing a stronger international presence through participation on some of the largest international stages of digital art and technology, including: ISEA, Ars Electronica, IEEE, SLSA and Congress 2023. Specific projects that we have initiated include “Life: A Sensorium”, a group show of digital artworks held at ISEA 2020 (one of the longest running and most prestigious digital arts festivals), “Re(new)all” an exhibition held entirely in virtual space in conjunction with the Society of Literature, Science and the Arts 2021, and an institutional presentation on the way Sensorium has catalyzed a ‘symbiosis’ of arts, science and engineering at ISEA 2023.

## **7. Resource Commitments**

### *VPRI*

The VPRI office will support Sensorium 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 School of the Arts, Media, Performance & Design*

As the Lead Faculty, AMPD commits to including in its strategic planning the development of Sensorium 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 space dedicated to Sensorium will continue to be used. Current part-time administrative support will continue. We will continue to co-sponsor targeted events and initiatives when possible.

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. Commitment to DEDI in ORU Membership and Activities

Sensorium will work closely with the AMPD EDDI standing committee (supported by the Centre for Human Rights, Equity and Inclusion at York) to support Equity, Diversity, Decolonization and Inclusion goals. Some initiatives this charter have been the active recruitment of racialized members to our executive committee to ensure a diverse and equitable level of representation, as well as receiving recommendations for membership and participation of marginalized groups at every level. Other such initiatives to be sustained are the “Regenerations: All our Relations” that work with representatives from each department at AMPD support and amplify existing efforts in the faculty to decolonize curriculum by introducing Indigenous voices into the classroom and research networks, as well as the active support of Black and Indigenous artists. In addition, Sensorium has focused specifically in this charter on support networks to support racialized and marginalized students, and community members, especially through the pandemic where digital infrastructure was not always conveniently available, including holding regular check in sessions (called ‘virtual salons’ that were digital ‘safe spaces’) where students from diverse backgrounds were free to air their struggles and maintain their intellectual and creative networks.

### Appendices

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

Joel Ong, Director, Sensorium
Rob Allison, Professor, Electrical Engineering and Computer Science
Laura Levin, Associate Dean, AMPD
Ian Garrett, Associate Professor, Theatre
Shital Desai, Assistant Professor, Design
Jamie Robinson, Assistant Professor, Theatre
Mary Bunch, Assistant Professor, Cinema & Media Arts, CRC in Vision, Disability and the Arts
Jane Tingley, Associate Professor, Computational Arts
Brandon Vickerd, Professor, Visual Art History.
Eva Lu, Graduate Student Organizing committee representative, PhD Visual Art History

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

Philip Beesley, School of Architecture, University of Waterloo (Kitchener/Waterloo)
Gerfried Stocker, Co-CEO/Artistic Director of Ars Electronica
Alice Jarry, Director, Milieux Speculative Life BioLab; Professor, Design & Computation Arts
Alan Macy, Research and Development Director, Founder of BIOPAC systems, Inc
Michel Didier, Creative Technical Developer, Derivative Touch Designer, Moment Factory
Jenifer Papararo, Director, Art Gallery of York University

## University Academic Plan: APPRC Report on Progress 2022-2023

The conclusion of this academic year takes us past the half-way point of the [2020-2025 University Academic Plan](#). One of the core responsibilities of APPRC is recommendations to Senate on the University Academic Plan, together with monitoring and reporting on the implementation of UAP objectives. A main priority of the Committee is each year therefore is assessing progress towards the UAP. The Committee is pleased to provide Senate a year-end summary report of progress on the UAP in 2022-2023 on matters under the auspices of APPRC.

Once again this year, there was considerable progress in advancing the priorities of the UAP. Senate's reflections on the report will be gratefully received.

### The UAP Priorities

#### 21st Century Learning: Diversifying Whom, What, and How We Teach

Progress overseen by APPRC toward *Diversifying Whom, What, and How We Teach* took many forms this past year.

- Establishment of the *Joint APPRC-ASCP Task Force on the Future of Pedagogy*, of which the Chair is Co-Chair, and the Committee monitors progress
- 10 curriculum proposals on new degree programs / certificates / diplomas
- 1 new funded Chair and 1 new funded Professorship reviewed and confirmed; and 1 new Teaching Fellowship reported

Within this objective, and as recommended by the Committee last year, the *Task Force on the Future of Pedagogy* was brought to fruition this year. The impetus for it stemmed from the feedback of the University community gathered through the two APPRC academic planning forums focused on teaching and pedagogy (2021 and 2022). The Task Force is mandated to re-examine the UAP Priority on 21<sup>st</sup> Century Learning broadly, and to consider in particular:

- the future shape and role of in-person learning as a core element of what York University offers
- how to support the growth of high-quality technology enhanced learning to create additional flexibility for students, while protecting instructor time and energy for the most pedagogically valuable activities
- advancing decolonization, equity, diversity, and inclusion in the design of future pedagogy
- how to continue growing experiential learning opportunities, including work-integrated learning, to meet our UAP goal of offering this to every student regardless of program
- incorporating attention to the UN Sustainable Development Goals or sustainability education more broadly
- preserving academic integrity in an era of technological disruption and the implications for assessment of learning

Its deliverables are:

- to foster pan-University collegial discussion of the future of pedagogy including in Senate and its Committees
- to recommend actions that the University should prioritize in order to scale up successful pedagogical adaptations that enhance the quality of learning experiences for York's diverse students as technology becomes ubiquitous in higher education.

Both APPRC and ASCP are committed to supporting the initiative and will work in collaboration with the Provost to respond to the recommendations the Task Force issues.

APPRC also brought the objectives of 21<sup>st</sup> Learning to its assessment of new programming. In its review of curriculum proposals, the Committee bases its concurrence on factors that highlight consonance with University and Faculty plans and academic resource dimensions (e.g., sufficiency, sustainability, impact on other activities.) As one of the parent committees of Senate's *Joint Sub-committee on Quality Assurance*, APPRC also brought oversight and response to the review of the latter's reports on the individual undergraduate and graduate cyclical program reviews and the systemic trends and recommendations that have academic planning and / or resource dimensions. Through monthly reports, APPRC also engaged the Deputy Provost, Markham in discussions of the academic planning for the new campus in lead up to its launch in FW'24, with a focus on plans to confirm that the centralized resources align with the programs' teaching and learning needs to position them and students for success.

### **Knowledge for the Future: From Creation to Application**

Progress overseen by APPRC toward *Knowledge for the Future* took several forms this year.

- New *2023-2028 Strategic Research Plan* approved by Senate
- Establishment of the *Senate Policy on Indigenous Research Involving Human Participants*, approved by Senate
- 10 ORU charter applications approved by Senate
- Annual Report on Research by the Vice-President Research & Innovation, including external research funding performance, presented to Senate for discussion
- Recommendations on the assessment of success of the Faculty Complement Renewal Strategy to support the intensification of research
- Oversight and consultation with Senate on the Institutional Data Management Strategy

One of the core priorities for APPRC this year was collaboration on and support for the renewal of the *2018-2023 Strategic Research Plan*. APPRC was closely involved as the renewal process unfolded and drafts of the new Plan emerged. It ensured that the renewed SRP is consistent with the UAP, specifically its *Knowledge for the Future: From Creation to Application* priority. The new plan positions the University well to achieve the research and scholarship goals articulated in the UAP.

The establishment of the new *Senate Policy on Indigenous Research Involving Human Participants*, a pioneering development, supports the advancement of the research intensification goal of the Academic Plan. It will also serve the critically important function of providing education to the broader York community about research ethics, advice, and mentorship to York researchers, a valuable contribution that will enhance supports for and advance inclusive scholarship.

Over the course of its bi-weekly meetings, the Committee took up its responsibility for the articulation of research principles for academic planning and criteria for assessment of major initiatives, the receipt of annual and periodic reports from Vice-Presidents, the facilitation of Senate consideration through the transmittal of relevant reports and provide advice and recommendations on the allocation of academic resources.

In the realm of the *Knowledge for the Future* UAP priority, the Committee engaged regularly in focused discussions with the Vice-President Research & Innovation providing oversight and insight into plans designed to:

- increase the research participation of faculty
- accelerate growth in the number and diversity of our scholarly and artistic outputs and research funding base
- expand the influence of our work through broadening and deepening our external partnerships
- foster the research vision and strategy for the Markham campus
- achieve new levels of research success

The advancement of Knowledge for the *Future* was also supported this year through the committee's review and recommendation to Senate of charters for several new Organized Research Units in areas that align with York's excellence in inter- and transdisciplinary research. APPRC also helped support meeting the requirement of Tri-Council for each university to create a research data management strategy through its input to the Libraries on the development of York's strategy and the facilitation of a Senate consultation session on it to foster the community's awareness of and adherence to the research-related requirement.

### **From Access to Success and Living Well Together**

Progress toward the UAP goals of *From Access to Success and Living Well Together* was advanced by APPRC through:

- reviewing and providing input on the new *Sustainability Strategy*
- Establishment of the *Senate Policy on Indigenous Research Involving Human Participants*
- The creation of the Task Force on the Future of Pedagogy
- making the focus of the APPRC planning forum seizing the opportunities of a multi-campus University and how to tap its full potential for research and teaching collaborations across disciplines<sup>1</sup>

On these two priorities, APPRC contributed to the policy context being developed to foster a culture of sustainability, strengthen Indigenous presence at the University, and further access and principles of equity, diversity, inclusion and social justice. It took this up in four ways.

- reviewed and discussed the *Sustainability Strategy* with the President
- incorporated in the mandate of the Task Force decolonization, equity, diversity, and inclusion in the design of future pedagogy
- facilitated the establishment of the *Senate Policy on Indigenous Research Involving Human Participants* which will foreground the voice and needs of Indigenous communities within Indigenous research, recognize the distinct Indigenous knowledges and approaches to research that may involve Indigenous Peoples and ensure that appropriate sensitivity to cultural and community rights, roles and responsibilities is applied to all research projects conducted under the auspices of the University.
- Defined as the theme for the pan-university planning form an examination of the opportunities to connect our multi-campus network to create more vibrant scholarly communities, expanded student learning opportunities, and deeper community partnerships. That remains the focus for the forum to be held in Fall 2023.

### **Intersection of UAP Priorities**

Several initiatives contributed to progress toward multiple UAP priorities. Among the many major academic initiatives on APPRC agenda this year, either as separate items of business or in conjunction with reports from the Provost, Vice-President Research & Innovation or President, were:

- School of Medicine and the Vaughan Healthcare Precinct
- Markham Campus planning
- the strategic repositioning of Glendon
- Internationalization and Global Engagement strategy

Through focused monitoring and guidance on major academic planning initiatives undertaken in 2022-2023, the Committee contributed to several initiatives that cut across all the UAP priorities.

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<sup>1</sup> The planning forum scheduled for March had to be deferred, and will be held in the autumn.



Input and advice on planning, consultation processes and content were provided by the Committee on these initiatives. A key activity was a facilitated discussion at Senate on the planning and collegial governance processes that will lead to the development of a proposal to establish a School of Medicine. A Planning Prospectus was prepared that outlines the sequencing of actions and governance process that support planning for a potential School of Medicine. APPRC's preparation of the prospectus provided information on the various planning phases undertaken and to come to confirm where in the process the critical considerations, consultations and decision-making will occur in what would be among the most significant academic initiatives of the University.

As noted earlier in this report, a core activity for the Committee this year has been monitoring of the academic planning for the new Markham campus. Its work in this realm was to ensure resource sufficiency for sustainable program delivery at the new campus.

The Committee has remained actively engaged in the review of the strategic repositioning of Glendon, discussing with the Provost the development and status of the initiative. Critical reflections and advice continue to be provided by the members to inform plans on this major academic exercise. Similarly, the Committee reviewed with the Provost the final iteration of the Internationalization and Global Engagement Strategy, offering its views on this plan in support of the *Advancing Global Engagement* UAP priority. Emphasized by the Committee was the importance of facilitating a coordinated launch of the strategy that is supported by guidance for Faculties and units to be able to integrate the goals of the strategy with local planning. Members also surfaced the importance of thinking how the various pan-university plans and strategies (i.e., the Anti-Black Racism Framework, Strategic Research Plan, EDI Strategy, Sustainability strategy) intersect and fortify each other.

### **Answering the Call: A University-Wide Challenge to Contribute to the UN Sustainable Development Goals**

The *University-Wide Challenge to Contribute to the UN Sustainable Development Goals* that complements the six priorities in the UAP is actively being taken up across the University in many and varied ways. A defined activity for APPRC both last year and this year was to raise awareness of how the University's teaching and research align with and contribute to the UN Sustainable Development Goals. The key activity undertaken was a discussion with the Deans and Principal of the ways Faculties are contributing to this UAP objective.<sup>2</sup>

In spring 2022 meetings with three Deans (Faculties of Environmental & Urban Change and Liberal Arts & Professional Studies, and the Lassonde School of Engineering) were held. The planning discussions continued this spring with the remaining cohort of Deans / Principal. A comprehensive summary of the discussions with the Deans / Principal (covering both years) is set out as an Appendix to this progress report.

#### *Key Messages*

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<sup>2</sup> The questions the Deans / Principal were asked to discuss with the Committee were:

- How the Faculty is supporting, resourcing and coordinating research strategy and curriculum planning to advance progress on SDGs
- How the Faculty is communicating progress on SDG-related initiatives
- The challenges and opportunities for the Faculty to advance local SDG plans and initiatives
- Lessons from your experience supporting the SDGs to be drawn and shared with other Faculties

As the summary reveals, there is a considerable breadth and quantity of activities occurring at the University under the SDG banner. Faculties are actively supporting and fostering strategies that contribute to many of the 17 SDGs. The SDG goals are being articulated in Faculty academic plans, funds are being dedicated to drive progress on equity-related SDG goals and communication, curriculum is being developed through sustainability and diversity lenses, and Faculty communications are cultivating awareness of the many and varied efforts at the University to contribute the global UN initiative. Two discernable themes were distilled from the Faculties' reports: the benefits that a *coordinated and centrally resourced communications strategy* could have to curate and publicize locally, nationally and globally the University's SDG stories and the contributions York is making to this United Nations initiative; and the need for *reliable measures / indicators* to track the progress being made on this UAP goal. Drawing on these overarching themes, the Committee members offer the following advice on communicating SDG accomplishments and inclusive metrics to assess progress on advancing the SDGs:

- In addition to / in concert with the measures currently tracked, develop defined standardized key measures through which Deans can monitor, track and report on Faculties' progress on SDG initiatives, including beyond the UN SDG timeline of 2030 (e.g., an EDI plan; sustainability measures)
- Encourage the university community to think about who the stakeholders are to inform the structure of its SDG communications, noting both internal and external audiences; development of a purposeful communications strategy should follow.
- In concert with the communications strategy, cultivate a culture of faculty members being ambassadors for the SDG research and contributions being done as another measure to tell York's stories in this context and advocate for continued progress.
- Include communications to the graduate student community to disseminate options / ways to incorporate SDGs considerations in their research.
- a pan-university dashboard could be a helpful tool, once the target audience is defined; Schulich also offered great ideas for initiatives.
- in collaboration with the Libraries, create links between each of the individual SDGs and faculty members with corresponding expertise and repositories of their related scholarship (with confirmation of their willingness to be listed) to facilitate capacity, awareness and further cross-campus collaboration on research and initiatives.
- build on the SDG-related course work being done.

The Committee anticipates being engaged in this planning as an ongoing aspect of monitoring and reporting on UAP progress.

## Decanal Discussions Between 2021-2022 and 2022-2023: Summary and Recommendations

<b>Themes</b>	<b>Faculty</b>
SDGs are an organizing principle / informing priorities in / in alignment with / pillar of the Faculty academic / strategic plan	Health, Education, Osgoode, Schulich, Lassonde, EUC, LAPS, Glendon, Libraries
Research, teaching and activities naturally and purposefully intersect with SDGs (e.g., equity considerations driving faculty hires will intersect with the application of the SDGs in scholarship and teaching; presented via advancement plan and in outreach activities); regularizing practices	AMPD, EUC, Libraries, Science, FGS
SDGs are being embedded in initiatives to enhance student supports	FGS, Science, Lassonde, LAPS
Integration of SDGs in pedagogy and curriculum is being widely taken up.	FGS, Science, AMPD, Education, LAPS, EUC, Glendon, Schulich

<b>Strategies to Support SDGs in Research and Professional Contributions</b>	<b>Faculty</b>
Support ORUs as vehicle for advancing research in areas related to several SDGs. Research support office is providing sessions on SDGs to faculty members to educate on how to incorporate SDGs in grant applications, and how to better track the impact of the contributions on advancing SDGs	Health, Osgoode, EUC Health
Establishing linkages between faculty members' publications and the SDG targets; thoroughly documenting it, placing scholarly activities front and centre within the Faculty; using tags in social media videos; faculty presentations. Carefully fostering avenues to adopt the practice of faculty referencing genuine and organic SDG connections within their research to illustrate the impact it has on advancing SDGs	Education
Contributions to York research cluster grants	Osgoode
Canada Research Chair in Innovation, Law & Society supported	Osgoode

Contributing to debates within the legal profession on diversity and access to justice	Osgoode
Created a research infrastructure at school which aligns with SDGs; Established: <ul style="list-style-type: none"> <li>• a new Sustainability Area as unit within the School</li> <li>• an urban lab in real assets in the with sustainable and energy projects in focus, where students are trained in sustainable concepts and practices:</li> <li>• a Research Chair in Sustainable Finance</li> <li>• supporting Provostial Fellowship program on SDG, hosting an incumbent</li> </ul>	Schulich
Faculty fostered linkage of research and grants to SDGs, with matching funds, teaching release and funds for renovated spaces for major research initiatives provided; EDI in research fund created; Engaging in inter-university research partnerships on SDG topics	Science, Lassonde Health
Leveraging existing resources supporting existing initiatives for greatest strategic impact: Open Education, Partnerships within Hemispheric University Consortium network, La Casita Azul, Las Nubes	Libraries

<b>Strategies to Support SDGs in Curriculum and Teaching &amp; Learning</b>	<b>Faculty</b>
Development of new courses with EE opportunities / incubator for entrepreneurship through a course; development of new core curriculum, which has at its core the SDG focus on reducing inequalities.	Glendon, Schulich
Creation of new courses and programming related to the SDG topics / areas	Osgoode, Science, LAPS, Lassonde
Offering synchronous and asynchronous course delivery Offering new / expanded online programming	Osgoode, FGS Science
Establishing a flexible JD program (to complement the full-time program)	Osgoode
Development of upper year micro-courses, under the umbrella of innovation and engaged legal education	Osgoode
Review of the JD first-year curriculum to enhance quality of experience and advance knowledge of Indigenous legal orders	Osgoode

EDI advisor participating in the development of new curriculum	Lassonde
Creation of SDG Teaching Toolkit on how to integrate SDG practices in the classroom	Health
Developing a Faculty-wide policy to govern non-degree programs for quality education	Science
<p>Created a teaching infrastructure at the School which aligns with SDGs; Established:</p> <ul style="list-style-type: none"> <li>• new programs that integrate internships and projects on SDG-related topics and experiential Education components (healthcare delivery innovation; sustainable health infrastructure)</li> <li>• sustainability as a specific Learning Outcome in the degree programs</li> <li>• a required sustainability course in the MBA core curriculum</li> <li>• comprehensive connections of SDGs in delivery of programs</li> <li>• alignment of students bringing SDG goals to application of their work with industry partners</li> </ul>	Schulich

<b>Challenges to Advancing SDG Plans</b>	<b>Faculty</b>
Institutionalizing some of the inherent work Faculties are doing to layer the SDGs and integrate them into Faculties' activities; developing a culture where SDG alignment is an instinctive part of planning	AMPD Libraries
Better coordinating the work being done on SDGs across the University to build capacity, maximize impact and success, and be resource efficient; challenge for small units and Faculties to take up in resource context	AMPD, Glendon
Difficulty synthesizing and mobilizing the work being done in courses pertaining to SDGs	Health
Time and resources to do the bridging and communications side of the process and the planning	FGS, Science, LAPS
Current limited and aggregated self-identification employee and student data for baseline to measure progress	Lassonde
Overcoming the reticence of faculty members to tell their stories; the need for assistance for them in translating their passion for research to appealing to a public audience	Lassonde
Measuring progress in the absence of defined metrics / metrics skepticism among faculty members	EUC / LAPS
Embracing neo-colonial development frame	EUC
Supporting and resourcing living labs, a key Faculty concept to advancing SDGs	EUC

Communicating Work / Progress / Impact	Faculty
<p>Shaping communication plans to convey alignment of faculty research with advancing SDG goals:</p> <ul style="list-style-type: none"> <li>Faculty website presence identifying linkages with SDGs, stories and news sections; annual / monthly impact report on SDGs; alumni magazine, Y-File profiles, recruitment materials</li> <li>Faculty website provides the ability to tie faculty members' research to SDGs</li> <li>A podcast with alumni discussing work they are doing on SDGs in their career</li> </ul>	<p>Health, SSB, EUC  Science, Lassonde  Osgoode, Lassonde,  Libraries  Osgoode  Lassonde</p>
<p>Working with University central communications unit to create a training program for equipping different levels of scientists with communication skills</p>	<p>Science</p>
<p>Publish and post on website the Faculty dashboard.</p>	<p>AMPD</p>
<p>Storytelling is important; public lecture series to communicate Faculty's SDG related-scholarship.</p>	<p>Education</p>
<p>Strengthening knowledge mobilization</p>	<p>Schulich</p>
<p>Congress presents an opportunity.  Faculty's Summer Institute that is focused on social justice in the elementary school system</p>	<p>Education, LAPS</p>
<p>Through the Faculty's upcoming 50<sup>th</sup> anniversary where SDGs will be featured along with longer-term messaging</p>	<p>Education</p>
<p>Support student attendance at conferences to present / engage with research on SDG-related topics</p>	<p>Osgoode</p>
<p>IRP planning updates to OIPA three times / year</p>	<p>Osgoode</p>

Tools / Practices / Initiatives Implemented to Advance SDG Contributions	Faculty
Equity dashboard; response to social justice movements and the call for action; instituted several immediate and long-term responses to equity; will be creating an overview in the dashboard grid to track actions and progress being made	AMPD
Developing a mapping tool to link SDGs and course / curriculum content; needs to be done thoughtfully, with a good structure; not seen as 'box-ticking'	Health
Exploring possibilities to increase funding for students; Scholarships for equity-deserving / students (Black, Indigenous students)	FGS, Osgoode, LAPS, Lassonde
Moved to digital modes of administrative forms for sustainability, student well-being, equity, accountability	FGS
Integrating SDGs in pedagogy and curriculum taking into consideration commuting vs. learning experience (course design that recognizes needs of the future; universal design learning; assessment and adjudications; in collaboration with VPEPC and CHREI to create different online modules about holistic adjudication); graduate supervision a future area to encompass in this context.	FGS
Encouraging integration of SDGs in course design	Health, Glendon
Focus on enhancing access to programs	Health, Glendon
Created the <i>Collaborative Online International Learning Virtual Exchange</i> (COIL-VE) with annual workshops between York Science and Northeastern University in China; Each year an SDG topic chosen for students from both institutions to present.	Science
Development of new / revised policies and practices in SDGs context (e.g., carbon producing travel on an as needed basis approval; changes to admissions, assessment, and adjudication processes.	FGS
Targeted hires, prioritizing EDI and SDG targets in complement planning / New Post-doctoral position for Indigenous and Black scholars.  Developing a pipeline and relationships with Indigenous communities and external partnerships to bring in diversity within students and faculty, decolonize curriculum.	Health, Osgoode, Science, Lassonde, LAPS, Libraries

Supporting work of the UNESCO Chair in <i>Reorienting Education towards Sustainability</i> to promote Education for Sustainable Development, developing plans to meet set targets	Education
With UNESCO Chair, established <i>Global Leaders of York Science</i> program to provide undergraduate students with professional development opportunities to enhance their employability skills and help them develop a global mindset; created “Science Students, The SDGs and Suitability” workshop.	Science
Exploring the potential the Faculty of Education, and the UNESCO Chair, can bring to pan-university strategies and education on technology enhanced learning and decolonizing the curriculum.	Education
Discussions with CIFAL to learn connections and alignments between our work	Libraries
Engage closely with industry partners and in community outreach to create an eco-system for access and diversity with partners, small or large scale	Schulich
Monthly planning meetings with planning committee of Faculty Council to sustain focus on initiatives and assess progress	LAPS
Created a new Teaching and Learning Fellowship to foster inclusive practices	Health
<i>Raising the Black Bar</i>	Osgoode
Development of a new Law Library Strategic Plan	Osgoode
Classrooms retrofitted with dual-delivery capacities to support remote mode of learning	Osgoode
Anti-racism training in units / resources on e-Class site to inform anti-racism and disability teaching	Osgoode
Honour ceremony for graduating Indigenous students	Osgoode
Celebrate notable SDG work / contribution successes	Osgoode
Initiatives that support sustainable cities and communities: <ul style="list-style-type: none"> <li>• Summer engagement programs for children</li> <li>• Allan Carswell Observatory</li> <li>• Killarney Astronomer in residence</li> <li>• Science Communicator in residence</li> </ul>	
Faculty participated in the federally funded <i>Go Global SDGs in Action Student Challenges</i> (discussion, workshop, immersive abroad opportunities).	Science



Established <i>Community 2022</i> a Faculty-wide initiative to support Good Health and Well-being SDG post-pandemic, included 5 areas and 25 activities across the Faculty; resourced it	Science
To promote good health and well-being: accessibility, mental health and counselling services to students	Glendon
Established <i>EDI Champions</i> to provide training and support to for the integration of practices throughout our processes and operations	Lassonde
Development of the K2I Academy to diversify incoming students in Engineering, with focus on women, Black and Indigenous youth from marginalized communities	Lassonde
Living labs (Maloca Gardens, Footprints, EUC Arts)	EUC

## Recommendations (Offered by Deans / Principal and APPRC)

Consolidate / centralize and resource efforts on communication, internally and externally; opportunity for York to position itself. Get the University's presence on the global platform to communicate the comprehensive work being done to advance the SDGs. Be more proactive with a public speakers' series on SDGs, having conferences include elements on SDGs, media releases and faculty member interviews.

Jointly with the enhanced communications focus, more work done on conveying to faculty members why the University is closely aligning with the SDG and the importance of the work to the University's reputation; establish Faculty media ambassadors

Select certain SDGs to spotlight for the year: "Year of X". Highlight all the work done that year across the University. Involve community partners in the work and initiatives. Direct resources in a time-limited way to support that development goal; align AIF projects to the annual theme. Will support disaggregating the SDGs within the University's principles.

Develop broad, inclusive metrics to measure progress across the University (including creative, experiential and structural); recognizing the sensitivity of this topic

Develop a pan-university dashboard to institutionalize practices; to serve as a vehicle for coordinating and communicating the lateral work being done to advance / support SDGs across all Faculties; assessment; accountability

Scale up across the University the FGS practice of requiring a justification for the carbon travel required for bringing a visitor / examiner / reviewer to campus; knit this conversation within the multi-campus structure

Reach across Faculties to point to signature offerings in Faculties for pan-university benefit, build the culture. Support scaling it up to a university-level for a larger set of visible suite of offerings. Sponsor innovations for cross-Faculty platform for SDG-informed courses; draw on the great examples from courses / activities that already exist; interdisciplinary approach

Foster equity as the lens through which all University initiatives and progress on them is assessed.

Inform SSRP development with new directions being taken with pedagogical and program design and curriculum processes

Look to planning beyond 2030; what will be the plan beyond the defined SDG timeframe; start anticipating what the UN will do beyond 2030 to be forward looking. Suggest four key principle intersecting areas for the University to direct its focus: sustainability, health, media and data

# Update on e-CV Implementation

Presentation to  
Academic Policy, Planning and Research Committee  
May 25, 2023

**AMIR ASIF, VICE-PRESIDENT RESEARCH & INNOVATION**

**YORK U**



# Technical Implementation

- VPRI, UIT and Symplectic (vendor) meeting weekly –
  - continue to work on integrating the eCV system with existing York University systems to enable automatic information feeds where possible.
  - ensures a better user experience where most of the data will be pre-populated.
    - HR feed – Complete; minor modifications to enhance integration
    - Grants feed – Complete
    - Profile feed – Anticipate completion by end of Jun 2023
    - Teaching feed – Anticipate completion by end of Aug 2023
    - Branding of Discovery module– anticipate completion by end of Jun 2023
- We have experienced some delays and technical challenges due to the integration between the software and the York systems. VPRI, UIT and Symplectic are working to resolve these issues and progress towards enabling the feeds needed to align to the systems and drive timely technical and operational implementation.
- VPRI is conducting user testing with a variety of faculty members to respond to user challenges and ensure system accuracy

# Governance Implementation

- Software privacy/ security clarifications will be provided to the York community in the form of either a Privacy Impact Assessment (PIA) or a letter issued by the Counsel's Office providing answers to questions around access, location of data centre, encryption, ownership of data etc.
- A Statement of Practice has already been developed, which will detail how the eCV will be used administratively at the university.
- A FAQ / user guide website will be set up containing user information including software privacy information and Statement of Practice will be developed prior to community rollout and launch.
- Ongoing conversation with Secretariat's Office on how to formalize the Statement of Practice before community launch.

# System Rollout

- Project Manager started May 5<sup>th</sup>, 2023.
- Project Manager will develop robust project plan including a communications strategy in collaboration with Senior Manager, Research Communications and other VPRI team members.
- Website with detailed information for new users with FAQs will be developed and made available.
- Training sessions will be held starting in July 2023, for researchers and research administration staff.
- Resources include several work study students working with faculty, students and York staff members to aid in initial data input as needed.
- eCV System Administrator will provide technical guidance and triaging of support queries from York community members, as well as liaise with vendor client support on an ongoing basis.
- Tentative soft launch date of the eCV system: end of August 2023
- French version launch date of the eCV system: end of Dec 2023

## Additional notes

- User adoption will be key for a robust system. Assume 18-24 months for meaningful levels of community uptake and resulting data analysis
- The system will improve over time as additional features are launched, revised and user feedback incorporated.
- Data reported will be anonymously aggregated with only select individuals in VPRI with full access to all details.

# Academic Standards, Curriculum and Pedagogy

## Report to Senate

Meeting of 29 June 2023

### FOR ACTION

**a. Restructuring of the BA degree program in African Studies, Department of Social Science, LA&PS**

ASCP recommends:

that Senate approve the restructuring of the BA degree program in African Studies, from a double major or minor option to a standalone Honours BA program, effective FW2024.

#### **Rationale**

The full proposal and supporting documentation are available at Appendix A.

The African Studies Program, as currently constituted, is available only to students who are enrolled in the following disciplines and specific programs in LA&PS: Anthropology, History, Political Science, and International Development Studies. This structure poses a significant barrier for students outside these disciplines and programs to enroll in African Studies. It also limits the ability of the program to attract new students from different faculties and programs both within and outside LA&PS. Restructuring to a standalone program enable direct entry/admission, and also allow the option for students to choose the program as a double major or minor.

Restructuring will also give the program greater autonomy and flexibility to build collaborative relationships beyond existing linkages while the program grows to address the needs of students. The standalone program will allow for cultivation of relationships with all disciplines and programs inside and outside LA&PS to attract enrolments from African Canadians, Africans, and other interested students. The need for this restructuring has become particularly critical in the wake of renewed transnational Black movements to acquire greater knowledge and connection with the homeland, Africa.

The proposed changes align with York University's Academic Plan. York University has one of the most diverse student populations, and it is recognized as the microcosm of contemporary Canada because of this diversity. Specifically, the program changes align with York's Anti-Black Racism Framework which, among other things, is meant to ensure that diversity of Black scholarship is represented in the curriculum, research, library collections, and other information resources in all areas and disciplines. A standalone African Studies Program is an affirmation of York's commitment to further develop and maintain ties with Africa.

Student demands to access this program has been consistently evidenced in both Fall and Spring campus days with students outside of International Development Studies,



## ASCP – Report to Senate

Anthropology, Political Science, and History looking to explore opportunities for double majors or major/minors in African Studies.

The program consulted with the Black Studies program, which is related to African Studies, to avoid any overlap while the two programs continue to collaborate. Consultations were held with Chairs and Undergraduate Program Directors in Social Science, Anthropology, History, Political Science, and International Development Studies.

No new resources are needed for the proposed program, and there is no change in mode of delivery for the program. Students currently enrolled in the program will not be affected; they will be advised to enroll in two courses in advance of the change to ensure they will meet the new requirements to graduate with a degree in African Studies.

**Approvals:** LA&PS Faculty Council 9 March 2023 • ASCP 7 June 2023 •

### For Information

#### b. Progress on 2022-2023 Priorities

Each spring ASCP reviews progress made towards the priorities it defined in the Fall. Attached as an appendix to the Senate Executive Report is a mapping of ASCP activities for 2022-2023 priorities set in the Fall. The priorities included continuing revision to the draft *academic conduct policy*. Over the course of the period, ASCP received feedback on the policy from various Faculties and individual members of the York community. As such, ASCP struck a new working group, consisting of current members from ASCP and members of past working groups to consider the feedback for incorporation in the draft policy – this work continues, and it is anticipated that the document will be ready for Senate review/approval in the Fall.

#### c. Expressions of Thanks and Appreciation

Members of ASCP express their thanks and gratitude to members stepping off the Committee this month: Martin Bunch (Chair)– we wish him continue success in the army; AVP-Teaching & Learning at the conclusion of his tenure in his administrative role; Sirvan Karimi and Ron Ophir for their service to Senate as the leave to join another Senate Committee; Nicolette Richardson for key contributions as past Chair of ASCP, Kevin Gingerich (sabbatical), and Frehiwot Tesfaye.

#### d. Minor Modifications

The following minor modifications to degree requirements were approved by ASCP 7 June 2023.

##### Health

- Minor retroactive changes to degree requirements for graduate Psychology degree programs.

# ASCP – Report to Senate

## Science

- Course rubric change for the MA in Biotechnology Management degree program, and the Graduate Diploma in Biotechnology.

## Schulich

- Minor change to BBA degree program regulations (ASCP 21 June 2023).

## Lassonde

- Minor modification to admissions requirements for the following graduate degree programs (ASCP 21 June 2023):
  - Master of Applied Science in Civil Engineering
  - Master of Applied Science in Electrical and Computer Engineering
  - Master of Applied Science in Mechanical Engineering
  - Master of Science in Computer Science
  - Master of Science in Earth and Space Science
  - Doctor of Philosophy in Civil Engineering
  - Doctor of Philosophy in Earth and Space Science
  - Doctor of Philosophy in Electrical Engineering and Computer Science
  - Doctor of Philosophy in Mechanical Engineering

M. Bunch, Chair ASCP

## Major Modifications to Existing Programs

1. Program: African Studies Program FC Approval March 9 2023
  2. Degree Designation: B.A Degree (Double Major or Minor)
  3. Type of Modification:
  4. Effective Date: Fall 2024
- 

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

The African Studies Program, as currently constituted, is available only to students who are enrolled in the following disciplines and specific programs in LA&PS: Anthropology, History, Political Science, and International Development Studies. This structure poses a significant barrier of access to other students outside these disciplines and programs to enroll in African Studies, even when they wish to acquire, expand, and apply their knowledge to Africa. It also considerably limits the ability of the program to attract new students from different faculties and programs both within and outside LA&PS. Therefore, this proposal aims to achieve the following:

- (i) de-link African Studies Program from being available solely to students in certain disciplines and programs in LA&PS;
- (ii) restructure African Studies as a standalone major and minor degree program; and
- (iii) create a direct entry option for African Studies open to all students who can take it as either a double major or major/minor

6. Provide the rationale for the proposed changes.

The main rationales for the proposed changes are as follows. Firstly, these changes will address the needs of students who are interested in African Studies but cannot enroll in the program as currently constituted. Statistics Canada indicates that Toronto is now home to the highest number of people of African descent (Statistics Canada 2019). However, students of African descent who come to York are likely to be enrolled in disciplines and programs not linked to Africa Studies. Delinking the program will provide these and other students who are interested in African Studies greater opportunities to acquire informed and critical understandings of **Africa's diverse histories, economies, politics, and cultures** through interdisciplinary and multidisciplinary lenses. It will also allow for degree combinations that foster innovative knowledge production and application (including Gender, Sexuality, and **Women's Studies, Social Work, Economics, Sociology, French Studies, Linguistics, Geography, and Administrative Studies**). Secondly, these changes will give the program greater autonomy and flexibility to build collaborative relationships beyond existing linkages while the program grows to address the needs of students. Delinking the program must be accompanied with the ability to cultivate relationship with all disciplines and programs in and outside LA&PS where African Canadians, Africans, and other students interested in Africa may be enrolled. The need for this restructuring has become particularly critical in the wake of renewed transnational Black movements to acquire greater knowledge and connection with the homeland, Africa

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

The proposed changes align with York University's plans in the following ways:

(a) Student Experience

By de-linking the program, the African Studies program becomes available to all students in and outside LA&PS, thus aligning with the University's intention to strengthen the broader learning environment for students. This is because a degree in Africa Studies not only offers students the challenge of personal and political insight; it also encourages students to grow intellectually beyond the confines of traditional academic learning. Hence, student experience is enriched by broadening the availability of the program to students in and outside LA&PS. Moreover, the African Studies program employs a student-centered approach that allows them to have an opportunity to curate their education in a manner that supports their desired career paths. The African Studies program draws together the many diverse members of the York community with an interest in Africa and provides them with a scholarly, cultural, and progressive learning forum. De-linking the program therefore allows for greater strengthening, showcasing, and leveraging of **these distinct York features to benefit students and society. In this way, students' learning will be enhanced, providing a viable pathway to strengthening student success and flourishing.**

(b) Teaching and Learning

Through the availability and delivery of the African Studies program to students throughout York University, the program gives them access to innovative pedagogies beyond their home departments and programs while making available to them unique approaches to student-centred services. This includes, but is not limited to, experiential education and learning (i.e. field practicums and study abroad opportunities), internationalization of the curriculum (i.e. African Studies straddles both the domestic and international spheres of learning and application), and mapping curriculum onto student learning outcomes by offering them with the opportunity for degree combinations supportive of their learning pathways, alongside strengthening retention, and enhancing student success and satisfaction. In having a commitment to both the intrinsic benefits of academic inquiry and to the wellbeing of the peoples of Africa; and to those ends, the African Studies program also undertakes to equip students seeking to do likewise, whether through graduate work, professional occupations in African development, humanitarian assistance, business, and/or work with African communities within Canada and abroad.

(c) Access and Equity

York University has one of the most diverse student populations, and it is recognized as the microcosm of contemporary Canada **because of this diversity. Meeting students' diverse needs** also includes providing quality programs. Such programs speak to and support students who wish to engage with their interests; they broaden their interests by providing programs that explicitly highlight the collaborative intent and effective outcomes between and across disciplines in addressing contemporary global and local social problems; and they represent

**their inherent diversity. All of this speaks to York's plan to enhance** inclusivity through providing learning experiences reflective of the rich diversity of student life. Specifically, the program changes **align with York's Anti-Black Racism Framework** which, among other things, is meant to ensure that diversity of Black scholarship is represented in the curriculum, research, library collections, and other information resources in all areas and disciplines. Considering that people **of African origin constitute one of Canada's** largest non-European population and are highly concentrated in Toronto (Statistics Canada 2019), a delinked African Studies Program is an **affirmation of York's commitment** to further develop and maintain ties with Africa.

No duplication occurs with the de-linking of this program within York. Student demands to access this program has been consistently evidenced in both Fall and Spring campus days with students outside of International Development Studies, Anthropology, Political Science, and History looking to explore opportunities for double majors or major/minors in African Studies.

Broadening the availability of the African Studies program to students throughout York University allows for the reinvigoration of the program; one that enables wider opportunities for practical experience and engagement with historical and contemporary issues through transdisciplinary, crossdisciplinary and multidisciplinary lenses.

8. Provide a detailed outline of the changes to the program and the associated learning outcomes, including how the proposed requirements will support the achievement of program learning objectives (i.e., the mapping of the requirements to the program learning outcomes).

**Supported by York's Teaching Commons, the program has undergone an extensive** curriculum review and remapping exercise which resulted in the following refined set of measurable and assessable learning outcomes.

New Program Learning Outcomes	Course(s) and assessment(s)
<p>Draw on informed understandings of Africa and its <b>diasporas’ richly diverse histories, economies, politics,</b> and cultures to effectively communicate and represent the <b>continent’s historical</b> and contemporary experiences in written and/or oral form while being sensitive to its diversity.</p>	<p>SOSC 2480 (Introduction to African Studies)– Tutorial memo, group presentation, in-class tests, exams</p> <p>SOSC 3480 (Culture, Democracy, and Development in Africa)– Class memo, long essay, in-class test, and exam</p> <p>SOSC 3481 (An Introduction to African Diasporas: History, Theory, and Movement – Review essay, group presentation, in-class test, and exam presentation, in-class test, and exam</p>
<p>Appraise efforts to reimagine Africa and the African diasporas in terms of their centrality to world history, the advancement of humanity, and as sites of ongoing knowledge production.</p>	<p>SOSC 3481 – collaborative assignments, community engagement, and cultural and artistic activities.</p> <p>SOSC 4510 (African Popular Culture)– reflection paper on representation of Africa (focusing on Afrofuturisms, for example)</p>
<p>Acquire and apply essential critical thinking skills that question dominant narratives about Africa, deconstruct and reconstruct its history, and redefine the relationship between knowledge, identity, and the social realities of Africans.</p>	<p>SOSC 2480 – Critical reflection paper, test, and exam</p> <p>SOSC 4510 - Critical Commentary</p> <p>SOSC 3481 – Review essay, group presentation, test, and exam</p>
<p>Reflect on individual learning and collective experiences through placement courses and other experiential opportunities so as to interrogate and/ or appraise the many ways in which Africa is constructed simply as a site of interventions and a recipient of donor policies. Recognize, appreciate, <b>and represent Africa’s agency both</b> in dealing with ongoing socioeconomic and political challenges as well as its relationship with the outside world.</p>	<p>SOSC 3801 – Fundraising pitch presentation, Draft 1 of funding proposal and final funding proposal</p> <p>SOSC 4605 – Placement related approvals / documents, field visit by instructor, hands-on experience reports, assignments, and evaluation comments by supervisor</p>
<p>Compare multifaceted research and practical initiatives which are both ethically and critically informed, particularly by the awareness of the <b>importance of Africa’s relationships</b> and contributions in global contexts.</p>	<p>SOSC 3801 – Fundraising pitch presentation, Draft 1 of funding proposal and final funding proposal</p> <p>SOSC 4605 – Placement related approvals / documents, field visit by instructor, hands-on experience reports, assignments, and evaluation comments by supervisor</p>

To integrate experiential learning within the curriculum, the following changes have been Made:

- SOSC 3801 Professional Skills for International Development and SOSC 4605 International Development Placement, courses offered by International Development Studies, are core courses to be taken before the completion of a degree in African Studies.
- SOSC 3801 offers practical skills and knowledge for international development work in Canada and abroad; SOSC 4605 prepares students to work, volunteer, and intern in the field of development through practical experience.

As these courses are also based in the Department of Social Science, often taught by IDS faculty that are co-appointed or affiliated to African Studies and they include experiences of development in non-Western regions like Africa, cross listing them as core courses does not **alter the program's identity and learning outcomes. Rather, doing so would serve to** strengthen the existing relationship between African Studies and International Development Studies for the mutual benefits of students.

Other sources of experiential learning opportunities include continued collaboration with the Harriet Tubman Institute for Research on Africa and its Diaspora, regular international talks and seminars organized in collaboration with other disciplines and programs, events organized by student associations and numerous African student organizations/clubs, and revitalization of the study abroad initiative (particularly the Ghana experiential education course).

A series of meetings have been held with the Director and Executive Council of the Tubman Institute to forge closer ties between the institute and the African Studies program. So far, there is a mutual agreement to ensure that executive council of the Tubman Institute will also serve to be part of the executive and advisory councils of the African Studies program. In so doing, we also ensure that our global outreach will be fostered through such initiatives such as summer student programs conducted in conjunction with the Tubman Institute.

Moreover, we are enhancing the capacity, revitalization, and role of the African Studies Association (ASA). In addition to student clubs organizing social events for students, the association will be integrated through a relationship between practical learning and experiential opportunities available in the wider African communities in the Greater Toronto Area (GTA) and beyond. It will also build relationships with other student associations from disciplines and programs whose students take African Studies as a second major or minor.

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

We have undertaken extensive consultation with the Black Studies program, which is related to African Studies, to ensure that we avoid any overlap while the two programs continue to collaborate. Specifically, we held meetings where we **decided not to include the word 'diaspora'** in any name change in line with plans to make Black Studies a degree program. The Dean's Office had been represented in these meetings. We have held series of informal talks with Chairs and Undergraduate Program Directors in Social Science, **African Studies' home department.** All are highly supportive of the initiative to delink the African Studies program as necessary to

attract more students to the program. In the cyclical program review conducted in 2017-18. The Dean recommended a review and development of the program's curriculum to better articulate the innovative change envisaged in the program/ In 2019, the Vice Provost Academic authorized the development of a proposal for changes after reviewing the Notice of Intent (NOI) to delink the African Studies Program. Since then the Vice Provost Academic and Teaching Commons supported a thorough curriculum review and remapping process.

Similar consultations have been held with Chairs/Coordinators of the linked disciplines and programs: Anthropology, History, Political Science, and International Development Studies programs. De-linking African Studies exclusively from these four (4) programs will not impact students enrolled in said degree programs from continuing to have access to African Studies both now and in the future. We have reached out and held consultations with the Black Canadian Certificate program based in the Humanities. Our social science degree program in Africa and African Diaspora Studies will have no impact on enrollment in the Humanities certificate program.

Moreover, in addition to established scholars who are already affiliated to the program such as Professors Love Joy, Gertrude Mianda, Pablo Idahosa, Uwafiokun Idemudia, and Jose Curto, there have been a number of new, young and energetic Africanists and Africans hired in units in the past five years such as History, Communication Studies, Sociology, Health and Society, Faculty of Health, Faculty of Science, and Schulich Business School. These scholars have all expressed strong interest in teaching and cross listing courses related to Africa Studies to ensure **that York's African Studies program becomes an internationally renowned program. Thus, in** some instances, they have expressed interest in participating in the development of the program including supporting and mentoring our students. Among the young and new African faculty who have expressed such interests are Drs. Mary Goitom (Social Work), Sylvia Bawa (Sociology), Nathanael Ojong (IDS), Jude Kong (Mathematics and Statistics, Faculty of Science), Oghenowede Eyawo (School of Global Health, Faculty of Health), Vermonja R. Alston (Humanities), and Oyemolade Molade Osibodu (Faculty of Education). For these reasons, we do not anticipate any challenges by moving ahead with the de-linking process.

10. **Are changes to the program's admission requirements** being proposed coincident with the program change(s)? If so, outline the admission changes, and comment on the appropriateness of the revised requirements to the achievement of the program learning outcomes.

**No changes to the program's requirements.**

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

These proposed changes are resource neutral, meaning no new resources are needed to implement them. Africanists and African faculty members mentioned above are willing to explore no cost opportunities such as cross listing their courses with African Studies. We are exploring the possibility of cross listing courses with the Department of Humanities, including the Black Canadian Studies Certificate program. For example, Vermonja R. Alston's new course, Religious Cultures of African and African Diaspora People, will be available to our students in the 2023/2024 academic year if approved by the Department of Humanities.



There are several courses in faculties and programs outside LA&PS such as HH/IHST 1010 Foundations of Global Health Studies that our students can take without a prerequisite. In addition, we have started informal conversations with disciplines outside LAPS, such as the School of Global Health, around waiving the prerequisite for some courses outside our program that may be of interest to our students.

12. Is the mode of delivery of the program changing? If so, comment on the appropriateness of the revised mode(s) of delivery to the achievement of the program learning outcomes.

No.

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

As indicated in the curriculum mapping above, SOSC 3801 and SOSC 4605 are now core to the **assessment of the program's pedagogy and** learning outcomes. They assess 3 out of 6 learning outcomes and students are required to take these courses before they graduate with a double major or major/minor degree in African Studies. Revising the assessment is necessary because practical and experiential learning is now central and integral to the program.

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

The proposed changes to the course structure are expected to take effect in the 2024/25 academic year. Students who are currently enrolled will be advised to take SOSC 3801 and SOSC 4605 in advance of this change to ensure that they will all meet the new requirements to graduate with a double major/minor degree in African Studies.

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

	Honours Major 120 credits (new addition)
	<ul style="list-style-type: none"> <li>▪ AP/SOSC 2480 6.00</li> <li>▪ 24 credits chosen from African Studies Program Courses</li> <li>▪ AP/SOSC 4510 6.00</li> <li>▪ <a href="#">AP/SOSC 3801 6.00</a></li> </ul>
Interdisciplinary Double major under current curriculum (36 credits)	Double major after modification (42 credits)
<ul style="list-style-type: none"> <li>▪ AP/SOSC 2480 6.00</li> <li>▪ 24 credits chosen from African Studies Program Courses</li> <li>▪ AP/SOSC 4510 6.00</li> </ul>	<ul style="list-style-type: none"> <li>▪ AP/SOSC 2480 6.00</li> <li>▪ 24 credits chosen from African Studies Program Courses</li> <li>▪ AP/SOSC 4510 6.00</li> <li>▪ <a href="#">AP/SOSC 3801 6.00</a></li> </ul>
Honours Minor under current curriculum modification	Honours Minor after modification (30 credits)
<ul style="list-style-type: none"> <li>▪ AP/SOSC 2480 6.00</li> <li>▪ 24 credits chosen from African Studies Program Courses</li> </ul>	<ul style="list-style-type: none"> <li>▪ AP/SOSC 2480 6.00</li> <li>▪ 18 credits chosen from African Studies Program Courses</li> </ul>

- AP/SOSC 4510 6.00

- AP/SOSC 4510 6.00 or
- [AP/SOSC 3801 6.00](#)

# Memo

From: Maura Matesic

Date: October 2022

Subject: **Library Statement for African Studies Program – Major**

## **Modifications**

I have reviewed the above proposal and I am pleased to confirm that in recent years that we have made a serious and sustained effort to expand and strengthen our collections for the support of African studies and related diasporas. York University Libraries currently maintains a very good collection in the areas of African studies, law, international development studies, anthropology, social science, history, political science, geography, as several subject specialist librarians contribute to the collections in these areas. The York University Libraries in-house collection of materials may be complemented by the Libraries' online databases: Africa-Wide Information, Africa Bibliography, International Index to Black Periodicals, Quicklaw, JStor, Web of Science, Expanded Academic, Worldwide Political Science Abstracts, Historical Abstracts, Scholars Portal Journals, and Social Sciences Abstracts.

I am confident that the York University Libraries will be able to continue to support study and research in the areas of African Studies and I am pleased to support this proposal.

Sincerely,

Maura Matesic  
Senior Librarian  
Social Science and Communication and Media Studies



YORK UNIVERSITY  
LIBRARIES

Maura Matesic

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October 4, 2022

Dr. Mohamed Sesay  
Coordinator, African Studies Program  
Department of Social Sciences  
York University  
4700 Keele Street  
Toronto, ON M3J 1P3

Dear Dr. Sesay,

Thanks so much for sharing the draft of the “Major Modifications to Existing Programs” prepared on behalf of the African Studies Program. As coordinator of the Black Canadian Studies Certificate and co-lead in the development of a new Black Studies major/minor, I offer my support of the proposed modifications.

The proposal recommends three modifications to the African Studies Program:

Political Science, and International Development Studies) in the Faculty of Liberal Arts & Professional Studies (LA&PS);

As the proposal outlines, these modifications will strengthen the program’s ability to appeal to a broad range of students interested in the study of Africa, meaningfully enriching and extending current curricular offerings on the continent and its diasporas in LA&PS.

As the proposal further notes, there is no duplication in de-linking an existing program. Specifically, given the program’s intellectual foci within the social sciences, there is no overlap with the Black Canadian Studies Certificate in the Department of Humanities. Indeed, it is important that universities offer a variety of ways to engage in studies and research related to Africans and peoples of African descent, who represent a vast and diverse array of knowledges, histories, and experiences. Having a re-invigorated African Studies program alongside a Black Canadian Studies Certificate and a Black Studies major/minor will position York as Canada’s leading university in African and Black Studies more broadly.

I look forward to new opportunities for collaboration.

Sincerely,



Andrea A. Davis, PhD  
Associate Professor Black Cultures of the Americas, Humanities  
Coordinator, Black Canadian Studies Certificate  
Academic Convenor, Congress 2023



November 18, 2022

**FACULTY OF  
LIBERAL ARTS &  
PROFESSIONAL  
STUDIES**

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Dear Members of the Committee on Curriculum, Curricular Policy, and Standards,

It is with great pleasure that I write a letter to support the African Studies Program's proposed major modifications to de-link from Anthropology and to create a direct entry pathway for students into the African Studies' program. We support this move as it will facilitate student enrolment and retention for students who are interested in African Studies as the central mode of pedagogical inquiry.

The Department of Anthropology recognizes that a pathway from our program into African Studies is both confusing and challenging to new students, especially students of African descent, whose primary learning interest is knowledge relevant to Africa. A restructuring that permits direct entry into African Studies will make both programs distinct and legible to students. As such, we see de-linking as an opportunity that allows for greater flexibility and collaboration between our programs in a manner that recognizes and sustains the autonomy of program needs and academic goals of African Studies. We welcome a student-centered approach towards program collaboration, where students may prefer to double major in African Studies and Anthropology and/or major in African Studies and minor in Anthropology.

The Department of Anthropology fully supports African Studies as a stand-alone program as proposed in the Major Modifications to Existing Programs; it is a necessary and timely move that will benefit student experience and career pathways.

Sincerely,



Lisa M. Davidson, PhD  
Undergraduate Program Director  
Assistant Professor, Teaching Stream  
York University

FACULTY OF  
LIBERAL ARTS &  
PROFESSIONAL STUDIES

Office of the Dean

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416 736 5220  
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June 1, 2023

Professor Mary Goitom  
Associate Professor  
Department of Social Science

Email: [mgoitom@yorku.ca](mailto:mgoitom@yorku.ca)

Dear Professor Goitom,

**Re: Decanal Support for a Major Modification to African Studies Program  
Proposal**

I am pleased to provide a letter in support of your Major Modification to an Existing Program proposal for the African Studies program. This proposal outlines the Department of Social Science's plans to --

- de-link African Studies from other programs in LA&PS,
- reconstitute African Studies as a standalone program, and
- create a direct entry option for the program, thereby opening it up to students as an Honours double major or Honours major/minor.

The modified program being proposed will align closely with the principles outlined in the University Academic Plan, 2020-2025 by contributing to Priority 1: 21<sup>st</sup> Century Learning: Diversifying Whom, What, and How We Teach and Priority 4: Advancing Global Engagement. The modified program will enhance students' learning experience and strengthen student success; provide student-centered services and innovative pedagogies such as experiential education; contribute to the internationalization of the curriculum; and deliver learning opportunities that resonate with the plurality of students' lived experiences. The modified program also reflects principles inherent in York University's Anti-Black Racism Framework, which promotes the inclusion of "Black voices, experiences, cultures, and histories" and seeks to surmount the traditional exclusion of Black thought and ideas from the academy.

At the Faculty level, the modifications also resonate with key priorities in the LA&PS Academic Plan, 2021-2026, including Principle 1: Prioritize student learning, excellence, and success, and Principle 5: Recognize, value and support diversity. A revised African Studies degree program also aligns with the LA&PS commitment to address anti-Black racism by serving, along with the Black

Canadian Studies certificate program, as a key curricular offering advancing Black scholarship and excellence.

In terms of the infrastructure needed to deliver a delinked, direct entry African Studies curricular option, I note that this proposed program will not require any additional new resources. The existing established scholars affiliated with the program in addition to a number of new faculty members hired over the past few years will be able to provide the range of courses associated with the newly configured African Studies curriculum. I am confident that the Keele campus' space and infrastructure plan supports the successful delivery of this program.

In sum, this is a high-quality proposal of an important strategic academic initiative that I support in full.

Sincerely,



J.J. McMurtry

Dean

Faculty of Liberal Arts & Professional Studies

cc: Lyndon Martin, Vice-Provost Academic  
Amanda Glasbeek, Chair, Dept of Social Science  
James Williams, Undergraduate Program Director, Dept of Social Science  
Mohamed Sesay, Program Coordinator, African Studies

## Re: Modification of African Studies\_letter of support

C Chair Department of Politics LA&PS  
To: African Studies Program Coordinator  
Cc: Margaret Barreto; UPD Department of Politics LA&PS

Tue 11/8/2022 12:08 AM

Hello Mohamed,

The Department of Politics fully supports this endeavour and will provide whatever additional supports you may need moving ahead.

Best,

**Karen Bridget Murray • Chair**  
Associate Professor  
Department of Politics  
Liberal Arts & Professional Studies



Toronto December 5<sup>th</sup>, 2022

FACULTY OF  
LIBERAL ARTS AND  
PROFESSIONAL  
STUDIES

**Dr. Teresa Abbruzzese**, Chair  
Committee on Curriculum, Curricular Policy & Standards  
Faculty of Liberal Arts and Professional Studies  
York University, Toronto

Department of Social  
Science /  
International

Dear Teresa,

Development  
Studies

I trust my message finds you and the rest of the CCPS committee well. This letter is to offer my full support to the modification proposal of the African Studies Program. The proposed changes, aimed at: i) delinking African Studies from other disciplines and programs in LA&PS; ii) reconstituting African Studies as a standalone program; and iii) create a direct entry option for the program do not represent a substantial concern for the International Development Studies Program (IDST) and they will not have an impact in our ongoing collaboration. On the contrary, in my view, the proposed changes will enhance our current collaboration, enhance students' learning experience in both programs, and will offer new opportunities for expanding both teaching and pedagogical innovations.

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Please do not hesitate in contacting me if a further assessment is needed regarding points mentioned above.

My regards,



Miguel Gonzalez PhD  
Assistant Professor  
International Development Studies,  
Department of Social Science, York University  
Ross Building South 764  
<http://dvst.gradstudies.yorku.ca>  
[migon@yorku.ca](mailto:migon@yorku.ca)



Toronto December 5<sup>th</sup>, 2022

FACULTY OF  
LIBERAL ARTS AND  
PROFESSIONAL  
STUDIES

**Dr. Teresa Abbruzzese**, Chair  
Committee on Curriculum, Curricular Policy & Standards  
Faculty of Liberal Arts and Professional Studies  
York University, Toronto

Department of Social  
Science /  
International

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Development  
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My regards,



Miguel Gonzalez PhD  
Assistant Professor  
International Development Studies,  
Department of Social Science, York University  
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# Senate Committee on Awards

## Report to Senate

At its meeting of 29 June 2023

### FOR INFORMATION

#### 1. 2023 President's University-Wide Teaching Awards

The President's University-Wide Teaching Awards honour those who, through innovation and commitment, have significantly enhanced the quality of learning by York students. The following individuals were selected by the Awards Committee as the 2023 recipients.

**Senior Full-time Faculty:** Professor Katherine Bischoing, Department of Sociology, Faculty of Liberal Arts & Professional Studies

Professor **Katherine Bischoing** was selected as the recipient in the senior full-time category. The nomination file prepared by Professor Lesley Wood, former Chair of the Department of Sociology, speaks eloquently to Professor Bischoing's impact on student learning in the department and graduate program, mentoring and scholarship of teaching and learning, and curriculum and program development in sociology and beyond. Professor Bischoing designs her courses and assignments to inspire passion and relevance in both her undergraduate and graduate students. Professor Bischoing also critically analyzes pedagogy and contributes to the scholarship of teaching and learning. One such notable project has been her research into how vicarious traumatization affects instructors, specifically in Genocide Studies. During the COVID-19 pandemic, Professor Bischoing played a leading role in mentoring faculty in her department in the transition to online teaching. Professor Bischoing served two terms as Sociology's Graduate Program Director, leading major curricular changes in that role.

Professor Bischoing has been the recipient of a number of teaching honours and awards in the past, including the Parents' Association University-Wide Teaching Award [less than 10 years category], York University, selected by Senate Committee on Teaching and Learning, 1997 and the John O'Neill Award for Teaching Excellence, York University, selected by Sociology Undergraduate Student Association and Department of Sociology, 1995.

**Contract and Adjunct Faculty:** Professor Steve Gennaro, Department of Communication Studies/Humanities, Faculty of Liberal Arts & Professional Studies, to be shared with Professor Andrea Kalmin, Department of Social Science, Faculty of Liberal Arts & Professional Studies

Professor **Steve Gennaro** was selected as the first recipient in the contract and adjunct faculty category. Professor Gennaro received two separate nominations in recognition of

## Senate Committee on Awards

### Report to Senate (cont'd)

his outstanding contributions to teaching from Professor Alison Halsall in the Department of Humanities and Professor Rob Heynen in the Department of Communication & Media Studies. As one of one of the founding members of the Children, Childhood, and Youth Studies Program at York University, Professor Genarro has demonstrated a consistent drive to improve his teaching throughout his long-term employment at the University. He regularly speaks and writes about pedagogical innovation, particularly in the areas of online or digital learning. Both nomination files speak to the immeasurable and long-lasting impact Professor Genarro had on the University's transition to remote teaching and learning during the COVID-19 pandemic, including his service as an Instructional Designer in the Faculty of Liberal Arts & Professional Studies from June 2020 to January 2021. There is no doubt that Professor Genarro's teaching proficiency and deep digital knowledge are invaluable to the University.

Professor Gennaro's teaching has been nominated for multiple teaching awards, including the Minister of College and Universities' Awards of Excellence Nominee, the LA&PS Dean's Excellence in Teaching Award, and the Department of Humanities Teaching Award.

Professor **Andrea Kalmin** was also selected as a recipient in the contract and adjunct faculty category. The nomination file, prepared by Professor Danielle Robinson, speaks to Professor Kalmin's role as a core member of C4 (Cross-Campus Capstone Classroom)'s leadership team. As a member of the leadership team, Professor Kalmin participates in all decision-making processes and leads initiatives to support the success of C4. As Classroom Coordinator, she has been the primary architect of the structures that undergird C4, including standardizing collective lesson planning processes and syllabi and assignment templates. Professor Kalmin is also involved in the SoTL research team for C4, which sets the research agenda, oversees the interpretation of data, and steers publications. Her students speak highly of Professor Kalmin and the C4 course structure that she has helped to develop.

Professor Kalmin's teaching contributions have been recognized with numerous awards during her long teaching record. These include: the 2021 LA&PS Dean's Award for Excellence in Teaching; the 2014 SCOLAPS Ian Greene Award for Teaching Excellence; and the 2006 John O'Neill Award for Teaching Excellence.

**Teaching Assistant:** Ms. Farwa Sajadi, Department of Biology, Faculty of Science, to be shared with Ms. Daphne Solis, Department of Mechanical Engineering, Lassonde School of Engineering

Ms. **Farwa Sajadi** was selected as a recipient in the teaching assistants category. The nomination file, prepared by Professor Jean-Paul Paluzzi, identifies Ms. Sajadi as an exemplary TA, who fosters an academically enriched environment for learning, advancing

# Senate Committee on Awards

## Report to Senate (cont'd)

student critical thinking, and implementing creative approaches to promote student scholarship and engagement. Ms. Sajadi has excelled in each of her roles as a lab demonstrator, lab coordinator and course director in Biology undergraduate courses. She has demonstrated leadership in teaching, including playing a role in pedagogical enhancements in two Animal Physiology courses. She is also highly innovative and collaborative in her teaching practices, as is demonstrated by her work during the COVID-19 pandemic to plan for labs being delivered in a hybrid format with limited in-person occupancy and students spread across three different rooms. Ms. Sajadi takes the initiative to help students work through lab-specific learning objectives, providing extensive feedback and guidance. Finally, Ms. Sajadi is a leader in volunteerism and extracurricular activities.

Ms. Sajadi has been recognized for her teaching excellence in the Faculty of Science by being invited to serve as a course director (not typical for Biology graduate students) and by receiving the Richard Jarrell Excellence in Teaching Award in 2022.

Ms. **Daphene Solis** was also selected as a recipient in the teaching assistant category. The nomination file, prepared by Professor Aleksander (Alex) Czekanski, speaks to Ms. Solis's remarkable grasp of technical subjects, resourcefulness, and passion for teaching both in and out of the classroom. Ms. Solis eagerly seeks out leadership roles as a TA and takes the initiative while being recognized for her empathy and ability to deal with conflict. Ms. Solis actively participated as a graduate student representative at the Technology-Enhanced, Experiential, and Active Learning (TEAL) Committee. She has completed a number of training programs through the Teaching Commons and has received both her Junior Record of Completion and Senior Record of Completion as well as the Teaching Assistant Certificate in Teaching. She has been a valuable contributor to the CEAB engineering program accreditation activities necessary for the MECH 3502 course.

In recognition of her exceptional contributions, Ms. Solis was a recipient of the Best TA Award from the Mechanical Engineering Department in 2022.

## 2. 2023 Honorific Professorship Recipients

### 2023 Distinguished Research Professorship

A Distinguished Research Professor is a member of faculty who has made outstanding contributions to the University through research and whose work is recognized within and outside of the University.

#### **Professor Carl James, Faculty of Education**

## Senate Committee on Awards

### Report to Senate (cont'd)

**Carl James** is a professor in the Faculty of Education with cross-appointments in the graduate programs in sociology, social and political thought, and social work. He holds the Jean Augustine Chair in Education, Community and Diaspora and is also senior advisor on equity and representation in the Office of the Vice-President of Equity, People and Culture.

Nominator Lisa Farley, associate dean, research in the Faculty of Education, wrote that James is “an outstanding, highly sought-after scholar by a wide range of stakeholders inside and outside of York: national and international scholarly associations, community partners, graduate students, public media and universities that regard his expert knowledge as paramount to actioning their own objectives.”

James is widely recognized for his research contributions in the areas of intersectionality of race with ethnicity, gender, class and citizenship as they shape identification/identity; the ways in which accessible and equitable opportunities in education and employment account for the lived experiences of marginalized community members; and the complementary and contradictory nature of sports in the schooling and educational attainments of racialized students. In advocating on education for change, James documents the struggles, contradictions and paradoxes in the experiences of racialized students at all levels of the education system. In doing so, he seeks to address and move us beyond the essentialist, generalized and homogenizing discourses that account for the representation and achievements of racialized people – particularly Black Canadians – in educational institutions, workplaces, and society generally.

His contributions to the field and the high quality of his work are underlined by his strong publication record, with 12 authored or co-authored books, 12 edited books, 81 book chapters, 40 referred journal articles, 32 reports, and a good number of policy interventions over the past 30 years. Many of these works are recognized as groundbreaking and continue to be relevant today. James has had immense success in securing external research funding from a diversity of funding agencies, and, in the last six years alone, he has secured over \$6 million in funding as the principal investigator (PI), co-PI or project lead.

James is the recipient of numerous institutional, national and international awards, including the Killam Prize in the Social Sciences in 2022, the President’s Research Impact Award in 2021, and Fellow, Royal Society of Canada – Academy of Social Sciences in 2012. James has also been recognized with many community awards, including Outstanding Service to Canadian Black Scientists in 2023, Lifetime Achievement Award of Excellence from the Ontario Alliance of Black Educators in 2019, and the Professional Excellence Award, Harry Jerome Award from Black Business & Professional Association in 2013.

### 2023 University Professorship

# Senate Committee on Awards

## Report to Senate (cont'd)

A University Professor is a member of faculty recognized for extraordinary participation and contribution to University life, as well as scholarship and teaching success.

### **Professor Marcia Annisette, Accounting Specialization, Schulich School of Business**

**Marcia Annisette** is a professor of accounting at York University's Schulich School of Business. She previously served as associate dean, students and director of Schulich's Master of Accounting program, and was previously the School's associate dean, academic. Nominated by Schulich Dean Detlev Zwick, Annisette is noted for having made extraordinary contributions to the University through her service, teaching and research.

With contributions dating back more than 15 years, Annisette is noted for her role as area coordinator (equivalent to department Chair) in the accounting area from 2007 to 2010, where she played an active role in curriculum development, recruitment and mentoring of junior faculty and staffing of courses. Following her term as area coordinator, Annisette began to work on developing the Master of Accounting (MAcc) program and became its director in 2013 with the official launch of the program.

"Her effectiveness in leading and reshaping Schulich's activities in accounting is one of the many reasons why I consider her so worthy of the University Professorship," says Zwick in his nomination letter.

With respect to the service roles she has taken on at the faculty level – including associate dean, students and associate dean, academic – Zwick notes that Annisette "has demonstrated an ability to be a constructive and creative administrator who consistently goes well beyond the basic requirements of the role."

The nomination was supported by Faculty of Education Professor Carl James, who noted her participation as a faculty associate of the Jean Augustine Chair in Education Community & Diaspora and as an administration representative of the Joint Committee of Affirmative Action (JCAA). She has also served as a senator and a member of the Senate Executive Committee.

Annisette regularly publishes in top-tier journals in her field and several of her papers have won awards. Her major research interest is in the social organization of the accountancy profession. In particular, her research seeks to understand the strategies deployed by professional accounting bodies to differentiate themselves and achieve monopoly or elite status in the market for expert accounting labour. Her research has an international breath and includes studies of the profession in Ireland, England, Trinidad and Tobago and Canada. Her research is also historically and sociological informed and specifically looks at the manner in which national bases of social exclusion such as religion, social class,

# Senate Committee on Awards

## Report to Senate (cont'd)

race, nationality or immigration status, interact with professional structures to achieve professional closure.

In 2018 she was appointed editor-in-chief of *Accounting Organizations and Society*, the top tier academic journal for interdisciplinary research in accounting, and serves on the editorial board of 13 other academic accounting journals.

### 3. Recipients of Prestigious Awards for Graduating Students

#### 2023 Governor General's Gold Medals

The Governor General's Gold Medal is awarded to a student who has demonstrated the highest distinction in scholarship during graduate studies at York. The number of medals awarded is based on the University graduate enrolment. In previous years two medals were awarded; starting in the 2017-2018 year, the University began to award three gold medals. Selection is done by the Faculty of Graduate Studies.

The Committee is pleased to announce that **Kathleen Dogantzis**, Graduate Program in Biology, **Lawrence Garcia**, Graduate Program in Cinema and Media Studies, and **Aaron Tucker**, Graduate Program in Cinema and Media Studies are the recipients of the 2023 Governor General's Gold Medals.

**Kathleen Dogantzis** earned a PhD in biology, following the completion of a master of science at York University. Both degrees were done under the supervision of Professor Amro Zayed and saw Dogantzis' work focus on honey bees and their importance, as well as their complex history as pollinators. Her dissertation – "Understanding the evolutionary origin and ancestral composition of honey bee (*Apis mellifera*) populations" – sought to gain a deeper understanding of the genetic composition of honey bee populations in order to make more informed decisions about their health and sustainable beekeeping.

Furthermore, Dogantzis' research involved the development of molecular tools capable of genetically detecting Africanized bees, which are essential in biosecurity as they can help monitor the movement of populations and ensure the sustainability of apiculture practices in Canada and abroad.

**Lawrence Garcia** earned a master's degree in Cinema and Media Studies. Before enrolling at York, Garcia's academic trajectory was altogether different, having graduated in 2017 with a bachelor's degree in engineering physics from the University of British Columbia. While working as an electrical engineer afterwards, an interest in cinema as a freelance film critic eventually led him to pursue his master's degree in Cinema and Media Studies in order to explore movies further.



## Senate Committee on Awards

### Report to Senate (cont'd)

Garcia's academic pursuits at York focused on experimental or avant-garde cinema, culminating in a thesis – "Signs of Genesis: A Study of Ambiguity in Contemporary Experimental Cinema."

**Aaron Tucker** earned his PhD in Cinema and Media Studies with research focused on facial recognition technology. His dissertation "The Flexible Face: Uniting the Protocols of Facial Recognition Technologies" looks at the triangulation of citizenship, the management of citizenship resources, and the production and maintenance of crises.

Tucker's work considers how over the past two centuries, facial recognition technologies have been consistently at the centre of that triangulation and their ubiquitous place in the contemporary moment – through advancing technologies – has made it urgent to produce effective regulation and auditing of such systems and the artificial intelligence underlying how they work. Tucker credits his interactions with a number of interdisciplinary spaces at York – including schools and makers both inside and outside the Department of Cinema and Media Arts – for the growth of his understanding of facial recognition, and his ability to communicate arguments to different publics.

His work with Vision: Science to Applications (ViSTA) lab proved pivotal too with providing a foundation in learning about computer vision, and the support of research trips to London U.K., Vancouver B.C., and Austin, Texas, U.S.A.

His work has been published in the journals IEEE Technology and Society and Afterimage, and lead to participation in the 2022 Stanford-Leuphana Summer Academy in Berlin.

### **2023 Governor General's Silver Medals**

The Governor General's Silver Medal is awarded annually to the undergraduate students who have demonstrated the highest academic standing upon graduation.

The Committee is pleased to announce the 2023 recipients:

**Christine Rose Cooling**, Faculty of Liberal Arts & Professional Studies, Bachelor of Arts (Honours) in Communications & Media Studies

Cooling is graduating from York's Communication & Media Studies program, where she became captivated by the study of communication policy and its influence on national culture and identity. Among her accomplishments, Cooling is most proud of her undergraduate thesis, for which she "conducted a mixed-methods research study on the relations between governing Canadian culture, nation-building and contemporary broadcasting policy."

## Senate Committee on Awards

### Report to Senate (cont'd)

Cooling has also been the winner of the Penny Jolliffe Scholarship, the Jerry Durlak Prize, the Reva Orlicky Memorial & Founding Friends Award, the YUFA Undergraduate Scholarship, and a position as an assistant to Associate Professor **Anne F. MacLennan** on multiple projects funded by the Social Sciences and Humanities Research Council (SSHRC).

Cooling has recently received her own SSHRC funding as well.

**Ali Reza Samani**, Faculty of Health, Bachelor of Science in Psychology

Samani joined York's Department of Psychology in 2018, following closely in the footsteps of his sister Maryam Samani, who graduated that year having also received the Governor General Silver Medal for her exceptional performance throughout her undergraduate psychology studies. Inspired by Maryam, Samani promised himself to achieve the same honour.

It was that determination which led Samani to the labs of Associate Professor Jennifer Steele and former York professor Joni Sasaki, where he researched everything from cognition and perception to culture and religion. More recently, Samani worked with Assistant Professor Julie Conder, who inspired in him a love for statistics.

**Ariana Marie Zunino**, Faculty of Liberal Arts & Professional Studies, Bachelor of Arts (Honours) with a major in Criminology and a minor in Humanities

Zunino will graduate with an honours BA in criminology with a humanities minor. She says the combined insights gleaned from these areas of study allowed her "to develop a critical view of the popular conceptions of criminality in our modern world and illuminate the significant impacts such erroneous beliefs can have on individual lives."

She points to a number of extracurricular opportunities at York which contributed to her growth as a well-rounded academic, including: working with the sociology undergraduate student association to examine the impact of COVID-19 on undergraduate sociology students, enrolling in the Dean's Ambassador Program for inspiring student leadership, and the Advancing Women's Scholarship Program for fledgling women scholars pursuing careers in academia.

#### **The Murray G. Ross Award**

The Murray G. Ross Award, named after York's founding president, recognizes academic distinction and notable contributions to campus life and is the highest honour given to a graduating undergraduate student at York. The Committee is pleased to announce that the

## Senate Committee on Awards

### Report to Senate (cont'd)

2023 recipient is **Essete Makonnen Tesfaye**, Faculty of Health, who is graduating with a Bachelor of Science in Global Health (Global E-Health).

In pursuit of a passion for a more holistic understanding of health and health care, Tesfaye has garnered several awards prior to receiving the Murray G. Ross prize. She has received the Faculty of Health Gold Medal for Academic Excellence and Outstanding Leadership, as well as awards for achieving the highest GPA in the Global Health program in her third and fourth years. She also earned the best collaborator award for the World Health Assembly Simulation, an experiential education project, and was a McCall MacBain Scholarship finalist.

In addition to being a President's Ambassador, during her academic journey she was a research assistant to Lora Appel, an assistant professor of health informatics and adjunct researcher at Michael Garron Hospital. Tesfaye also counted Oghenowede Eyawo, an assistant professor specializing in global health epidemiology, among her mentors and is grateful for his continued encouragement and support.

Among Tesfaye's numerous favorite experiences at York was participating in the capstone Global Health Practicum, which she says gave her the opportunity to put into practice many of the skills she developed throughout her coursework. Similarly, she says a practicum at St. Michael's Hospital in her final semester provided valuable experience with real-world applications of eHealth.

Tesfaye also pursued opportunities outside York, such as volunteering at a grassroots community organization named Art+Health, which provides culturally specific mental health programming for Ethiopian and Eritrean youth in the Greater Toronto Area. There she was able to learn more about health promotion and learned the importance of community work and empowering communities to create their own resource. That aligned as well with principles of her degree, such as engaging research participants and ensuring that findings are of value to the communities being researched.

#### **4. 2021-2022 Undergraduate Award Disbursement Report**

The Senate Committee on Awards received the annual report on the disbursement of student awards for the previous fiscal year from Student Financial Services (SFS). The full report is provided as Awards Appendix A.

Table A in the report provides a summary of all funding disbursed to undergraduate students in the 2021-2022 fiscal year (May 1, 2021 to April 30, 2022) categorized by Funding Source and Recipient Headcount, with comparative data for 2020-2021 and 2019-2020.

# Senate Committee on Awards

## Report to Senate (cont'd)

### 5. 2022 New Awards Report

Attached as Awards Appendix B is the annual report on new awards approved during the 2022 calendar year, with comparative data for 2021 and 2020, prepared by Student Financial Services (SFS). SFS approves the awards according to Senate-approved guidelines and reports annually to Senate through the Senate Committee on Awards.

### 6. 2021-2022 Graduate Award Disbursement Report

The Senate Committee on Awards received the annual report from the Faculty of Graduate Studies on Graduate Awards for 2021-2022, with comparative data for the previous five years. The full report is attached as Awards Appendix C.

### 7. Expressions of Thanks and Appreciation

Members of the Awards Committee express their thanks and gratitude to **Jennifer Grant**, **Anne MacLennan** and **Uyen Nguyen**, who are completing their terms on the Committee this month. The Committee also thanks its two student members, **Kingsley Ozowe** and **Prabhjee Singh**, for their contributions this year. Finally, special thanks goes to Committee member **Rashid Bashir** who has agreed to preside as Chair of the Awards Committee next year as current Chair Anne MacLennan completes her term.

Anne MacLennan, Chair



REGISTRAR'S OFFICE

STUDENT FINANCIAL  
SERVICES

Bennett Centre for Student  
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## Memorandum

To: Senate Committee on Awards

From: Karen Warner, Manager Scholarships and Bursaries  
Oana Alexandru, Senior Financial Analyst

CC: Darran Fernandez, University Registrar  
Victoria Chu, Director, Student Financial Services

Date: May 12, 2023

Re: 2021-2022 Undergraduate Award Disbursement Report

### Overview

The purpose of this memo is to provide a summary of York University's undergraduate award disbursements for Fiscal 2021-22 (May 1, 2021, to April 30, 2022) versus Fiscal 2020-21 (May 1, 2020, to April 30, 2021).

Table A provides a summary of all awards and bursaries disbursed to York University undergraduate students (Keele and Glendon campuses combined), as categorized by Funding Source (Figure 1) and Recipient Headcount (Figure 2).

Data in Figure 1 and Figure 2 of Table A was obtained from York University *Quick-Facts*—refer to Appendix 1 for the *Quick-Facts* excerpt which is published by York University's Office of Institutional Planning and Analysis (OIPA).

Overall, the amount of Undergraduate Award funding disbursed to York University students *decreased* by 16.6% in Fiscal 2021-22 (\$48.8M) vs. Fiscal 2020-21 (\$58.6M). In addition, the number of recipients *decreased* year over year by 24.9% (FW 21-22: 31,649 vs. FW 20-21: 42,120).

**TABLE A: 2021-2022 Undergraduate Awards *Note 1***

**Figure 1 - Overview of Award and Bursary Funding (\$ Disbursed)**

Award Funding Category		2019-2020	2020-2021	2021-2022	\$ Variance (21/22 vs 20/21)	YOY % Variance (21/22 vs 20/21)
York Funded	Entering Student Awards	\$9.4M	\$10.4M	\$13.8M	+\$3.4M	32.7%
	Continuing Student Awards	\$15.8M	\$14.6M	\$14.9M	-\$15M	-39.3%
	International Student Aid		\$23.6M	\$8.3M		
Government Funded		\$1.7M	\$1.7M	\$1.8M	+\$100K	7.1%
Private Donations and Endowments		\$7.9M	\$8.3M	\$10M	+1.7M	19.9%
<b>TOTAL</b>		<b>\$34.8M</b>	<b>\$58.6M</b>	<b>\$48.8M</b>	<b>-\$9.8M</b>	<b>-16.6%</b>

**Figure 2 - Number of Students who Received Awards and Bursaries (Headcount #) *Note 2***

Award Funding Category		2019-2020	2020-2021	2021-2022	Variance (21/22 vs 20/21)	YOY % Variance (21/22 vs 20/21)
York Funded	Entering Student Awards	10,813	5,677	7,252	1,575	27.7%
	Continuing Student Awards	18,531	20,534	15,244	-12,776	-41.5%
	International Student Aid		10,269	2,783		
Government Funded		1,539	1,445	1,785	340	23.5%
Private Donations and Endowments		4,675	4,195	4,585	390	9.3%
<b>TOTAL</b>		<b>35,558</b>	<b>42,120</b>	<b>31,649</b>	<b>-10,471</b>	<b>-24.9%</b>

**Note 1** - Fiscal 20-21 and Fiscal 21-22 data was obtained from York University's *Quick-Facts* data as published by the Office of Institutional Planning and Analysis (OIPA). Refer to **Appendix 2** for the *Quick-Facts* excerpt.

**Note 2** – Number of recipients does not reflect “unique” heads; some students may have received more than one award and may be included in more than one category. Refer to **Appendix 2** for the *Quick-Facts* excerpt.

## Summary of Year of Year Variances

### York Funded – Entering Student Awards

York Funded Entering Student Awards	YOY Overview		YOY Variance			Average YOY Impact of Award (\$) per Recipient		
	Fiscal 20-21	Fiscal 21-22	Fiscal 20-21 vs. Fiscal 21-22 YOY Variance (\$)		Fiscal 20-21 vs. Fiscal 21-22 YOY Variance (%)	Fiscal 20-21 (Average) Award Disbursement per Recipient*	Fiscal 21-22 (Average) Award Disbursement per Recipient*	YOY Variance (\$)
Overall Spending (\$)	\$10,399,415	<b>\$13,840,193</b>	\$3,440,778	↗	32.7%	\$1,832	\$1,908	\$76 ↗
Overall Headcount (#)*	5,677	<b>7,252</b>	1575	↗	27.7%			

\* Reflects number of awards disbursed, not unique head count.

\*Calculated as total spending in the Award Category for the academic year divided by the # of Students who Received this Award Category during the academic year

Overall, disbursement (spending) on **York Funded Entering Student Awards** increased by \$3.4M (Fiscal 21-22: \$13.8M vs. Fiscal 20-21: \$10.4M), representing a year-over-year (“YOY”) spending variance of 32.7%. Based on recipient headcount, there was a 27.7% increase on a year over year basis (Fiscal 21-22: 7,252 vs. Fiscal 20-21: 5,677).

A significant factor in the increased funding awarded to entering students is attributed to a **\$2.7M** increase in funding disbursed through the following automatically awarded scholarships:

- *York University Automatic Entrance Scholarship* - valued at between \$1,000 and \$4,000 (see table below) and awarded to Canadian high school applicants and international high school applicants who studied in a Canadian curriculum, who are admitted with a final average of 80% or higher (Fiscal 21-20: \$10.3M vs. Fiscal 20-21: \$7.6M).

Final Admission Average	Automatic Entrance Scholarship Award Amount	# of Domestic Recipients		# of International Recipients**	
		2020/2021	2021/2022	2020/2021	2021/2022
Admit Year					
95%+	<b>\$4,000*</b>	253	471	18	17
90-94.9%	<b>\$2,500</b>	998	1,424	73	78
85-89.9%	<b>\$1,500</b>	1,268	1,793	146	139
80-84.9%	<b>\$1,000</b>	1,492	1,561	178	139
<b>Total Number of Awards</b>		<b>4,011</b>	<b>5,249</b>	<b>415</b>	<b>373</b>

\*Renewable for students admitted with an average of 95% and higher

\*\* Discontinued for international applicants starting FW22

There were also substantial increases in the following scholarships which are awarded to students admitted to these respective faculties with an admission average of 90% or higher (formerly given on basis of final average):

- *Lassonde Entrance Scholarship* resulting - increase of **\$278K** (Fiscal 21-22: \$538K vs. Fiscal 20-21: \$260K).
- *Faculty of Science Entrance Scholarship* - increase of **\$173K** (Fiscal 21-22: \$502K vs. Fiscal 20-21: \$329K).
- *Faculty of Liberal Arts and Professional Studies International Student Entrance Scholarship* - increase of **\$110K** (Fiscal 21-22: \$342K vs. Fiscal 20-21: \$232K).

The remaining increases are from the launch of the application-based Faculty of Liberal Arts and Professional Studies International Undergraduate Leadership Scholarship for the Fall/Winter 2021-22 academic year. Up to 50 scholarships will be awarded annually at a total value of \$40K (\$10K x 4 years) to international applicants. These applicants are selected based on excellent academic standing, community service, art or sport achievement or other individual achievement. There were 23 recipients awarded in Fiscal 21-22 resulting in a **\$230K** disbursement.

## York Funded - Continuing Student Awards

York Funded Continuing Student Awards	YOY Overview		YOY Variance				Average YOY Impact of Award (\$) per Recipient		
	Fiscal 20-21	Fiscal 21-22	Fiscal 20-21 vs. Fiscal 21-22 YOY Variance (\$)		Fiscal 20-21 vs. Fiscal 21-22 YOY Variance (%)		Fiscal 20-21 (Average) Award Disbursement per Recipient*	Fiscal 21-22 (Average) Award Disbursement per Recipient*	YOY Variance (\$)
Overall Spending (\$)	\$38,181,409	<b>\$23,230,226</b>	(\$14,951,183)	↓	-39.3%	↓	\$1,239	\$1,289	\$50
Overall Headcount (#)	30,803	<b>18,027</b>	-12,776	↓	-41.5%	↓			↑

\*Calculated as total spending in the Award Category for the academic year divided by the # of Students who Received this Award Category during the academic year

Overall, disbursement (spending) on **York Funded Continuing Student Awards** *decreased* by \$14.9M on a year-over-year basis (Fiscal 21-22: \$23.2M vs. Fiscal 20-21: \$38.2M) representing a YOY spending variance of 39.3%.

Based on recipient headcount for York Funded Continuing Student Awards, there was a 41.5% YOY *decrease* in students (-12,776 students) receiving awards in this category (Fiscal 21-22: 18,027 vs. Fiscal 20-21: 30,803) while the YOY average award disbursed per recipient *increased* by ~\$50.

The significant decrease in funding disbursed and headcount in this category for Fiscal 2021-22 is primarily attributed to the discontinuation of the York University International Scholarship of Merit, the York University International Award of Merit, and the York University International Grant. These awards, valued at \$1,000 for Summer 2020 and \$2,000 (or \$1,000 per term) for the Fall/Winter 2020-21, were automatically awarded to all international, undergraduate students who were enrolled in the applicable study periods and who were paying international tuition. These awards were part of the University's strategy to continue to attract top international students in the era of COVID-19 and served as a retention tool for continuing students. These awards resulted in a total disbursement of **\$23.6M** to 10,269 students in Fiscal 20-21.

Award Name and Criteria	Amount Disbursed	Number of Recipients
<b>York University International Scholarship of Merit</b> Awarded to international, undergraduate students, paying international tuition rates and with a sessional GPA of 7.5 and higher or admission average of 80% or higher.	\$4.6M	2,336
<b>York University International Award of Merit</b> Awarded to international, undergraduate students, paying international tuition rates and with a sessional GPA between 6.0 and 7.5 or admission average of 70% or higher.	\$7.7M	3,646
<b>York University International Grant</b> Awarded to international, undergraduate students, paying international tuition rates and with a sessional GPA below 6.0 or admission average below 70%.	\$11.3M	5,248

This decrease was offset by increases in the following:

- *York University Undergraduate Bursary Program* – Awarded to undergraduate students with demonstrated financial need. The disbursement of **\$8.3M** is a result of ongoing bursary support to international students experiencing residual hardship from the pandemic (Fiscal 21-22: \$18.3M vs. Fiscal 20-21: \$11M).
- *York University Continuing Student Scholarship* – Awarded to undergraduate degree students who have achieved outstanding academic results, 8.0 GPA or greater, in the previous summer and fall/winter sessions; increased by **\$635K** (Fiscal 21-22: \$2.36M vs. Fiscal 20-21: \$1.7M).
- *York University Automatic Entrance Scholarship* (renewals) – Renewable to high school students admitted with a final average of 95%+; increased by **\$300K**.



- *York University International Student Award* – General aid fund used to support international students; increased by **\$129K**.
- The remaining variance is attributed to a variety of other in-course scholarships that resulted in a total cumulative increase of **\$1.3M**

## Government Funded Awards

Government Funded	YOY Overview		YOY Variance			Average YOY Impact of Award (\$) per Recipient			
	Fiscal 20-21	Fiscal 21-22	Fiscal 20-21 vs. Fiscal 21-22 YOY Variance (\$)		Fiscal 20-21 vs. Fiscal 21-22 YOY Variance (%)	Fiscal 20-21 (Average) Award Disbursement per Recipient*	Fiscal 21-22 (Average) Award Disbursement per Recipient*	YOY Variance (\$)	
Overall Spending (\$)	\$1,678,088	<b>\$1,807,577</b>	\$129,489	↗	7.1%	↗	\$1,161	\$1,013	-\$148
Overall Headcount (#)	1,445	<b>1,785</b>	340	↗	23.5%	↗			

\*Calculated as total spending in the Award Category for the academic year divided by the # of Students who Received this Award Category during the academic year

Overall, disbursement (spending) on **Government Funded Awards** *increased* by \$129K on a YOY-basis (Fiscal 21-22: \$1.8M vs. Fiscal 20-21: \$1.67M); or a spending variance of 7.1%.

Based on recipient headcount for Government Funded Awards, there was a 23.5% *increase* (340 students) receiving awards in this category (Fiscal 21-22: 1,785 vs. Fiscal 20-21: 1,445).

When analyzing the average award disbursement per recipient, despite the overall decrease in funding disbursed and in head count, there was a YOY *decrease* of -\$148 per student.

There were numerous government funded awards that experienced decreases/increases in YOY spending or were new in the Fiscal 21-22 year. Awards that were new or increased in disbursements included but were not limited to the following:

- *CEWIL iHub Student Stipend* – Government funding awarded through CEWIL (Co-operative Education and Work-Integrated Learning Canada) to students engaged in unpaid experiential education projects; increased by **\$251K** (Fiscal 21-22: \$370K disbursed to 503 students vs. Fiscal 20-21: \$119.6K disbursed to 184 students)
- *Global Affairs Scholarship* - Financial support provided by CBIE (Canadian Bureau for International Education) for incoming exchange students; **\$39K** awarded in 2021-22 vs. nothing in 2020-21.
- *First Generation Bursary* – To be eligible, the student must be an individual whose parents have not attended post-secondary studies (siblings may have attended post-secondary studies). Preference is given to first year students and students can only receive this bursary once. Additional funding received from MCU (Ministry of Colleges and Universities) resulted in an increase of **\$11.7K** (Fiscal 21-20: \$192.9K vs. Fiscal 20-21: \$181.2K)

These increases were offset by decreases in the following:

- *OSAP Disability Bursary* – *Disbursements related to* the BSWD (Bursary for Students with Disabilities) fluctuate as it is an application-based program; *disbursed amount* decreased YoY by **\$70K** (Fiscal 21-20: \$376K vs. Fiscal 20-21: \$447K)
- *OBPAP Tuition Waiver* – Aids students in the Ontario Bridging Participant Assistance Program; disbursed amount decreased YoY by **\$103K** (Fiscal 21-22: \$5.3K vs. Fiscal 20-21: \$108K)

Disbursements across all remaining government funded programs (i.e., Ontario First Generation Bursary, Indigenous Student Bursary, etc....) remained stable.

Note, spending and disbursements in Government Funded Awards are driven by the funding directives of the provincial government (MCU) and by the pool of students who apply and qualify for these government programs. Therefore, the amount (\$) and headcount variances can change from year to year and are not explicitly tied to York University's scholarship strategy.

## Awards from Endowments and Private Donations

Endowments and Donations	YOY Overview		YOY Variance			Average YOY Impact of Award (\$) per Recipient				
	Fiscal 20-21	Fiscal 21-22	Fiscal 20-21 vs. Fiscal 21-22 YOY Variance (\$)		Fiscal 20-21 vs. Fiscal 21-22 YOY Variance (%)	Fiscal 20-21 (Average) Award Disbursement per Recipient*	Fiscal 21-22 (Average) Award Disbursement per Recipient*	YOY Variance (\$)		
Overall Spending (\$)	\$8,293,917	<b>\$9,956,211</b>	\$1,662,294	↗	19.9%	↗	\$1,977	\$2,171	\$194	↗
Overall Headcount (#)	4,195	<b>4,585</b>	390	↗	9.3%	↗				

\*Calculated as total spending in the Award Category for the academic year divided by the # of Students who Received this Award Category during the academic year

Overall, disbursement (spending) on Private Donations and Endowments *increased* by \$1.66M on a year-over-year basis (Fiscal 21-22: \$9.96M vs. Fiscal 20-21: \$8.3M); representing a YOY disbursement (spending) variance of 20%.

Based on recipient headcount, there was a YOY *increase* of 9.3% (390 students) receiving awards in this category (Fiscal 21-22: 4,585 vs. Fiscal 20-21: 4,195).

Based on value of funding per recipient, there was a YOY *increase* in Fiscal 21-22 by an average of \$194 per recipient.

\$672K of the increase is attributed to five awards that were new in Fiscal 21-22.

- *Avie Bennett First Generation Award for Continuing Students* - Awarded to first-generation, undergraduate students who received a non-renewable entrance scholarship or entrance award and are now continuing into their second year of study at York University; a total of **\$495K** was awarded to 66 students.
- *Advancing Black Students Award* - Supports third and fourth-year undergraduate students, from the Faculty of LA&PS (Liberal Arts and Professional Studies), as they prepare to navigate professional work environments; a total of **\$67.1K** was awarded to 72 students.
- *Tom Janes Award for Black Scholars* - Awarded to domestic Black students who are enrolled in their first year in an undergraduate program in the Faculty of Liberal Arts & Professional Studies at York University; a total of **\$50K** was awarded to 10 students.
- *LA&PS Aspiration Award* - Created to support third year students in the Faculty of Liberal Arts & Professional Studies, who have demonstrated academic improvement between their first and second years of study; a total of **\$30K** was awarded to 20 students.
- *KPMG Undergraduate Business Award* - Awarded to students in their third or fourth year of study in the Bachelor of Commerce program in York University's School of Administrative Studies, in an Accounting or Finance program, or in the Specialized Honours BCom-ITEC program; a total of **\$30K** was awarded to 12 students.

The awards with the most significant YOY variances (\$30K and higher) include the following:

- *International Student Emergency Bursary* – Discretionary emergency bursary funding; YOY disbursement increased by **\$192.8K**.
- *LA&PS Internship Award Program* - Established to encourage students to engage with organizations, whose work addresses key issues of social and economic justice; YOY disbursement increased by **\$176.7K**.
- *Bennett Family Entrance Scholarship* - Awarded to incoming undergraduate students with high academic standing who demonstrate financial need and/or are the first generation of their family to pursue a post-secondary education; YOY disbursement increased by **\$170.4K**.
- *Lassonde Scholarship* - Awarded to students who can demonstrate the traits of a future “Renaissance Engineer”– creativity, passion, ingenuity, rational thinking, and confidence – in all aspects of their life including academic pursuits, extracurricular activities, and their own interests; YOY disbursement increased by **\$105.5K**.
- *Hennick Business Law Internship* – Awarded to students who are in or have just completed the first year of the JD program as a JD candidate or as a first or second year JD/MBA candidate in advance of the start of the Internship and (b) have a demonstrated interest in business and law, as evidenced by enrollment in the JD/MBA

program, law school coursework, prior post-secondary course of study, work/volunteer experience, etc.; YOY disbursement increased by **\$60K**.

- *York University Renewable Entrance Athletic Scholarship* - Established to support athletic and academic excellence; YOY disbursement increased by **\$53K**.
- *The Honourable William G.C. Howland Award of Excellence Renewable Entrance Scholarship* - Awarded to outstanding students who enter the first year of the JD Program or a Joint Program at Osgoode with an A-average or better; YOY disbursement increased by **\$50K**.
- *The Harris Internship Bursary* - Given to students registered in the Intensive Program in Indigenous Lands, Resources, and Governments at Osgoode Hall Law School; YOY disbursement increased by **\$45.5K**.
- *York University Award* – Generic award code used to disburse OTO ad hoc posting requests; YOY disbursement increased by **\$37K**.
- *Brazilian Ball Fine Arts Awards* – Awarded to students entering their 3rd or 4th year of study, majoring in any discipline within the School of the Arts, Media, Performance & Design (AMPD); YOY disbursement increased by **\$32.5K**.
- *Dean's Undergraduate Research Award (DURA)* - Financial support to qualified undergraduate students who would like to gain research experience in an academic setting by working in York University research labs over the summer; YOY disbursement increased by **\$31.7K**.
- *Harley D. Hallet Renewable Entrance Scholarship* – Awarded to students admitted to the JD program based on academic background and performance, demonstrated interest and background in business studies, criminal law or criminology and demonstrated financial need; YOY disbursement increased by **\$30K**.
- *Forum Asset Management ICLP Bursary* – Bursary established to support JD students who are participating in Osgoode's Income Contingent Loan Program; YOY disbursement increased by **\$30K**.

In summary, there has been continuous year over year growth in disbursements and recipient headcount of awards funded by Private Donations and Endowments.

## Disbursement Rates by Faculty

Based on headcount, the unique number of recipients by faculty are as indicated below.

### Fiscal 2021-22

Faculties	Number of Student Enrolled by Faculty (Unique Headcounts) 2021-2022	Number of Students Who Received At Least One Award by Faculty 2021-2022	% Of Enrolled Students in Each Faculty Who Received an Award 2021-2022
Liberal Arts & Professional Studies	19,399	10,874	56%
Environmental Studies	538	336	62%
Science	4,296	2,177	51%
Health	10,323	3,826	37%
Education	1,786	477	27%
Glendon	1,620	862	53%
Arts, Media, Performance and Design	2,648	1,486	56%
Lassonde	4,803	2,867	60%
Schulich	1,920	1,181	62%
Osgoode	943	775	82%
<b>TOTAL</b>	<b>48,276</b>	<b>21,039</b>	<b>55%</b>
<b>Note 1</b> - Faculty enrolment numbers obtained from the Office of Institutional Planning and Analysis (OIPA).			
<b>Note 2</b> - Fiscal year refers to May 1, 2021, to April 30, 2022			

### Fiscal 2020-21

Faculties	Number of Student Enrolled by Faculty (Unique Headcounts) 2020-2021	Number of Students Who Received At Least One Award by Faculty 2020-2021	% Of Enrolled Students in Each Faculty Who Received an Award 2020-2021
Liberal Arts & Professional Studies	24,428	10,873	45%
Environmental Studies	687	295	43%
Science	5,150	2,177	42%
Health	11,801	3,826	32%
Education	1,707	477	28%
Glendon	2,104	862	41%
Arts, Media, Performance and Design	2,995	1,486	50%
Lassonde	5,090	2,867	56%
Schulich	2,053	1,181	58%
Osgoode	1,107	775	70%
<b>TOTAL</b>	<b>57,122</b>	<b>24,819</b>	<b>43%</b>
<b>Note 1</b> - Faculty enrolment numbers obtained from the Office of Institutional Planning and Analysis (OIPA).			
<b>Note 2</b> - Fiscal year refers to May 1, 2020, to April 30, 2021			

Institutionally, the overall disbursement rate remained stable at 93% for both Fiscal 2021-2022 and Fiscal 2020-2021. This includes all funding for undergraduate and graduate students.

## Conclusion

Overall disbursement (spending) *decreased* by \$9.8M on a YOY fiscal basis (Fiscal 20-21: \$48.8M vs. Fiscal 20-21: \$58.6M), representing a YOY spending variance of 16.6%. Based on recipient headcount, there was an overall decrease (-10,471) of awards disbursed (Fiscal 21-22: 31,649 vs. Fiscal 20-21: 42,120). These decreases are largely attributed to the discontinuation of the OTO funding awarded to international undergraduate students to reduce the impact of the international tuition increase. These awards accounted for \$23.6M and 10,269 of the heads reflected in the Fiscal 20-21 report.

## Student Financial Assistance (SFA) Strategy

The SFA Strategy re-imagines access for prospective and current students, and is designed to:

- Position York as an institution known for its comprehensive student financial assistance offerings for both domestic and international students.
- Attract the best and brightest domestic and international students to York.
- Enable all qualified students to attend York.
- Increase student engagement at York (including NSSE High Impact Practices)
- Support retention/SEM of current York students
- Further York's Access mandate to better support its unique and diverse populations

In addition, the SFA strategy aligns with 2020-25 UAP (University Academic Plan) principles of:

- "From Access to Success: Next Generation of Student Supports"
- "Advancing Global Engagement"
- UN (United Nations) Social development (SDG (Sustainable Development Goals)) Goals

## STRATEGY OVERVIEW (2021-2025)

Automatic Scholarships Revised	SFA Awards Introduced	Expansion of Bursaries	HIPs (High Impact Practice)
Renewable at all levels (previously only 95%+)	<b>President's International Scholarships of Excellence:</b> 20 awards at \$45,000 each	<b>Domestic:</b> \$150K <b>International:</b> \$1.8M (new)	<b>Domestic:</b> Study Abroad Support \$1,500 per student
Re-gainable at all levels (new)	<b>Tentanda Via:</b> <ul style="list-style-type: none"><li>• 45 awards at \$10,000 each (domestic)</li><li>• 15 awards at \$30,000 each (international)</li></ul>	<b>Additional Emergency Bursaries</b> <ul style="list-style-type: none"><li>• 2021-22 of \$10M</li><li>• 2022-23 of \$3M</li></ul>	
Domestic only (previously open to international)			

## Key Highlights (2022-23)

### **Automatic Scholarships Revised**

- Increased volume entering York and at higher GPAs (3% increase in the highest tier vs pre-pandemic)
- Expected improvements in **retention** due to renewability and re-gainability characteristics at all tiers.

## **SFA Awards Introduced – Diversifying the student body**

- 1031 applications from international students, 44 from domestic students
- 93 countries reflected in the applications: 24 countries in recipients.
- Applications were received for both major awards from every Government of Canada priority source country, according to the 2019-2024 International Education Strategy.
- Recipients included students from five of the 11 countries, of which those countries were never represented among our major award winners previously.
- Of note, there is a 26% (or ~300) increase in applications for 2023-24
  - Top 2 countries continue to be India & Nigeria. Pakistan moves up to the 3<sup>rd</sup> top country from being 5<sup>th</sup> in 2022-23.
  - Applications from Iran, Senegal, Mauritius, South Korea, Indonesia, Kuwait, and many more have at least doubled.

## **Student Systems Renewal Program (SSRP) Update**

York University will be launching the Smart Simple AwardCloud solution in November 2023; it will replace the existing awards application, the Student Financial Profile. The new solution will transform how students access the financial aid process with these improvements:

- Provide a single portal for students to view the status of their award applications, as well as overall financial aid information at York,
- Ability to holistically view and manage a graduate student's funding package, providing students with transparency and agency to track their funding,
- Reduce the number of applications and tools that students may need to use to search and apply for awards and scholarships by matching eligibility criteria with student information,
- Improved functionality to distribute central and faculty-based awards and scholarships,
- Ability for faculties and departments to leverage the functionality of the system to adjudicate their awards and scholarships within this solution,
- Reduction of manual workload through automated calculations and the use of workflows, and
- Integration with existing systems to consolidate information into a single space.

For the Awards Committee's Information Purposes

## APPENDIX 1: 2021-22 QUICK-FACTS TABLES

**2021/22 Undergraduate Awards - Table A  
for Fact Book**

level Undergrad

<b>York Funded</b>	<b>Entering Student Awards</b>	<b>Entrance Award</b>	\$875,696
		<b>Other Entrance Scholarships</b>	\$11,600,697
		<b>President's Scholarship</b>	\$307,800
		<b>Renewable Entrance Scholarship</b>	\$16,000
		<b>Science &amp; Engineering Entrance Scholarship</b>	\$1,040,000
	<b>Continuing Student Awards</b>	<b>Continuing Student Scholarship</b>	\$2,379,739
		<b>Other In-Course Scholarships</b>	\$1,262,129
		<b>Renewable Entrance Scholarship-Renewals</b>	\$1,057,500
		<b>Service Bursary Program</b>	\$152,250
		<b>Undergrad Bursary Program</b>	\$18,378,608
<b>Government Funded</b>	<b>First Generation Bursary</b>	\$192,956	
	<b>Government Funded Programs</b>	\$1,227,171	
	<b>OSAP Disability Bursary</b>	\$387,450	
<b>Private Donations</b>	<b>Endowments and Annual Donations</b>	\$9,956,211	
<b>All</b>			<b>\$48,834,207</b>



**Table A**  
**2021/22 Undergraduate Awards - Table A**  
**for Fact Book**

level Undergrad

			Home Faculty										All	
			AP	ED	ES	EU	FA	GL	HH	LE	LW	SB		SC
York Funded	Entering Student Awards	Entrance Award	\$596,876	\$7,000	\$0	\$5,037	\$34,500	\$17,000	\$112,000	\$36,500	\$13,500	\$20,000	\$33,283	\$875,696
		Other Entrance Scholarships	\$3,617,789	\$204,000	\$0	\$154,933	\$822,793	\$482,208	\$2,256,199	\$1,509,727	\$0	\$1,159,657	\$1,393,392	\$11,600,697
		President's Scholarship	\$64,800	\$10,800	\$0	\$27,000	\$27,000	\$10,800	\$59,400	\$27,000	\$0	\$37,800	\$43,200	\$307,800
		Renewable Entrance Scholarship	\$4,000	\$0	\$0	\$0	\$0	\$8,000	\$4,000	\$0	\$0	\$0	\$0	\$16,000
		Science & Engineering Entrance Scholarship	\$0	\$2,000	\$0	\$0	\$0	\$0	\$0	\$536,000	\$0	\$0	\$502,000	\$1,040,000
	Continuing Student Awards	Continuing Student Scholarship	\$625,200	\$126,478	\$0	\$39,787	\$161,634	\$96,058	\$733,986	\$154,979	\$0	\$120,351	\$321,266	\$2,379,739
		Other In-Course Scholarships	\$368,474	\$2,250	\$0	\$1,000	\$5,900	\$70,500	\$100,225	\$458,900	\$221,010	\$8,570	\$25,300	\$1,262,129
		Renewable Entrance Scholarship-Renewals	\$131,000	\$8,000	\$0	\$7,500	\$106,000	\$51,000	\$117,500	\$45,500	\$0	\$392,500	\$198,500	\$1,057,500
		Service Bursary Program	\$40,000	\$750	\$0	\$0	\$10,000	\$31,500	\$0	\$0	\$0	\$70,000	\$0	\$152,250
		Undergrad Bursary Program	\$6,391,783	\$367,178	\$0	\$130,318	\$1,119,610	\$387,923	\$2,082,725	\$2,799,961	\$3,108,537	\$643,414	\$1,347,158	\$18,378,608
Government Funded		First Generation Bursary	\$50,172	\$2,576	\$0	\$0	\$7,729	\$1,288	\$16,191	\$81,506	\$0	\$33,494	\$0	\$192,956
		Government Funded Programs	\$217,034	\$113,345	\$7,725	\$46,803	\$50,246	\$136,711	\$158,160	\$206,921	\$0	\$98,791	\$191,435	\$1,227,171
		OSAP Disability Bursary	\$140,235	\$24,634	\$0	\$10,551	\$22,185	\$17,477	\$84,010	\$30,150	\$33,299	\$5,810	\$19,099	\$387,450
Private Donations		Endowments and Annual Donations	\$2,361,071	\$134,165	\$0	\$151,533	\$663,536	\$639,780	\$1,024,116	\$1,708,019	\$2,029,236	\$637,099	\$607,657	\$9,956,211
All			\$14,608,435	\$1,003,176	\$7,725	\$574,462	\$3,031,133	\$1,950,246	\$6,748,512	\$7,595,162	\$5,405,582	\$3,227,486	\$4,682,289	\$48,834,207

**2021/22 Undergraduate Awards - Table A**  
**for Fact Book**

level Undergrad

			Home Faculty										All	
			AP	ED	ES	EU	FA	GL	HH	LE	LW	SB		SC
			heads	heads	heads	heads	heads	heads	heads	heads	heads	heads	heads	
York Funded	Entering Student Awards	Entrance Award	491	9	0	9	34	15	134	45	4	2	43	786
		Other Entrance Scholarships	1992	106	0	44	415	237	1248	803	0	373	663	5881
		President's Scholarship	12	2	0	5	5	2	11	5	0	7	8	57
		Renewable Entrance Scholarship	1	0	0	0	0	2	1	0	0	0	0	4
		Science & Engineering Entrance Scholarship	0	1	0	0	0	0	0	268	0	0	255	524
	Continuing Student Awards	Continuing Student Scholarship	1339	257	0	66	347	183	1390	313	0	250	614	4759
		Other In-Course Scholarships	412	5	0	1	9	131	107	226	60	12	13	976
		Renewable Entrance Scholarship-Renewals	35	2	0	2	29	14	31	12	0	103	53	281
		Service Bursary Program	4	1	0	0	1	42	0	0	0	7	0	55
		Undergrad Bursary Program	4545	249	0	94	596	293	1461	1963	1332	465	958	11956
Government Funded		First Generation Bursary	105	6	0	0	18	3	22	168	0	77	0	399
		Government Funded Programs	186	86	7	48	27	105	141	237	0	77	104	1018
		OSAP Disability Bursary	140	21	0	8	21	21	81	28	24	6	18	368
Private Donations		Endowments and Annual Donations	1398	91	0	49	363	353	507	419	920	231	254	4585
All			10660	836	7	326	1865	1401	5134	4487	2340	1610	2983	31649



**REGISTRAR'S OFFICE**

**STUDENT FINANCIAL SERVICES**

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[yorku.ca/osfs](http://yorku.ca/osfs)

## Memorandum

**To:** Senate Committee on Awards

**From:** Karen Warner, Manager Scholarships and Bursaries  
Oana Alexandru, Senior Financial Analyst

**CC:** Victoria Chu, Director, Student Financial Services

**Date:** May 12, 2023

**Re:** 2022 New Awards Report

### Overview:

The purpose of this memo is to provide a summary of the new awards approved by Student Financial Services on behalf of Senate in the 2022 calendar year (January 1 to December 31).

This memo presents comparisons of the new awards approved in 2021 and 2020 analyzed in Tables 1 to 5 by faculty, funding type, value, category, and timing of disbursement. The prior year data has been included to provide a historical perspective only.

Overall, the number of new awards decreased on a year over year (YOY) basis (105 in 2022 vs. 126 in 2021).

Please refer to **Appendix A** for the full list of new awards (names and public descriptions). For informational purposes, **Appendix B** provides award funding definitions.

**TABLE 1: Summary of New Awards by Faculty**

Faculties	2022 Calendar Year		2021 Calendar Year		2020 Calendar Year	
	# of Awards Approved	% Share of Awards Approved	# of Awards Approved	% Share of Awards Approved	# of Awards Approved	% Share of Awards Approved
Non-Faculty Specific	12	11%	18	14%	27	30%
Arts, Media, Performance and Design (Undergraduate)	2	2%	4	3%	2	2%
Education (undergraduate)	2	2%	0	0%	0	0%
Environmental and Urban Studies (Undergraduate)	3	3%	0	0%	2	2%
Glendon (Undergraduate)	6	6%	10	8%	7	8%
Graduate Studies (excluding Law and Schulich)	19	18%	13	10%	9	10%
Health (Undergraduate)	5	5%	4	3%	1	1%
Lassonde (Undergraduate)	1	1%	8	6%	5	6%
Liberal Arts & Professional Studies (Undergraduate)	13	12%	16	13%	13	14%
Markham Campus	3	3%	N/A	N/A	N/A	N/A
Osgoode (Undergraduate and Graduate)	19	18%	22	17%	11	12%
Schulich (Undergraduate and Graduate)	15	14%	28	22%	11	12%
Science (Undergraduate)	5	5%	3	2%	2	2%
<b>TOTAL</b>	<b>105</b>	<b>100%</b>	<b>126</b>	<b>100%</b>	<b>90</b>	<b>100%</b>

**TABLE 2: Summary of New Awards by Funding Types**

Funding Source	2022 Calendar Year				2021 Calendar Year				2020 Calendar Year			
	UG Awards	Grad Awards	UG/Grad Awards*	Total	UG Awards	Grad Awards	UG/Grad Awards*	Total	UG Awards	Grad Awards	UG/Grad Awards*	Total
Annual Payments	1	0	2	3	9	0	2	11	3	1	1	5
Endowments	28	13	1	42	20	7	2	29	16	4	2	22
One-Time-Only	3	4	2	9	6	1	5	12	1	1	3	5
Operating	5	3	2	10	9	11	0	20	10	5	1	16
Term Awards	23	10	5	38	27	17	7	51	21	6	1	28
Transcript Notation	0	0	0	0	1	2	0	3	11	0	1	12
Government	2	0	1	3	0	0	0	0	2	0	0	2
<b>TOTAL</b>	<b>62</b>	<b>30</b>	<b>13</b>	<b>105</b>	<b>72</b>	<b>38</b>	<b>16</b>	<b>126</b>	<b>64</b>	<b>16</b>	<b>10</b>	<b>90</b>

\*These awards are available to undergraduate and graduate students

Annual Payments includes awards that are externally funded

Calendar year refers to the period from January 1 to December 31

**TABLE 3: Summary of New Awards by Value**

Award Value	2022 Calendar Year				2021 Calendar Year				2020 Calendar Year			
	UG Awards	Grad Awards	UG/Grad Awards*	Total	UG Awards	Grad Awards	UG/Grad Awards*	Total	UG Awards	Grad Awards	UG/Grad Awards*	Total
< \$500	3	1	0	4	1	1	0	2	0	0	0	0
\$500-\$1,000	25	4	0	29	23	8	3	34	25	1	2	28
\$1,001 - \$2,000	7	5	0	12	14	2	2	18	4	3	2	9
\$2,001 - \$3,000	1	1	1	3	6	6	0	12	2	1	0	3
\$3,001 - \$5,000	4	5	2	11	7	3	4	14	4	4	1	9
\$5,001 - \$10,000	4	3	4	11	6	4	2	12	4	1	2	7
\$10,001 and above	1	3	0	4	4	7	0	11	0	1		1
Amount Varies	17	8	6	31	10	5	5	20	14	5	2	21
No Monetary Value	0	0	0	0	1	2	0	3	11	0	1	12
<b>TOTAL</b>	<b>62</b>	<b>30</b>	<b>13</b>	<b>105</b>	<b>72</b>	<b>38</b>	<b>16</b>	<b>126</b>	<b>64</b>	<b>16</b>	<b>10</b>	<b>90</b>

A number of awards have an award value range. In these instances, the ceiling for the range has been recorded in the chart above.

**TABLE 4: Summary of New Awards by Categories**

Definition	2022 Calendar Year				2021 Calendar Year				2020 Calendar Year			
	UG Awards	Grad Awards	UG/Grad Awards*	Total	UG Awards	Grad Awards	UG/Grad Awards*	Total	UG Awards	Grad Awards	UG/Grad Awards*	Total
Award	28	13	8	49	42	22	5	69	42	8	7	57
Bursary	19	0	5	24	15	4	7	26	9	4	2	15
Fellowship	0	4	0	4	0	3	0	3	0	0	0	0
Prize/Medal	7	3	0	10	7	0	4	11	5	1	1	7
Scholarship	8	10	0	18	8	9	0	17	8	3	0	11
<b>TOTAL</b>	<b>62</b>	<b>30</b>	<b>13</b>	<b>105</b>	<b>72</b>	<b>38</b>	<b>16</b>	<b>126</b>	<b>64</b>	<b>16</b>	<b>10</b>	<b>90</b>

\*These awards are available to undergraduate and graduate students

**TABLE 5: Summary of Awards by Timing**

Timing	2022 Calendar Year				2021 Calendar Year				2020 Calendar Year			
	UG Awards	Grad Awards	UG/Grad Awards*	Total	UG Awards	Grad Awards	UG/Grad Awards*	Total	UG Awards	Grad Awards	UG/Grad Awards*	Total
Convocation	0	0	0	0	1	0	0	1	2	0	0	2
Entrance	5	8	0	13	12	7	0	19	13	0	1	14
In-Course	57	22	13	92	59	31	16	106	49	16	9	74
<b>TOTAL</b>	<b>62</b>	<b>30</b>	<b>13</b>	<b>105</b>	<b>72</b>	<b>38</b>	<b>16</b>	<b>126</b>	<b>64</b>	<b>16</b>	<b>10</b>	<b>90</b>

\*These awards are available to undergraduate and graduate students

Calendar year refers to the period from January 1 to December 31

## **Conclusion**

- Overall, the number of new awards has remained consistent with historical levels (roughly 100 new awards annually). The higher level of awards created in 2021 is due to an increase in new awards established in Schulich (28 in 2021 vs. 11 in 2020) and the establishment of various awards that were created by York University to assist students who were adversely impacted by the pandemic (8 in 2021).

## **Observations**

- Market instability has resulted in the inability to award some endowed awards and has made it increasingly difficult to determine the proposed value and start date of endowed awards.
- There has been an increased prioritization on providing supports to students & scholars whose studies or scholarship and research are disrupted because of forced migration due to war or changing political situation in their home country and/or and natural disasters in their home countries; 4 new awards in 2022.
- There has been a marked increase in the number of awards created under the special programs established to provide designated financial support black and Indigenous learners; 19 new awards established in 2022.
- Osgoode Hall Law School has created the No Barriers Initiative which provides matching funding to donors for the purpose of creating endowed awards that support JD students in financial need who face visible and invisible obstacles like income; mental health; racial, cultural and gender inequalities; or physical and learning challenges.
- There were 3 new awards in 2022 created to provide support to students participating in study abroad, supports the University Academic Plan to Advance Global Engagement.

Award Name	Award Description	Study Level	Faculty	Value	Funding Type
Craig Carter '86 (LLM) Memorial Award	Fasken Martineau DuMoulin LLP created this award as a tribute to their long-time partner, colleague and friend, Craig Carter. He was a well known real estate lawyer whose door was always open and was always available to give advice, help or mentorship. He was involved in continuing education for the legal profession and worked as an adjunct professor at Osgoode and Queens' law schools. In 2015, he was recognized for this outstanding career with the Law Society Medal and the Ontario Bar Association's Distinguished Service Award in 2017. This award will be given annually to a student in the JD program who demonstrates financial need. Preference will be given to a student with an interest in real estate law.	Undergraduate	Osgoode Hall Law School	\$1,000	Endowment
John McCamus Prize in Contracts	The John McCamus Prize in Contracts recognizes excellence by Osgoode students in Contracts was established by Robert Wai in honour of his colleague Professor John McCamus, for his outstanding contributions to contract law through original research, influence on law reform, and the teaching of many generations of Osgoode students in the subject. It will be awarded to the top student in each section of the first-year course in Contracts.	Undergraduate	Osgoode Hall Law School	\$200	Endowment
B.K. Sethi Award for Entrepreneurial Leadership	Established by B. K. Sethi, the B.K. Sethi Award for Entrepreneurial Leadership will benefit a continuing MBA India student with a passion for entrepreneurship and innovation. Recipients must demonstrate creative thinking, leadership skills and a strong interest in the establishment of a startup concept that looks into the future and sees new possibilities. Applicants will be required to submit a resume and cover letter highlighting their creative and leadership experience as well as their entrepreneurial ambitions. The recipient will also have the opportunity for one-on-one mentorship through the Schulich Startups community. The award will be adjudicated by the Schulich School of Business Office of Student Financial Services. Value: \$2,500	Graduate	Schulich School of Business	\$2,500	Termed
The Founders Entrance Fellowship for Graduate Students in Anthropology	The Founders Entrance Fellowship for Graduate Students in Anthropology was established to support incoming MA and PhD students within the Graduate Program in Anthropology who self-identify as Black and/or Indigenous	Graduate	Faculty of Liberal Arts and Professional Studies	\$1,500	Endowment
Priscila Uppal Poetry Prize	The Priscila Uppal Poetry Prize has been created to benefit a fourth-year student majoring or minoring in Creative Writing. Recipients must demonstrate talent and achievement in the area of poetry writing.  Priscila Uppal (BA Hons, '97, PhD '04) was a poet, novelist and playwright and one of York University's most distinguished teachers and writers. She died on September 4, 2018 at the age of 43. Priscila's friends and colleagues, led by York president emeritus Lorna Marsden, honour her memory through the establishment of this new prize.	Undergraduate	Faculty of Liberal Arts and Professional Studies	\$1,000	Endowment
Glendon International Excellence Scholarship	The Glendon International Excellence Scholarship will be awarded to international students who are admitted to Glendon with top academic standing (80% and higher or equivalent), and who demonstrate leadership through community service or excellence in sports or the arts. Eligibility will be based on a letter of recommendation from a high school teacher or school counsellor, a complete application including a 300-word statement demonstrating the applicants leadership attributes and the contribution they will make to Glendon. This award gives 10 recipients \$10,000 toward their first year in a Glendon program, renewable for the same amount each year of full-time studies up to a maximum of 4 years. To renew this award recipients must maintain a cumulative GPA of at least 8.0 over a minimum of 24 credits taken during a school year (including the preceding summer semester, fall and winter semesters).	Undergraduate	Glendon College	\$1,000	York Funded
The Glendon Transfer Award	The Glendon Transfer Award will be awarded to Ontario College and Ontario University Transfer applicants who have completed one year of full-time postsecondary study or equivalent within the past three years. Candidates will be assessed on their most recent post-secondary studies only. Applicants who have previously completed a university degree are excluded. These applicants must be admitted to Glendon with academic standing of B+ / 75% and higher for college transfers. B / 70% for university transfers or equivalent in your curriculums grading scale).	Undergraduate	Glendon College	\$2,000	York Funded
Mary Tan Prize	The Mary Tan Prize will be awarded to a student entering their final year with the highest GPA in the math program at the Glendon Campus.  Mary Tan graduated from Glendon College in 1995 with a Combined Honours BA in Computer Science and Mathematics. Glendon was the perfect place for her to study in both English and French. At her convocation, she noticed that certain departments did not have book prizes. The following year, she established the Mary Tan Award for Excellence in Computer Science, which was given out every year until the Computer Science department amalgamated with the program at York University's Keele campus.  May has always had a strong desire to give back to her alma mater and help students, so she established the Mary Tan Award. Mary has remained in the IT field since she graduated from Glendon College. She first worked in network operations, but accidentally fell in love with technical writing. Mary is a Senior Technical Writer, combining her love for writing procedures and training future technical writers in her field. She also holds an MSc in Technical Communication Management from Mercer University.	Undergraduate	Glendon College	\$500	Termed
Investment Industry Association of Canada (IIAC) Internship	The Investment Industry Association of Canada (IIAC) is the leading national association representing investment firms that provide products and services to Canadian retail and institutional investors. The IIAC has established two internships for JD students who are interested in researching a range of issues that impact investors and capital markets to work for 12-16 weeks in the summer. For at least one position, preference will be given to students in the JD/MBA program.	Grad/Undergrad	Osgoode Hall Law School	\$10,000	Annual
Rama Goel Memorial Scholarship	The Rama Goel Memorial Scholarship is open to graduate students enrolled in the Faculty of Environmental and Urban Change to support research and related scholarly and creative activities. The scholarship will be granted to students who (1) demonstrate academic excellence (minimum A average, or the equivalent for a Pass/Unsatisfactory graded program), (2) identify as Black or Indigenous, or for any underrepresented or racialized communities for which Special Programs may be established in the future, and (3) have a history of community leadership centered on improving and strengthening their home communities. This scholarship is named in honour of Rama Goel who always lived life to the fullest.	Graduate	Faculty of Environmental & Urban Change	\$1,000	Endowment
Rajiv Goel Memorial Scholarship	The Rajiv Goel Memorial Scholarship is open to undergraduate students enrolled in their third and fourth year in the Faculty of Environmental and Urban Change. The scholarship will be granted to students who (1) demonstrate academic excellence (minimum 7.5 GPA), (2) identify as Black or Indigenous, or for any underrepresented or racialized communities for which Special Programs may be established in the future, and (3) have a history of community leadership centered on improving and strengthening their home communities. This scholarship is named in honour of Rajiv Goel who persevered in the face of adversity.	Undergraduate	Faculty of Environmental & Urban Change	\$1,000	Endowment

Award Name	Award Description	Study Level	Faculty	Value	Funding Type
Calumet College Council Student Life Award	<p>The Calumet College Council Student Life Award will be awarded annually to an undergraduate student who is actively engaged in enhancing the social life, belonging and community of Calumet students. Applicants must be affiliated with Calumet for a minimum of one year by the time of submission, maintain a GPA of at least 6.0., and demonstrate financial need.</p> <p>Preference will be given to those who have participated and engaged in multiple Calumet College Council events. If the applicant is a Calumet College Council Member (Directors, Representatives, Webmaster and Speaker), they must only list events attended that are not required by the Calumet College Council Constitution. Current members of the Calumet College Council Executive and Calumet College Council Committee Chairs are not eligible to apply for these awards and will not be part of the award selection process.</p> <p>The Calumet College Council established the Student Life Award in 2021, during the COVID-19 pandemic, for students affiliated with Calumet College. This award recognizes an individual who has contributed to the life of Calumet College through showing exemplary values in their leadership and has actively taken part within the community to enrich the lives of students.</p>	Undergraduate	Faculty of Health	\$1,000	Endowment
Hershel Russell Award	<p>The Hershel Russell award supports Black, Indigenous and/or otherwise racialized graduate-level students studying and/or conducting research in the area of queer or transgender studies. Preference will be granted to students pursuing a Master's or PhD in Social Work or Gender, Feminist &amp; Women's Studies.</p> <p>Hershel was an activist all his life. He transitioned, FIX, in 1999 at age 53. He is proud to have been part of the team transforming Trans access to Health Care in Ontario and beyond.</p>	Graduate	Faculty of Liberal Arts and Professional Studies	Varies	Endowment
George Owusu ASCEND Scholarship	<p>The George Owusu ASCEND Scholarship was created to benefit students participating in the Advancing Scholarship and Capacity for Emerging Nursing Doctorates (ASCEND) program established by York University and the University of Health and Allied Sciences (UHAS) in Ho, Ghana. The program will admit a total of ten master's prepared nursing faculty from UHAS into York's PhD Nursing program for a five-year program.</p> <p>The scholarship will be awarded annually to one or more UHAS PhD candidates admitted into the ASCEND program to contribute toward living costs while completing their coursework in Toronto at York University.</p>	Graduate	Faculty of Health	Varies	One Time Only
The Alpha Laboratories ASCEND Scholarship	<p>Alpha Laboratories, one of Canada's leading healthcare services companies, has a long history in supporting healthcare professionals provide quality patient-focused care. With a commitment to advancing health education and research in Canada and abroad, the company and its founders established this scholarship to help ASCEND Program PhD candidates obtain the advanced credentials and clinical expertise necessary to strengthen nursing education in Ghana.</p> <p>The Alpha Laboratories ASCEND Scholarship will be awarded annually to one or more UHAS PhD candidates admitted into the ASCEND program to contribute toward living costs while completing their coursework in Toronto at York University.</p>	Graduate	Faculty of Health	Varies	One Time Only
The Black Star Collective Scholarship	<p>The Black Star Collective Scholarship was created to benefit students participating in the Advancing Scholarship and Capacity for Emerging Nursing Doctorates (ASCEND) program established by York University and the University of Health and Allied Sciences (UHAS) in Ho, Ghana. The program will admit a total of ten master's prepared nursing faculty from UHAS into York's PhD Nursing program for a five-year program.</p> <p>The scholarship will be awarded annually to one or more UHAS PhD candidates admitted into the ASCEND program to contribute toward living costs while completing their coursework in Toronto at York University.</p>	Graduate	Faculty of Health	Varies	One Time Only
GeoSolv Capstone Innovation Award	<p>The GeoSolv Capstone Innovation Award will be awarded annually to the most innovative and sustainable capstone design team project in CIVL 4000 Capstone Design.</p> <p>Proudly Canadian in both ownership and operation, GeoSolv has grown from a small company offering a single ground improvement solution as a cost-effective alternative to dig and replace to a strong, diverse team that is a trusted advisor to many contractors, engineers, developers, owners and architects across Ontario seeking solutions to a variety of soil challenges.</p>	Undergraduate	Lassonde School of Engineering	Varies	Termed
The Dr. Jamie Laws Memorial Athletic Therapy Award	<p>The Dr. Jamie Laws Memorial Athletic Therapy Award will be granted to an undergraduate student entering their second year of the Athletic Therapy Certificate Program, and who demonstrates character, professional integrity, sound judgement. Applicants must have achieved a cumulative grade point average of 6.0 or greater and demonstrate financial need via the Student Financial Profile (SFP). Students must also submit an external character reference that speaks to your attributes and traits as part of their application.</p>	Undergraduate	Faculty of Health	\$1,500	Annual
George Weston Ltd Sustainable Supply Chain Leader Scholarship	<p>The George Weston Ltd Sustainable Supply Chain Leader Scholarship will honour the contribution that George Weston Limited has made in the creation of the George Weston Ltd Centre for Sustainable Supply Chains at the Schulich School of Business. The award will be granted to two incoming full-time or part-time domestic students enrolled in the Master of Supply Chain Management (MSCM) program. Recipients must demonstrate high academic standing (minimum GPA of B+) and strong evidence of leadership ability and commitment to the sector. Preference will be granted to students with work experience related to Supply Chain Management. Value: \$5,000.</p> <p>GWL is a Canadian public company with two operating segments: Loblaw Companies Limited, Canada's largest food and drug retailer and a provider of financial services; Choice Properties Real Estate Investment Trust, Canada's largest and preeminent diversified REIT.</p>	Graduate	Schulich School of Business	\$5,000	Termed
OBPAP Tuition Fee Waiver 2021-24	<p>OBPAP bursary funding will be awarded to recipients to offset the student's eligible bridging training costs. Recipients must be internationally trained professionals, a Canadian citizen, permanent resident and protected person living in Ontario and who demonstrates financial need.</p>	Undergraduate	Faculty of Liberal Arts and Professional Studies	Varies	Government

Award Name	Award Description	Study Level	Faculty	Value	Funding Type
Barry A. Spiegel, QC Award	This award was created in loving memory of Barry Alan Spiegel, a graduate of Osgoode Hall Law School in 1960. Upon graduation, Barry clerked for Chief Justice Ian McRuer and subsequently went into private practice, as a generalist corporate commercial lawyer and then in health law. Barry was deeply committed to the practice of law. Additionally, he was passionate in his mentoring and teaching of students and associates, many of whom continue to relay anecdotes regarding his candour, sharp mind and humour.  This award will be given annually to a JD student in financial need with preference given to a student who demonstrates an interest in health law.	Undergraduate	Osgoode Hall Law School	\$2000 to \$4000	Endowment
Carole Carpenter Memorial Prize in Writing in CCY	The prize will be given for the most outstanding piece of writing by students majoring or minoring in Children, Childhood and Youth (CCY) Studies at each of the four year levels in CCY courses (i.e. one in first year, one in second year, etc.) for an essay, fieldwork research report, ethnography, or creative piece. All submissions will be nominated by CCY instructors and will be judged anonymously by a panel of judges appointed by the CCY Executive Board. All nominees will receive a letter of commendation. Recipients will also receive a monetary prize, a certificate, and a citation. The Prize is named in memory of Dr. Carole Carpenter, founder of the Children, Childhood and Youth Studies Program at York University.	Undergraduate	Faculty of Liberal Arts and Professional Studies	\$100	One Time Only
Markham District Energy Sustainability Award	The Markham District Energy Sustainability Award will be awarded annually to an undergraduate student at the Markham Campus who has participated in extracurricular, volunteer and community service activities relating to environmental sustainability and demonstrates financial need.  Markham District Energy (MDE) is an award-winning district energy utility owned by the City of Markham. Created in 1999, MDE has grown to supply low carbon and competitive energy services to heat and cool every building constructed in Markham Centre, the city's emerging downtown. In 2011, MDE launched its second system to serve Markham Stouffville Hospital and all surrounding buildings in the planning district known as Cornell Centre. MDE is known for industry leading reliability now reporting over 99.999% after 20 years. The utility, which already reduces GHG emissions by over 50%, has now declared its intent to achieve net-zero carbon emissions by 2050. MDE was recognized by the International District Energy Association with its prestigious System of the Year Award in 2013.	Undergraduate	Markham Campus	\$5,000	Termed
The Alice Pitt Bursary	The Alice Pitt Bursary has been created to provide support to continuing undergraduate students entering their final year in a Markham Campus program. Until Fall 2026 (when the first cohort of Markham campus students will become eligible), the award will be open to Markham Campus students in any year of study.  Alice Pitt joined York's Faculty of Education in 1995 committed not only to student access and success but also to the ways in which compulsory and post-secondary education must learn from those we teach as we transform our institutions' and classrooms into ever-more hospitable and creative places. Her career at York has benefitted from the inspiration and wisdom of faculty colleagues, academic staff and leadership and students.	Undergraduate	Markham Campus	Varies	Endowment
EUC Undergraduate Research Award (EUCURA)	The EUC Undergraduate Research Awards (EUCURA) provide opportunities for selected students enrolled in EUC undergraduate majors to tackle a focused research project under the mentorship of a faculty member. These awards, tenable over the summer term (May-August), provide students with hands-on experience and one-on-one mentoring in the completion of a research project. They are intended as a form of intensive exposure to research and as such are intended for students who have a specific interest in environmental, urban and geographical research, and who may then pursue an honours thesis and/or an application to graduate school. They are research awards rather than employment opportunities, and they support substantive independent research by the student rather than research assistance for faculty-led projects. They are, however, mentored by, and initially framed by, an EUC faculty member and may fit into a faculty members larger program of research.	Undergraduate	Faculty of Environmental & Urban Change	\$6,000	York Funded
Lorne Foster Award in Public Policy	The Lorne Foster Award in Public Policy benefits Black students in their second year of a Bachelors degree program within the School of Public Policy & Administration. Students must self-identify as Black, have a GPA of 6.0, and submit a statement describing their volunteer community involvement in social justice issues.  Lorne Foster is Professor, School of Public Policy & Administration (SPPA) and holds the York Research Chair in Black Canadian Studies & Human Rights (Tier 1). He is the Director of the Institute for Social Research (ISR), which is the leading university-based survey research centre in Canada. He is a descendent of a Black indentured servant who is believed to have arrived in Accomack County, Virginia from Angola Africa in the mid-1600s. In 1857, his family settled in Dover Township, Kent County near Chatham, Ontario.	Undergraduate	Faculty of Liberal Arts and Professional Studies	\$1,000	Endowment
Oscar Yolles Fellowship in Jewish Studies	The Oscar Yolles Fellowship in Jewish Studies is awarded to an entering student in Jewish Studies. Recipients must demonstrate excellence in Jewish Studies Scholarship, enroll in Jewish Studies Graduate Diploma and to be engaged in activities at the Koschitzky Centre for Jewish Studies. This fellowship is available to domestic or international students with preference to be given to PhD students. If awarded the fellowship, PhD students will receive the fellowship for up to two (2) years while Masters student will receive the fellowship for one (1) year.  This fellowship has been made available through the generosity of Maxwell Gottlieb, a former member of York's Board of Governors, long-standing board member of the former York University Foundation, and triple alumnus of York University (BA, LLB and LLM). Mr. Gottlieb has been a sessional professor at Osgoode Hall Law School, a Director of the York to the Power of 50 fundraising campaign, and a member of the President's Advisory Council. Oscar Yolles was a support of Jewish Causes.	Graduate	Faculty of Liberal Arts and Professional Studies	\$12,000	Endowment
Patrick and Eithne Condon Award	Mary Condon created this award while serving as Dean of Osgoode Hall Law School in honour of her parents, Patrick and Eithne Condon. They both understood and were strongly supportive of the capacity of a university education to change lives. Recipients must demonstrate academic merit, financial need and be the first member of their family to attend university	Undergraduate	Osgoode Hall Law School	\$1,200	Endowment



Award Name	Award Description	Study Level	Faculty	Value	Funding Type
The Resilience Bursary	<p>Kofi Barnes grew up in Ghana, West Africa coming to Canada to attend Trent University before enrolling at Osgoode. He graduated in 1991 then went to work at the Department of Justice where he was eventually appointed the Deputy Director of the Federal Prosecution Service. In 2004, he was appointed to the Ontario Court of Justice. He founded the Durham Mental Health and Drug Treatment Court in Oshawa in 2006; the Metro West Community Restoration Court in 2012; and was the co-founder of Canada's first Drug Treatment Court in Toronto in 1998. He was appointed to the Superior Court of Justice in 2013. In 2002, he found the Canadian Association of Drug Treatment Court Professionals and in 2021, he founded the Association of Justice and Treatment Professionals.</p> <p>Justice Barnes struggled financially throughout his law degree having only enough money for tuition and rent. The lack of proper nutrition eventually affected his health, causing even greater hardship. Instances of racism had left him feeling isolated and the reason he did not reach out for support. He created this bursary to help students who face similar circumstances. It will be given annually to a Black student in the JD program who demonstrates financial need.</p>	Undergraduate	Osgoode Hall Law School	\$1,200	Endowment
Rajeev Vijan Memorial Prize	<p>The Rajeev Vijan Memorial Prize was established in 2022 with the support of the Criminal Lawyers Association. Rajeev Vijan, LLB, LLM (1978-2021) was a member of Osgoode Professional Development's inaugural class in the Canadian Common Law specialization of the Professional LLM, beginning his studies in the fall of 2013. Before law school, Raj spent well over a decade as a court clerk, making many professional and personal connections in the criminal justice system. He then realized a long-held dream to become a criminal defence lawyer in 2018.</p> <p>As a court clerk, a law student, and a lawyer, Raj consistently approached his life and work with enthusiasm, determination, and perhaps most importantly, a characteristic warmth and interest in meeting and helping others. His excitement to practice law and his positive spirit, both during his studies and in his professional life, were unflinching.</p> <p>This prize recognizes one Professional LLM student for their commitment to the criminal defence field. Applicants must submit a one-page statement summarizing their experience related to criminal law and their commitment to future work related to criminal defence. Award recipients will be chosen based on their experience and academic record.</p>	Graduate	Osgoode Hall Law School	\$450	Endowment
Burstow's York U. Scholarship in Antipsychiatry and Mad Studies	<p>The Burstow's York U. Scholarship in Antipsychiatry and Mad Studies supports graduate students conducting research and related scholarly and creative activities in the areas of Antipsychiatry and/or Mad Studies. Funds will support research on "resistance against psychiatry" in such areas as, but not limited to, critical mental health movements such as the psychiatric survivor movement, the mad movement, the neurodiversity movement and the social construction of mental illness. Proposed research shall be critical of contemporary mental health discourse and/or practice and/or critical of the medicalization of mental health. To be eligible, applicants must have a minimum GPA of A.</p> <p>Dr. Bonnie Burstow (1945-2020) was an author, U of T professor, activist, social justice advocate and trained psychotherapist. She is best known as an outspoken critic of psychiatry and did radical work in the area of antipsychiatry, a movement that began in the 60's comprising of academics, activists, and psychiatric survivors working to abolish psychiatry and eliminate violence against disenfranchised people. Dr. Burstow's other work included mobilizing to end antisemitism and violence against women.</p>	Graduate	Faculty of Graduate Studies	Varies	Endowment
Andrea Davis Writing Prize in Black Canadian Studies	<p>The Andrea Davis Writing Prize in Black Canadian Studies will benefit undergraduate students enrolled in the Black Canadian Studies Certificate Program who are taking the course 'Cultures of Resistance In The Americas: The African American Experience (HUMA 1300)'. This is a foundational course in the BCS Certificate program that addresses the ways in which diasporic Black peoples have responded to and resisted their enslaved and subordinated status in the Americas. The best essays in this course will be nominated for the prize.</p> <p>This award has been created by colleagues and friends of Dr. Andrea Davis, to honour her service as Chair of the Department of Humanities. Dr. Davis teaches and supervises in literatures and cultures of the Black Americas and holds cross-appointments in the graduate programs in English; Interdisciplinary Studies; Gender, Feminist and Womens Studies; and Social and Political Thought. She is the author of <i>Horizon, Sea, Sound: Caribbean and African Women's Cultural Critiques of Nation</i> (Northwestern University Press, 2022).</p>	Undergraduate	Faculty of Liberal Arts and Professional Studies	\$100	One Time Only
Andrea Davis Scholarship in Black Canadian Studies	<p>The Andrea Davis Scholarship in Black Canadian Studies will be awarded to a student enrolled in the Black Canadian Studies Certificate Program who demonstrates academic excellence in the subject areas covered in the certificate. Students enrolled in both the undergraduate and standalone certificate program are eligible. The successful student will have the highest overall average of all courses taken to fulfill BCS requirements. The Black Canadian Studies Certificate (BCS) studies Black Canada from the perspective of cultural studies, history, literature and music. This certificate is intended to examine the historical, cultural and various expressive productions of people of African descent in the Americas through the lens of Black Canada.</p> <p>This award has been created by colleagues and friends of Dr. Andrea Davis, to honour her service as Chair of the Department of Humanities. Dr. Davis teaches and supervises in literatures and cultures of the Black Americas and holds cross-appointments in the graduate programs in English; Interdisciplinary Studies; Gender, Feminist and Womens Studies; and Social and Political Thought. She is the author of <i>Horizon, Sea, Sound: Caribbean and African Women's Cultural Critiques of Nation</i> (Northwestern University Press, 2022).</p>	Undergraduate	Faculty of Liberal Arts and Professional Studies	\$500	One Time Only
The King Women in Science Award	<p>The King Women in Science Award will be awarded annually to an undergraduate female student enrolled in any Natural Science course within the Division of Natural Science. Recipients must be full-time students who have completed a minimum of one year of study (24 credits) and achieved a minimum cumulative GPA of 7.0 (B+). Recipients must also be female, permanent residents of Canada (i.e. Canadian citizen, permanent resident or protected person) and demonstrate financial need. The award will be granted with preference to mature students.</p> <p>The King Women in Science Award has been established by Janice King (alumna) and sisters Linda King (in memoriam) and Gillian Noel (nee King) who throughout their lives have remained deeply committed to the academic, social and professional advancement of women.</p>	Undergraduate	Faculty of Science	\$2,000	Termed
John Hunkin Scholarship in Leadership and Sustainability	<p>Established in honour of John Hunkin CM (MBA '69, Hon LLD 04) in commemoration of his 21 years of service as the Chair of the Dean's Advisory Council, Schulich School of Business. The Scholarship annually recognizes a full-time MBA student who demonstrates academic excellence, combined with outstanding leadership, commitment and passion in the area of sustainability, as evidenced through engagement and contribution within the School, as well as the larger community.</p>	Graduate	Schulich School of Business	\$5,000	York Funded

Award Name	Award Description	Study Level	Faculty	Value	Funding Type
Scotiabank Global Scholars Award - Canada	The Scotiabank Global Scholars Award - Canada is offered to a domestic student who is entering into a full-time Masters program at the Schulich School of Business. Recipients must have a minimum GPA of 6.0 or B+ and must demonstrate financial need.	Graduate	Schulich School of Business	Varies	Endowment
Scotiabank Global Scholars Award - DEI	The Scotiabank Global Scholars Award - DEI is offered to a domestic or international student who identifies as Black and/or Indigenous and is entering a full-time Masters program at the Schulich School of Business. To be eligible, recipients must have a GPA of 6.0 or B+ and demonstrated leadership skills. Value: \$15,000 per year (one student).	Graduate	Schulich School of Business	\$15,000	Termed
Kellogg-Schulich Alumni Association Diversity and Inclusion Award	Established by the Kellogg-Schulich Alumni Association (KSAA), the Kellogg-Schulich Alumni Association Diversity and Inclusion Award will be granted annually to an EMBA student who has made a meaningful impact on, and has shown a continued commitment to, the advancement of underrepresented groups, including Black, Indigenous, People of Colour, Women, Disabled, and 2SLGBTQ+ communities. To be eligible for the award, applicants must submit a statement of interest. Value: \$10,000	Graduate	Schulich School of Business	\$10,000	Endowment
Alectra Equity, Diversity & Inclusion Undergraduate Scholarship	The Alectra Equity, Diversity & Inclusion Undergraduate Scholarship will be awarded to an entering undergraduate student in the Faculty of Environmental and Urban Change who identifies as Black and/or Indigenous. Recipients must be Canadian citizens, permanent residents or protected persons and demonstrate academic excellence (minimum GPA of 7.5 or A). This award is renewable for up to three years provided the recipients continues to demonstrate academic excellence.	Undergraduate	Faculty of Environmental & Urban Change	\$10,500	Termed
Paulina Lau Scholars Exchange Program	The Paulina Lau Scholars Exchange Program was created to benefit undergraduate and graduate students travelling overseas on study exchange. Preference will be given to students who demonstrate financial need and are in the Faculty of Liberal Arts and Professional Studies, Lassonde School of Engineering or the Faculty of Science. Applicants must articulate "impact" in their application by explaining how their global learning placements will positively shape their personal and professional goals and cross-cultural learning.  As an alumnus of BA, Economics, Faculty of Liberal Arts & Professional Studies, Mr. Hian Siang Chan and family would like to honour their strong connection to York University. As a migrant to Canada, now living in Singapore, Hian and family would like to support the global experiences of students travelling overseas on study and cultural exchanges.	Grad/Undergrad	All/multiple faculties	\$7,500	Termed
Savitri Ahuja Education Award	The Savitri Ahuja Education Award will be awarded annually to an undergraduate student in their first year of study in the Bachelor of Education program. Applicants must submit a short statement on any difficulties they have faced in continuing their studies along with their career aspirations to teach in Canada. Recipients must demonstrate financial need. Preference will be given to, in the following order, students who are new Canadian citizens, permanent residents or protected persons and are admitted to the BEd based on their international credentials; or students whose parents are newcomers to Canada and are first in their family to attend university. This award is renewable for the student's second year of studies provided that the recipient successfully completes their first year of studies with no failing grades.  This award was established by a bequest from Savitri Ahuja, and the love and adoration of her family members. Savitri was a teacher in India, who immigrated to Canada in 1974, and attended York University to upgrade her teaching credentials. She had a passion and love for teaching her students who, just like her family, were her pride and joy.	Undergraduate	Faculty of Education	\$5,000	Endowment
Bethune College Council Student Support Bursary	The Bethune College Council Student Support Bursary was created to benefit full-time continuing students (must have completed at least 18 credits). Recipients must be affiliated with Bethune College and demonstrate financial need.  The Bethune College Council ("BCC") is the student government for York University's Norman Bethune College. It represents all students in the Faculty of Science, Lassonde School of Engineering, and all other Bethune College affiliated students. The BCC mandate is to serve the Bethune community in the provision of social and academic programs and services, while ensuring a strong and representative voice within York University.	Undergraduate	All/multiple faculties	Varies	Endowment
Madhu Kumar Nittala Memorial Award	The Madhu Kumar Nittala Memorial Award was created to benefit a graduate student in their second year of the MBA India program who has exemplified outstanding academic achievement and demonstrated financial need.  Established by the 21-22 Graduate Business Council (GBC) at the Schulich School of Business and supported by the Schulich community, this award was created in memory of Madhu Kumar Nittala, who passed away suddenly during the first year of his studies in the MBA India program.	Graduate	Schulich School of Business	\$2,000	Termed
Las Nubes Study Abroad Fund	Las Nubes EcoCampus has created this fund to provide students with bursaries to help support costs associated with studying abroad at programs offered at York's Costa Rica campus.	Grad/Undergrad	All/multiple faculties	Varies	York Funded
Research Evaluation Course (REC) Conference Prize	The objective of this award is to recognize outstanding presentations by graduate students in the Department of Earth & Space Science, during the presentations which are part of the ESS Research Evaluation Courses (ESS 6030 / ESS 7030).  The Research Evaluation Conference is a yearly series of 10-minute presentations by ESS graduate students, in fulfillment of their Research Evaluation courses requirements (ESS 6030 / ESS 7030). The conference takes place early in the summer term and is well attended by graduate students and ESS faculty.	Graduate	Lassonde School of Engineering	Varies	York Funded
Wajeeha and Najeeb Family Award	Established by Nidal Haque (BBA '15) and Risham Najeeb (BBA '18), the Wajeeha and Najeeb Family Award was created to honour the parents of these two Schulich alumni. The award is given to an incoming BBA/IBBA domestic female student who demonstrates financial need. Preference will be given to a student who self-identifies as Black or Indigenous or who has displayed exemplary efforts to elevate BIPOC communities. Value: \$1,000.	Undergraduate	Schulich School of Business	\$1,000	Termed
Badrul and Ayesha Haque Family Award	Established by Nidal Haque (BBA '15) and Risham Najeeb (BBA '18), the Badrul and Ayesha Haque Family Award was created to honour the parents of these two Schulich alumni. The award is given to an incoming BBA/IBBA domestic student who demonstrates financial need. Preference will be given to a student who self-identifies as Black or Indigenous or who has displayed exemplary efforts to elevate BIPOC communities. Value: \$1,000.	Undergraduate	Schulich School of Business	\$1,000	Termed

Award Name	Award Description	Study Level	Faculty	Value	Funding Type
Big History, Big Ideas Michael Drache Prize	<p>The Big History, Big Ideas Michael Drache Prize will be awarded to an undergraduate student in their fourth year of studies at the Glendon Campus. The prize will recognize a student with an outstanding, investigative academic essay or digital project which focuses on one or more of the following themes: inequality, racism, social activism, LGBTQ activism, climate crisis, Indigeneity, global capitalism.</p> <p>Since a young age, Michael Drache had a passion for history and politics. His decision to study History at Glendon was therefore no surprise to those who knew him well. Michael's Glendon experience was a fulfilling journey that allowed him to deepen his knowledge of Canadian and World history. An avid reader, Michael enjoyed discussing his research with his professors, some of them he remained in touch with long after graduation in 1976. Glendon gave Michael many opportunities to improve his French language skills.</p> <p>Michael enjoyed speaking French and he never missed an opportunity to put his linguistic knowledge to a test. France was his favorite travel destination not only for the language, but also for the French wines in which Michael had developed a keen interest. Michael launched an organic wine import business that provided many opportunities to visit France, participate in wine fairs, engage in conversations with local wine experts etc. He became especially interested in 'organic wines with personality' and he was proud of the selection of wines that he sold successfully to leading Toronto restaurants.</p> <p>Michael never stopped learning and reading about power and politics, social justice and activism. He was a gifted conversationalist who captivated everyone at the dinner table, whether he talked about the Burgundy region in France, Canada's power elites, or hotly contested American elections.</p>	Undergraduate	Glendon College	\$700	Termed
Pegah Sagar Poor Kolor Memorial Scholarship	<p>The Pegah Sagar Poor Kolor Memorial Scholarship will be awarded annually to an entering international female student in the Biology program within the Faculty of Science. Recipients must display top academic performance.</p> <p>This award is in memory of Pegah Sagar Poor Kolor. Pegah was a first-year Faculty of Science student, studying Biology.</p>	Undergraduate	Faculty of Science	\$1,000	Termed
Meridian Artists Scholarship	<p>The Meridian Artists Scholarship was created to benefit the most promising Indigenous or Black Cinema and Media Arts (CMA) undergraduate student. recipients must self identify and be enrolled in their second or third year of studies.</p> <p>This award has been established by Meridian Artists, a leader in the entertainment industry providing full-service representation and management of Actors, Screenwriters, Directors, Authors and Key Creative Talent. With this scholarship, Meridian hopes to support the development of emerging talent who will contribute to a more diverse and inclusive Film &amp; TV industry.</p>	Undergraduate	School of Arts, Media, Performance and Design	\$3,000	Termed
Worrall Family Artist of Tomorrow Award	<p>The Worrall Family Artist of Tomorrow Award has been created in memory of Frank Worrall, Artist, Conservator &amp; Restorer of Fine Paintings. His education included a Scholarship from the Manchester Colleges of Art, England. He was made a Fellow of the Royal Society of Arts, England. He had a thorough knowledge &amp; a wide experience in technical methods, the medium &amp; practices of the old masters. Throughout his career he worked with many private galleries &amp; collections, many City galleries across Canada &amp; the Senate in Ottawa. This award will honour him &amp; future artists in their field.</p> <p>This award will be given annually to domestic undergraduate students in their second, third or fourth year or graduate students, who are majoring in painting/art history within the School of Arts, Media, Performance &amp; Design. Preference will be given those who volunteer in some fashion in their communities. If potential recipients are deemed to be of equal merit, preference will be given based on financial need. This award is renewable for undergraduate students in third and fourth year, or graduate students provided the recipients continue in painting/art history, maintain a minimum 7.5 or "A" average and have continued involvement within the community.</p>	Grad/Undergrad	School of Arts, Media, Performance and Design	\$7,500	Termed
Hélène Massam Memorial Prize for Excellence in Statistics	<p>This award, named in honour of Professor Hélène Massam, will be given annually to an outstanding full-time Ph.D. student in Statistics with the Department of Mathematics and Statistics prior to the final approval of their thesis.</p> <p>Hélène Massam was an accomplished statistician. She joined the Department of Mathematics and Statistics in 1984 after obtaining a PhD at McGill. In 2008, she was named a Fellow of the Institute of Mathematical Statistics "for contributions to Wishart distributions and to graphical models". Professor Hélène Massam worked at York for 35 years. She was deeply appreciated and respected by students as an outstanding mentor and teacher who devoted herself to helping her students achieve her high expectations.</p>	Graduate	Faculty of Science	\$500	Termed
Kailey Vokes Experience Award	<p>The Kailey Vokes Experience Award will be awarded annually to an undergraduate student at Glendon Campus pursuing experiential education or exchange outside of Ontario.</p> <p>Kailey Vokes (Glendon BA 2011) has been a relentless volunteer, ambassador, donor and is a member of the York University Alumni Board. Professionally, she is a strategic public policy leader and trusted executive advisor with over a decade of combined experience in government and the financial services industry.</p>	Undergraduate	Glendon College	\$1,500	Termed
Quanser Award for Best Overall Capstone Project	<p>The Quanser Award for Best Overall Capstone Project was created to benefit a student team participating in C4 or an equivalent cross-campus capstone experience that is a standout through "out of the box" thinking and best reflects core values. Projects will excel in terms of the following criteria: creativity, inclusivity, positive change, community connection and legacy. The focus of adjudication will be on what the team has ultimately achieved overall. Preference will be given to teams that include Markham Campus students or are working on projects linked to the Markham region.</p> <p>Based out of Markham, Ontario, Quanser is the world leader in innovative technology for engineering education and research. With a heritage in creating leading-edge platforms for controls, mechatronics, and robotics. Quanser has built a legacy over the past 30 years of transformational solutions that bring emerging technologies including autonomous robotics, IoT, self-driving, and virtual reality to students worldwide. Quanser is unique as the only commercial organization that offers a comprehensive, academically sound platform for delivering programs that push the boundaries of traditional engineering education and research. Through a wide network of academic partners and faculty equivalent researchers and course designers, Quanser works with institutions to solve the challenges of modern engineering as true colleagues as opposed to conventional vendors.</p>	Grad/Undergrad	All/multiple faculties	Varies	Endowment

Award Name	Award Description	Study Level	Faculty	Value	Funding Type
John M. Vincent Bursaries	The John M. Vincent Bursaries will be awarded to entering undergraduate students at Glendon Campus who demonstrate financial need. This award was established by John M. Vincent (BA '67) who attended Glendon College as a mature student. His positive experience and Glendon professors played a pivotal role in his education and ensuing 28-year career in the Canadian Trade Service (Foreign Affairs) and with the Canadian Department of Industry. He hopes this bursary will enable more students to broaden their knowledge and give them the good general grounding that he got from Glendon which prepared him for a career in public service.	Undergraduate	Glendon College	\$1,000	Endowment
Drew Green Lions Award	The Drew Green Lions Award recognizes members of the York Lions Mens and Womens Basketball teams and who are deserving student-athletes. York Lions student-athletes are among the most diverse in the nation while being high achieving in both academics and athletics a combination that produces some of our communities most dynamic leaders. This award will help both programs continue their mission to be among the OUA basketball elite and allow them to reach their full potential and recruit the best and brightest in the nation.  The Drew Green Lions Award was created to benefit a student athlete in the Womens or Mens Basketball programs. Recipients must meet the Ontario University Athletics (OUA) criteria (80% or higher if entering university, or 5.5 SGPA in their previous year of study if they are a continuing student) and demonstrate financial need. Preference will be given to a student-athlete residing in Scarborough, Ontario.	Grad/Undergrad	All/multiple faculties	\$4,500	Termed
Global Skills Mobility Fund	The Global Skills Mobility(GSO) fund provides financial support to students to assist them with expenses that they will incur as part of taking scholarly opportunities abroad (in-person/physical) as well as virtual.	Grad/Undergrad	All/multiple faculties	Varies	York Funded
Kevin MacKenzie Entrance Doctoral Fellowship	The Kevin MacKenzie Entrance Doctoral Fellowship is awarded to an entering PhD student, supervised by a CVR member and CVR affiliate member. The fellowship was named for Dr. Kevin MacKenzie (1975-2021) who was a York PhD graduate. Kevin was an active and valued member of the York community, earning his PhD studying stereoscopic vision. He went on to a distinguished career in academic and industrial research including leading the Applied Perception Sciences team at Meta Reality Labs, focusing on vision research involving augmented reality and virtual reality. The primary criterion for the fellowship will be demonstrated academic excellence with consideration to ensuring the fellowship distribution reflects the diversity of the student body including disciplinary diversity.	Graduate	Faculty of Graduate Studies	\$5,000	Endowment
Kevin MacKenzie Continuing Doctoral Fellowship	The Kevin MacKenzie Continuing Doctoral Fellowship is awarded to a second- or third-year PhD student who is supervised by a CVR member and is a CVR affiliate member. The fellowship was named for Dr. Kevin MacKenzie (1975-2021) who was a York PhD graduate. Kevin was an active and valued member of the York community, earning his PhD studying stereoscopic vision. He went on to a distinguished career in academic and industrial research including leading the Applied Perception Sciences team at Meta Reality Labs, focusing on vision research involving augmented reality and virtual reality. Honouring Kevin's enthusiastic contributions to the York vision community, the principle criterion for the fellowship will be the applicants demonstrated contributions to the academic and social life of students in the centre. The award committee will also monitor the pattern of awards to ensure that the fellowship meets the centres expectation for equity, diversity and inclusiveness.	Graduate	Faculty of Graduate Studies	\$5,000	Endowment
Sarah Akhtar Memorial Graduate Award in Development Studies	Sarah Akhtar (MA, Development Studies 2012), was a beloved PhD student at York University and Teaching Assistant for SOSC 1430 - Introduction to International Development Studies. Sarah made enormous contributions towards introducing first-year students to the field of development studies and helped educate an entire generation of students in the program. The Sarah Akhtar Memorial Graduate Award in Development Studies was created by her family and friends to continue Sarah's legacy by recognizing the academic achievement of a Master's student in their first year of Development Studies Graduate Program.  To be eligible students must be enrolled full-time in their first year and have completed a minimum of 9 credits. The recipient will be selected in the Winter term based in academic achievement (demonstrated GPA of at least an A-) and a submitted research proposal.	Graduate	Faculty of Liberal Arts and Professional Studies	\$1,400	Endowment
The Ricchio-Forlingieri Entrance Award for Students with Learning Disability	The Ricchio-Forlingieri Entrance Award for Students with Learning Disability recognizes a student who is entering their undergraduate studies at York University, for their resilience in managing or overcoming their learning disability. The award is open to all students entering an undergraduate program but preference will be given to students entering a program in the Faculty of Liberal Arts & Professional Studies.	Undergraduate	All/multiple faculties	\$1,000	Termed
Debwewin Summer Placement	Under the Debwewin Summer Internship Students will: 1. Work under the direction of the host organization to support their existing Indigenous outreach and legal services programs; 2. Develop, in collaboration with other Debwewin Summer Law Students, a workshop curriculum on the jury system or relevant Indigenous community-driven legal issue; and 3. Deliver two workshops on the jury system or relevant Indigenous community-driven legal issue to Indigenous community members. These funds are to help offset the expenses incurred during their placement. This includes, a. travel to get to their placement; b. travel to provide legal services to Indigenous community members c. rent accommodation for the duration of their placements.  Duration of Placement: internships will run for 12 – 14 weeks between May and August.  Number of recipients: Approx. 1-2 students/year	Undergraduate	Osgoode Hall Law School	Varies	York Funded
Ukraine Emergency Student Support Fund	The Ukraine Emergency Student Support Fund was established to provide essential financial assistance to students affected by the ongoing conflict in Ukraine, including but not limited to involuntary displacement, destruction of homes and loss of work. Recipients must be a registered full-time student or a newly admitted student, or a student who has accepted an offer of admission as a transfer student to an undergraduate or graduate program on a full-time basis at York University.	Grad/Undergrad	All/multiple faculties	Varies	One Time Only
Ontario-Ukraine Solidarity Scholarship	The Ontario-Ukraine Solidarity Scholarship was created to provide support to students impacted by the Ukrainian conflict. The scholarships will be valued at \$10,000 each and will be awarded on a competitive basis using both academic and financial need criteria.	Grad/Undergrad	All/multiple faculties	\$10,000	Government
IEP Partial Bursary	Fund established to assist IEP students who were not eligible for OBPAP but who require financial assistance to remain in the program.	Undergraduate	Faculty of Liberal Arts and Professional Studies	Varies	York Funded

Award Name	Award Description	Study Level	Faculty	Value	Funding Type
Dr. Eric Jackman Health Scholars Award	The Dr. Eric Jackman Health Scholars Award is designed to support student research teams who will be funded to carry out community-engaged research alongside a LaMarsh faculty member and community partner. The award will be granted annually to two teams of Jackman Scholars, each comprised of one undergraduate and one graduate student. This team is meant to foster a situation where both scholars receive mentorship from the faculty member, as well as that the undergraduate scholar receives mentorship from the graduate scholar. Each award has a total value of \$5000 per team. This funding is comprised of: \$2500 research stipend for the graduate student scholar \$1500 research stipend for the undergraduate student scholar \$1000 eligible research costs for undergraduate and graduate student trainee research activities, up to \$500 each	Grad/Undergrad	Faculty of Health	\$1500 to \$2500	Termed
The Francis Tetteh Memorial Award	The Francis Tetteh Memorial Award has been created to benefit Graduate students from the Mechanical Engineering department. Preference will be granted to incoming students, however existing students are also eligible to apply. Candidates must, at minimum, meet 1 & 3 or 2 & 3 from the following criteria to be considered eligible: 1. International student who graduated from a post-secondary institution in Africa 2. Member of an under-represented group in Engineering in Canada (i.e., self-identifying as Black, Indigenous, or a Woman as per York University practice/definition). 3. Demonstrate a minimum GPA of 7.0 or B+ (or equivalent for international students) in their most recent post-secondary degree.  Other Criteria for Consideration of the adjudicating body: 4. Demonstrated financial need (as per York University practice/definition) 5. Exemplary character demonstrated by voluntary service in general, or in support of communities that are under-represented in engineering such as Black, Indigenous, or Gender minority as per York University practice/definition. Some possible examples are: seniors home volunteering; mentorship for youth, community volunteering, science fair activities, Canadian Black Scientists Network, Women in Science and Engineering (WISE), Women in Renewable Energy (WIRE), or similar organizations and activities relevant to the country or community of applicant.  This award is to recognize the memory of Francis Tetteh, a Lassonde PhD student and member of our Mechanical Engineering community. The award is a celebration of the spirit of this community, his family and friends, and Francis, the person he was and personal leadership qualities he lived by.	Graduate	Lassonde School of Engineering	\$1,600	Termed
Dennis Gaynair Award	The Dennis Gaynair Award was created to benefit Black undergraduate students in their 2nd to final year of study in the Faculty of Liberal Arts and Professional Studies. Recipients must demonstrate financial need. Preference will be given to full-time students. This award was established in memory of York alumnus, Dennis Gaynair (1960 - 2020), by his loving family and friends. Dennis was a hard-working, caring, and understanding father. He enjoyed his time at York and believed that education was a gift and the key to a successful life.	Undergraduate	Faculty of Liberal Arts and Professional Studies	\$1,000	Termed
Dr. L. O. Bradley Leadership Entrance Award	The Dr. L. O. Bradley Leadership Entrance Award to benefit students in the Master of Health Industry Administration (the "MHIA" program) who show outstanding leadership potential, innovative thinking and community involvement as outlined in their application for admission to the MHIA program. Recipients must also demonstrate financial need and have a minimum GPA of B+ (or equivalent) in their previous studies.  Dr. L. O. Bradley was a distinguished man in the Canadian healthcare industry. As an inspiring leader, accomplished executive and caring physician, the award named in his honour will support students in the new MHIA program, which is destined to become a world-leading catalyst for future executives in the healthcare sector.	Graduate	Schulich School of Business	\$12,500	Termed
CIBPA/Sergio Marchionne Memorial Resilience Award in Philosophy	The CIBPA/Sergio Marchionne Memorial Resilience Award in Philosophy will benefit a third-year undergraduate student enrolled in the Bachelor of Arts in Philosophy program, in the Faculty of Liberal Arts and Professional Studies, who demonstrates financial need and had the greatest increase in GPA between their first year and second year of study. If there is more than one suitable candidate, then the award will be granted to the applicant who demonstrates the greatest financial need.	Undergraduate	Faculty of Liberal Arts and Professional Studies	\$1,000	Endowment
Enoch Turner Schoolhouse Bursary	The Enoch Turner Schoolhouse Bursary will be awarded to undergraduate students in the Faculty of Education who are enrolled in the BEd program (any year), or in the 3rd or 4th year of the BA Educational Studies program. To be eligible, applicants must demonstrate financial need. Applicants must also submit a one page statement outlining their interest in Canadian history and public education, along with their teaching goals related to Canadian history, heritage preservation and/or universal access to public education. Recipients will be invited to the Enoch Turner Schoolhouse Foundations events. By applying for the award, recipients consent to have their names published on websites and other communications.	Undergraduate	Faculty of Education	\$1,000	Termed
The Barbeito Student Achievement Bursary	The Barbeito Student Achievement Bursary recognizes a current undergraduate student(s) in the Faculty of Health who didn't have scholarship opportunities when entering York but have now proven themselves academically.  To be eligible applicants must be in good academic standing (GPA 7.0), in receipt of OSAP, and demonstrate financial need. Preference will be given to 2nd year undergraduate students in the Faculty of Health who have not received another scholarship, award or bursary.	Undergraduate	Faculty of Health	\$900	Endowment
Elizabeth Maynes Memorial Award	The Elizabeth Maynes Memorial Award is established by Bruce Rhodes and Family to celebrate the life and legacy of Elizabeth Marie Maynes, a distinguished Associate Professor at the Schulich School of Business for 27 years. The award will benefit a 3rd or 4th year BBA/IBBA student who identifies as a woman. Recipients must be Canadian citizens, permanent residents or protected persons, and demonstrate financial need. This award was established by Elizabeths husband, Bruce Rhodes, her mother, Jacqueline Maynes, and her brother, Robert Maynes, to honour her memory by supporting Schulich students.	Undergraduate	Schulich School of Business	\$7,000	Termed

Award Name	Award Description	Study Level	Faculty	Value	Funding Type
Virginia Rock Scholarship	<p>The Virginia Rock Scholarship in Women's Studies has been created to recruit and retain academically excellent Masters and PHD. students in the School of Gender, Feminist and Women's Studies (GFWS) at York University, in the program Rock herself helped create.</p> <p>The Virginia Rock Scholarship is named in honour of Virginia Rock, one of the first women to faculty in the GFWS. Virginia graciously donated this scholarship which will help students to go to university and to pursue Gender, Feminist and Womens Studies.</p> <p>Virginia Rock is a former York professor. For more than 40 years, Rock inspired and motivated thousands of students with her passionate teaching style as a professor, one of the creators of the Women's Studies Program at York University, the first master of Stong College and as the Director of the Graduate Program in English.</p> <p>Virginia Rock has personal knowledge of how great an impact awards can have on students. She said I cannot imagine what kind of life I would have had, had I not been helped financially during my own university studies...its very tough for students to afford university these days they need help. She encourages us all to think about the importance of supporting education. As she states when you want to leave something behind that will live on and benefit others investing in young people is the way to go. She choose to donate to the Gender, Feminist and Women's Studies Program as she felt that the importance of this scholarship.</p>	Graduate	Faculty of Liberal Arts and Professional Studies	\$2,000	Endowment
Dylan Augruso '16 Memorial Bursary	<p>This bursary, established by Dickinson Wright LLP, honours the life and legacy of Dylan Augruso, a young, but highly talented and revered, civil litigation associate with the Toronto office. While maintaining a busy practice, Dylan always found ways to combine his passions. Throughout his career, he participated in the Osgoode Mentor Program, volunteered as duty counsel at the Toronto Small Claims Court and the Sport Dispute Resolution Centre of Canada, and was an accomplished speaker and writer who often appeared in legal publications. Still, he made time for playing (and watching) soccer, spending time with family and friends, and raising his labradoodle with his fiancée.</p> <p>The funds for this endowment were matched by Osgoode Hall Law School through the No Barriers initiative that supports JD students in financial need who face visible and invisible obstacles like income; mental health; racial, cultural and gender inequalities; or physical and learning challenges.</p>	Undergraduate	Osgoode Hall Law School	\$1,000	Endowment
Sojourner-Campbell Family Legal Visionary Award	<p>Njeri Damali Sojourner-Campbell, JD, M.Ed. (Osgoode, 2014) is currently a practicing labour, employment and human rights lawyer at Hicks Morley Hamilton Stewart Storie LLP. Upon graduation, she founded UJIMA Mentorship Circle for Black femme law students and legal professionals. Her wife, Tomee Elizabeth Sojourner-Campbell, B.A. (Hons), M.A., attended Osgoodes LL.M research program with a concentration in human rights and consumer racial profiling. Tomee is also Managing Director of Tomee Sojourner Consulting Inc., an advisory, learning and development firm specializing in anti-racism, equity, inclusion and organizational development. At their wedding reception held in August 2017 at Osgoode, the couple committed to supporting the continuation of equitable learning for marginalized law students to pursue their full potential and build an emancipatory vision of the legal system and the profession.</p> <p>The Sojourner-Campbells believe legal professionals must envision a transformative legal system that meets the needs of the most marginalized communities on Turtle Island (Canada). JD student who are Afro-Indigenous, Indigenous and/or Black may to submit a one-page critical reflection statement outlining how they intend to marshal their legal education to better equip them to create the legal system they desire. Preference given to students who have demonstrated work or voluntary experience supporting Afro-Indigenous, Indigenous and/or Black communities. By applying for this award, students are consenting to have their critical reflection statement shared with the donors.</p>	Undergraduate	Osgoode Hall Law School	\$1,200	Endowment
Michael P.S. Spearing '65 Bursary	<p>This bursary was established in memory of Michael Spearing, a graduate of Osgoode Hall Law School in the Class of 1965. Michael built a successful career in corporate and commercial law that began in Toronto and continued in Vancouver where he could also pursue his love of sailing. Throughout his 40-year legal career he was respected for his integrity, intelligence, humility, and willingness to lend a helping hand. Coming from modest roots himself, Michaels wish was to help JD students from similar means complete their law degree. This bursary will be given annually to a student in the 2nd or 3rd year of the JD program who is committed to a career practising law and who demonstrates financial need.</p>	Undergraduate	Osgoode Hall Law School	\$1,000	Endowment
Leora Shemesh '00 Bursary	<p>Leora Shemesh is an accomplished criminal defence lawyer who has defended many people on very serious criminal charges at all levels of Court. Upon reflecting on her education and career, she realized that her success was not only based on her hard work and perseverance, but also to the various opportunities she was provided. Leora was lucky to have the incredible family support, and the financial capability that allowed her to go to university and then law school. She credits her family for their guidance and constant encouragement through her years at Osgoode Hall Law School and she has created this award to honor her own family and most importantly, to help other students who may have had more challenging circumstances.</p> <p>The funds for this endowment were matched by Osgoode Hall Law School through the No Barriers initiative, which supports JD students in financial need who face visible and invisible obstacles like income; mental health; racial, cultural and gender inequalities; or physical and learning challenges.</p>	Undergraduate	Osgoode Hall Law School	\$1,000	Endowment
Lassonde School of Engineering - Dean's Graduate Entrance Scholarship	<p>The Dean's Graduate Entrance Scholarship are merit based scholarships offered to incoming full-time thesis-based master's and doctoral applicants who are undertaking their 1st graduate degree at the Lassonde School of Engineering.</p> <p>The value of individual awards is \$10,000 to be awarded to students over and above the standard funding package. There will be 11 scholarships awarded each academic year. The allocation of these scholarships are:</p> <ul style="list-style-type: none"> <li>- 2 Civil Engineering</li> <li>- 5 Electrical Engineering and Computer Science</li> <li>- 2 Earth and Space Science</li> <li>- 2 Mechanical Engineering</li> </ul> <p>These scholarships will be adjudicated for those admitted in Fall term. However, should there be unallocated scholarships, graduate programs can adjudicate remaining scholarships for admission in Winter or Summer term, should their program offer these intakes. Additionally, if there are unallocated scholarships at the end of the Summer term, these scholarship allocations will be moved forward to the Fall term of the following year.</p>	Graduate	Lassonde School of Engineering	\$10,000	York Funded

Award Name	Award Description	Study Level	Faculty	Value	Funding Type
Irving Abella Canadian Jewish Studies Essay Prize	The Irving Abella Canadian Jewish Studies Essay Prize will honor the legacy of the late Irving Abella, an eminent historian and long time professor of Canadian Jewish Studies at York. The prize will be awarded to the student who submits the top paper in the Jewish Studies course, "Worry & Wonder: Jewish Politics, Religion and Culture in Canada".	Undergraduate	All/multiple faculties	\$1,000	Termed
Optimus SBR Award of Excellence	The Optimus SBR Award of Excellence is given to a third year BBA/IBBA student who demonstrates financial need, exhibits academic excellence, and who self-identifies as Black. The award is renewable for the student's fourth year should they show continued strong academic standing. Value: \$4,000 per year (max. 2 years).	Undergraduate	Schulich School of Business	\$4,000	Termed
The Frank Zhujian Wang Resilience Award	The Frank Zhujian Wang Resilience Award is intended to provide essential recognition of individual potential, and encouragement to recipients to persevere toward their goals. The award will be given annually to a mature student with no previous post secondary experience enrolled in the undergraduate Psychology program in the Faculty of Health. The award is open to both incoming and returning mature domestic students from Ontario who demonstrate financial need.	Undergraduate	Faculty of Health	\$1,000	Termed
ENAACC Foundation Bursary for Black and Indigenous Students	The ENAACC Foundation Bursary for Black and Indigenous Students will benefit one (1) Black and one (1) Indigenous undergraduate student annually. To be eligible, students must be enrolled in an undergraduate degree program offered by the Faculty of Liberal Arts and Professional Studies. Recipients must demonstrate financial need and must self identify as Black or Indigenous. Should there be no eligible candidates who identify as Indigenous in any given year, the bursary may be granted instead to two (2) Black students and vice-versa.	Undergraduate	Faculty of Liberal Arts and Professional Studies	\$500	Termed
ENAACC Foundation Award for Black and Indigenous Students	The ENAACC Foundation Award for Black and Indigenous Students will benefit a Black or Indigenous student enrolled in an undergraduate degree program offered by the Faculty of Liberal Arts and Professional Studies. Recipients must have completed at least 90 credits and be in good academic standing (B GPA). Preference will be given to full-time students (both domestic and international) but part-time students are also encouraged to apply.	Undergraduate	Faculty of Liberal Arts and Professional Studies	\$1,000	Termed
QB Football Bursary	The QB Football Bursary will support an incoming or continuing student-athlete who meets the Ontario University Athletics (OUA) criteria (80% or higher if entering university, or 5.5 SGPA in their previous year of study if they are a continuing student). This bursary was created to provide greater opportunity for those young men that did not travel an easy or direct path to the Lions football program. Many of York's football program student-athletes have and/or will endure significant challenges and barriers in their lives prior to arriving on campus. The bursary has been founded by York Football alumni that walked a similar challenging path and credit their opportunity to play for this program as a defining milestone that led them to the success they are blessed with today.	Grad/Undergrad	All/multiple faculties	\$4,500	Annual
Markham African Caribbean Canadian Association (MACCA) Award	The Markham African Caribbean Canadian Association (MACCA) Award will be given annually an incoming student at the Markham Campus who is entering York University from a high school in Markham or York region. To be eligible for the award, recipients must identify as Black and be involved in the African or Caribbean community in Canada. They must also have a minimum GPA of 80% and provide a one-page statement outlining their involvement in the African or Caribbean community.  The Markham African Caribbean Canadian Association (MACCA) is a registered charitable organization that provides support to Afro-Caribbean descent in the Markham community through educational, cultural and social services. The organization aims to inspire youth, empower families and transform the community through leadership and advocacy with the hopes of strengthening and celebrating their community and heritage.	Undergraduate	Markham Campus	\$1,000	Termed
Pakistan Emergency Student Support Fund	The Pakistan Emergency Student Support Fund was established to provide essential financial assistance to students affected by the recent flooding in Pakistan, including but not limited to involuntary displacement, destruction of homes and loss of work. Recipients must be a registered full-time student or a newly admitted student, or a student who has accepted an offer of admission as a transfer student to an undergraduate or graduate program on a full-time basis at York University for the upcoming academic year.	Grad/Undergrad	All/multiple faculties	Varies	One Time Only
Allan D. & Josie A. Stauffer Scholarship in Applied Mathematics	The Allan D. & Josie A. Stauffer Scholarship in Applied Mathematics will be awarded to a student pursuing a 120-credit degree program in Applied Mathematics and/or in Theoretical Physics and achieving the highest combined average in a single school year for two of the four following courses: MATH 3241 Numerical Methods, MATH 3271 Partial Differential Equations, MATH 3171 Linear Optimization and MATH 3242 Applied Mathematics (or equivalent if these courses are revised). Should multiple students achieve the same grade then the Scholarship will be granted to those who have the highest third year GPA first, then granted to those who have the highest cumulative GPA.  Professor Emeritus Allan D. Stauffer conducted research in the Faculty of Science for several years focusing on atomic and molecular processes, electron and positron scattering, and plasma physics. He collaborated with graduate students and international co-workers, and continues to maintain close contact with various experimental groups and often publishes joint papers with these groups where theory and experiment can be directly compared. He is the former President of the Association of Retired Faculty & Librarians of YU. Mrs. Josie A. Stauffer has a BSc degree in Computer Science and a MSc degree in Physics from the Faculty of Science at York University. She is also a former employee of York University.	Undergraduate	Faculty of Science	Varies	Endowment
Allan D. & Josie A. Stauffer Scholarship in Theoretical Physics	The Allan D. & Josie A. Stauffer Scholarship in Theoretical Physics will be awarded to a student pursuing a 120-credit degree program in Physics and Astronomy and/or in Applied Mathematics, and achieving highest combined average in a single school year for the following two courses: PHYS 3090 Methods in Theoretical Physics and PHYS 3040 Modern Physics (or equivalent if these courses are revised). Should multiple students achieve the same grade then the Scholarship will be granted to those who have the highest third year GPA first, then granted to those who have the highest cumulative GPA.  Professor Emeritus Allan D. Stauffer conducted research in the Faculty of Science for several years focusing on atomic and molecular processes, electron and positron scattering, and plasma physics. He collaborated with graduate students and international co-workers, and continues to maintain close contact with various experimental groups and often publishes joint papers with these groups where theory and experiment can be directly compared. He is the former President of the Association of Retired Faculty & Librarians of YU. Mrs. Josie A. Stauffer has a BSc degree in Computer Science and a MSc degree in Physics from the Faculty of Science at York University. She is also a former employee of York University.	Undergraduate	Faculty of Science	Varies	Endowment
The Andrighetti Community Award	The Andrighetti Community Award was established to benefit a continuing MBA student who identifies as a woman and exhibits a passionate dedication to their studies and has made exceptional contributions to community. Applicants must submit a statement of interest. Recipients must demonstrate financial need.  Established by their family, the Andrighetti Community Award was created to honour Giovanni and Luciana Andrighetti, whose lives have been characterized by generosity and genuine kindness, a desire to better society, and an unwavering commitment in service to the public.	Graduate	Schulich School of Business	Varies	Endowment

Award Name	Award Description	Study Level	Faculty	Value	Funding Type
Social Impact Internship Award	<p>The Social Impact Internship Award is established by Schulich alumnus Henry Chau and his wife Devan Sze Wan Chau to support Schulich students who demonstrates strong interest in pursuing a career within the non-profit sector. Henry and Devan are strong advocates of social responsibility in business and society and the valuable role that individuals, leaders and organizations play in creating a more socially responsible culture and community.</p> <p>The Social Impact Internship Award will benefit a full-time student enrolled in the BBA/IBBA program at the Schulich School of Business who have completed their second year of studies, in good academic standing, or during their third year into the program if an academic leave is being taken. The recipient must be pursuing a specialization in Responsible Business, as well as completing an internship, paid or unpaid, at a non-profit organization. A letter of confirmation from the internship site employer confirming the start and end dates of the internship and a summary of their job responsibilities, as well as a resume, is required to be considered for this award.</p>	Undergraduate	Schulich School of Business	\$5,000	Termed
BIPOC Award in Medical Science and Medical Biotechnology	The BIPOC Award in Medical Science and Medical Biotechnology will be awarded to BIPOC students in the Faculty of Graduate Studies and the Faculty of Science to help fund further research in the medical sciences and medical biotechnology.	Graduate	Faculty of Science	\$5,000	One Time Only
Kilravey Family Bursary	<p>The Kilravey Family Bursary was established by Lucas Kilravey in 18 in gratitude for the invaluable support of his family in completing his legal education and to acknowledge his meaningful connection to Osgoode Hall Law School. Lucas followed an unusual path to law school, attended as a mature student, was active and outspoken in his work with CLASP, PBSC and the OULaws and remains a proud and committed Osgoode alumnus</p> <p>The funds for this endowment were matched by Osgoode Hall Law School through the No Barriers initiative and will be given to JD students in financial need who face visible and invisible obstacles like income; mental health; racial, cultural and gender inequalities; or physical and learning challenges.</p>	Undergraduate	Osgoode Hall Law School	Varies	Endowment
The Graham Lockett-Lees Memorial Award	<p>The Graham Lockett-Lees Memorial Award was created to benefit graduate students in their third to final year pursuing a PhD in the Social and Political Thought program. Recipients must demonstrate financial need. Applicants must submit a 500-word statement outlining their research focus in social and political thought. By applying for the award the students acknowledge and consent that their statement may be shared with the donor. The award is non-renewable.</p> <p>This award has been established in memory of Graham Lockett-Lees, a beloved husband, father, son and brother. Graham was a committed Social and Political Thought student, and was filled with gratitude for all those who supported his study. The family hopes that the recipient of this bursary will be fueled by the same inspiration and thirst for knowledge that motivated Graham every day.</p>	Graduate	Faculty of Liberal Arts and Professional Studies	\$1,000	Termed
Weston Family Foundation Entrance Scholarship	The Weston Family Foundation invests in innovation and learning to deliver measurable impacts to the well-being of Canadians. We take a collaborative approach to philanthropy, working alongside forward-thinking partners to advance Canada and create lasting benefits. The Weston Family Foundation Entrance Scholarship will be presented to incoming Master of Marketing students who have demonstrated academic excellence and at least two years working experience. Recipients will have been active in their community and demonstrated leadership qualities either in the workplace or through extracurricular activities.	Graduate	Schulich School of Business	\$10,000	Termed
Edith Knopf Bursary	<p>Paula Knopf 75 established this bursary to celebrate the life of her mother, Edith Knopf who was the daughter of immigrants who came to Canada with no money and no knowledge of English. Edith became a role model of integrity and dedication to family and the community who took great joy in teaching English to new Canadians.</p> <p>The funds for this endowment were matched by Osgoode Hall Law School through the No Barriers initiative and will be given to JD students in financial need who face visible and invisible obstacles like income; mental health; racial, cultural and gender inequalities; or physical and learning challenges.</p>	Undergraduate	Osgoode Hall Law School	Varies	Endowment
David and Maureen Jackson Bursary	<p>J. David A. Jackson graduated from Osgoode Hall Law School in 1972, and received the Alumni Gold Key Award in 2012. David and Maureen were married in 1971, and she supported his legal education and practice. David enjoyed a long and distinguished career at Blake Cassels &amp; Graydon LLP, where he served as Chairman from 1995 to 2001. David and Maureen have established this bursary in recognition of the seminal role that Osgoode played in his success.</p> <p>The funds for this endowment were matched by Osgoode Hall Law School through the No Barriers initiative and will be given to JD students in financial need who face visible and invisible obstacles like income; mental health; racial, cultural and gender inequalities; or physical and learning challenges.</p>	Undergraduate	Osgoode Hall Law School	Varies	Endowment
Mavin Wong '84 Bursary	<p>Mavin Wong (LLB 1984) graduated from Osgoode and practised as a criminal defence lawyer before her appointment to the Ontario Court of Justice in 2000. Born in Moose Jaw, Saskatchewan, Justice Wong arrived at Osgoode Hall hoping to make one friend and to learn more about criminal law. At Osgoode, she made lifelong friends and colleagues through her involvement in Faculty Council, Mock Trial, CLASP, and in her last year, as President of Legal &amp; Lit. She has served as Vice-President of the Osgoode Alumni Board.</p> <p>The funds for this endowment were matched by Osgoode Hall Law School through the No Barriers initiative and will be given to JD students in financial need who face visible and invisible obstacles like income; mental health; racial, cultural and gender inequalities; or physical and learning challenges.</p>	Undergraduate	Osgoode Hall Law School	Varies	Endowment
Trieu and Cho Family Bursary Fund	<p>Thang Trieu, BA (Hons) '04 (York) and JD '07 (Osgoode), and Donna Cho established the Trieu and Cho Family Bursary Fund in gratitude for the support that they received from their families, the opportunities that they had to obtain higher education, and all that Osgoode Hall Law School and York University have given to them.</p> <p>The funds for this endowment were matched by Osgoode Hall Law School through the No Barriers initiative and will be given to JD students in financial need who face visible and invisible obstacles like income; mental health; racial, cultural and gender inequalities; or physical and learning challenges.</p>	Undergraduate	Osgoode Hall Law School	Varies	Endowment



Award Name	Award Description	Study Level	Faculty	Value	Funding Type
Lucy Fromowitz Bursary	<p>Lucy Fromowitz credits her long and fulfilling career in higher education to the opportunities and experiences at York University. She is the child of refugees who arrived in Canada following the Holocaust. Her parents supported their daughters through hard work and perseverance in minimum wage jobs while focusing their daughters on education. Lucy completed her undergraduate studies at York and her LLM at Osgoode. Her career began at York University, followed by a Vice Presidency at Centennial College, and then the Assistant Vice President, Student Life at the University of Toronto. She returned to York as the Vice Provost, Students, bringing her career full circle. Access to education was central to her objective throughout her career and she created this bursary to minimize the financial challenges students face to achieving their goals.</p> <p>The funds for this endowment were matched by Osgoode Hall Law School through the No Barriers initiative and will be given to JD students in financial need who face visible and invisible obstacles like income; mental health; racial, cultural and gender inequalities; or physical and learning challenges.</p>	Undergraduate	Osgoode Hall Law School	Varies	Endowment
Laurenne Kredentser Memorial Award for Critical Disability Studies	<p>The Laurenne Kredentser Memorial Award is meant to recognize a student's volunteer work and contribution to the community at large, while encouraging the award winner's ongoing studies and facilitate future contributions to the mental health community.</p> <p>It will be awarded annually to incoming and current students in the Master of Arts program in Critical Disability Studies.</p>	Graduate	Faculty of Health	\$1,000	Termed
Earle Nestmann Undergraduate Research Award (ENURA)	<p>The Earle Nestmann Undergraduate Research Award (ENURA) will provide paid, 16-week positions to qualified undergraduate students to work in York University research labs over the summer term. Positions are offered after students have secured the support of a faculty supervisor who agrees to host them in their research group.</p> <p>Dr. Earle Nestmann has received both a MSc and PhD in Biology at York. After his studies at York, he served in the Biology department as assistant professor from 1974 to 1977, and later as a member of the Board of Directors of the Alumni Association from 2006 to 2014 and the Board of Governors from 2013 to 2020. Dr. Nestmann has published more than 100 articles in scientific literature and was co-editor of the proceedings of an international conference on chemical mutagenesis and of a laboratory manual on recombinant DNA technology. He has served on several editorial boards for scientific journals and was president of the Genetics Society of Canada. He was a research scientist at Health Canada and pesticide regulatory manager for a multi-national company before becoming a principal of an international consulting firm. Dr. Nestmann continues to consult part-time as president of Health Science Consultants Inc., serving on international expert panels as well as writing reports, scientific opinions, and manuscripts for publication. Together with his wife Berna, Dr. Nestmann has provided exemplary philanthropic support for York science students and faculty for over 15 years, including the Deans Undergraduate Research Awards and Science Exploration Camps for elementary and secondary students. The Earle Nestmann Scholarship was established in 2008 for masters or doctoral students studying molecular biology or genetics. In 2021, Dr. Nestmann received a York U Alumni Award for his significant contribution to the advancement of York and its students through exceptional service, commitment and philanthropic contributions.</p>	Undergraduate	Faculty of Science	\$6,000	Termed
Canada Life Social Work Fieldwork Bursaries	The Canada Life Social Work Fieldwork Bursaries will be awarded to full-time BSW students and part-time MSW students in York University's School of Social Work, who are undertaking their compulsory fieldwork courses.	Grad/Undergrad	Faculty of Liberal Arts and Professional Studies	Varies	Termed
Kenneth Gibson Morden Bursary	Kenneth Morden (1907-1961) graduated from Osgoode Hall Law School in 1931 and was the Gold Medalist for the class. He had a distinguished career as a lawyer before being appointed to the Court of Appeal for Ontario in 1957. This award was created by his son, John, also a judge on the Court of Appeal (1978 to 1999), to honour his father's many achievements.	Undergraduate	Osgoode Hall Law School	Varies	Endowment
Assessment IEP Financial Support	Award code will be used by IEP program to administer payments for credential assessment.	Undergraduate	Faculty of Liberal Arts and Professional Studies	Varies	Government

**APPENDIX B: AWARD FUNDING DEFINITIONS**

Endowments	<p>The award is funded by investment income from a principal amount permanently established at the University.</p> <p>The interest rate is set annually by York University; the interest earned on endowments can change from year to year. The annual interest transfer amounts are typically confirmed after June of each year.</p> <p>Funds donated for an endowed award must sit for one full fiscal year (May 1st to April 31st) to accrue interest. Interest generally becomes available for disbursement the following May. For example, interest from donated funds that are received in September 2015 would not be made available for disbursement until after May 1, 2017. In some instances, the donor may choose to provide expendable funding to allow for the award to be granted prior to the release of the first interest payment.</p> <p>If a donor pays his/her donation in installments, the Division of Advancement will hold the pledge payments in an expendable account until the minimum amount of \$25,000 is reached at which time the funds are endowed.</p>
Annual Payments	<p>The award is funded by the donor via a yearly gift equal to the value of the award. Most annual donors provide their yearly amounts ahead of the award being disbursed. There are some instances where the award is granted before the funding is received. In most cases, pledge reminders for annual donations are sent out by Advancement Services, Division of Advancement.</p>
Term Awards	<p>The award is funded for a specified number of years and the donor pledges to provide funds for the value of the award for this specified time. Funding for termed awards could be donated in one lump sum or could be provided on an annual basis.</p>
One-Time-Only	<p>A donation is received to fund an award once.</p>
Government	<p>Funding is provided by the Federal or Provincial government.</p>
Operating	<p>The award is funded by a York University operating account.</p>
Transcript Notation	<p>Award bears no monetary value but is recorded on the recipient's transcript.</p>
External	<p>The award is funded by an external funding agency (i.e., AUCC, Rhodes Scholarship, NSERC). There are two models for external awards:</p> <ul style="list-style-type: none"> <li>A. York University selects the recipient, and notifies the external funding agency, which in turn disburses the funds directly to the recipient.</li> <li>B. Students apply directly to the external funding agency, which selects the recipient.</li> </ul> <p>Type B external awards are not typically posted to student accounts and are not listed as an official University award. Exceptions include the <i>Queen Elizabeth II Aiming for the Top Scholarship</i> and prestigious scholarships such as the <i>Rhodes Scholarship</i>.</p>



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# **Faculty of Graduate Studies**

## Report on Graduate Awards, 2021-22

April 30, 2023

Dr. Cheryl van Daalen-Smith. Associate Dean, Academic

## Overview

This report provides a summary of graduate award disbursement for fiscal year 2021 - 2022 (May 1, 2021, to April 30, 2022), as well as the statistics of major external graduate scholarship and post-doctoral fellowship adjudication (competitions taking place in 2021 – 2022). Where possible, we included the data for the five previous years to show trends. Disbursement data (Sections 1 and 2 of External Award Trends as well as Internal Award trends) are compiled from statistics provided by OIPA, while competition results are based on FGS internal data.

## External Award Trends

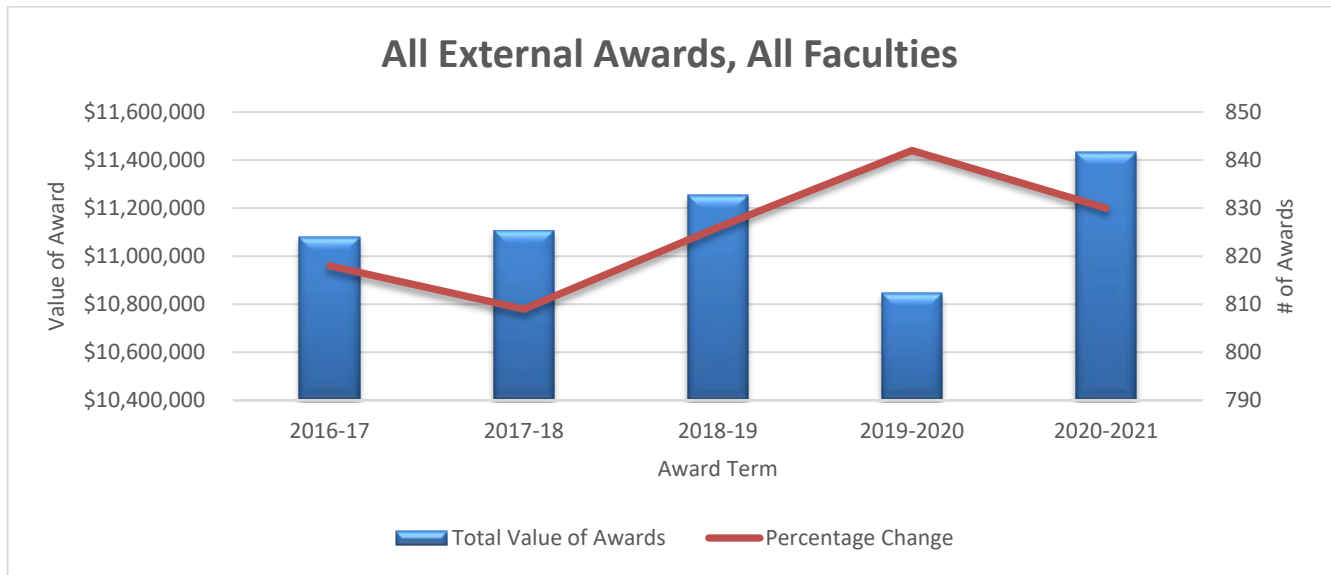
### 1. General Overview of Disbursement

Table 1 shows the value of external awards held by York University graduate students in 2021 - 22. There was a 4% decrease in the total value compared to the previous year but there was a slight increase in the number of awards disbursed. Most external scholarships span several years, therefore a decrease in the total disbursement is not always a reflection of the success rate in the scholarship competition. The competition data will be presented in Section 4, External Awards – Competition Results 2022 - 2023.

**Table 1: External Awards - all**

External Awards 2021-2022					
Fiscal Year	2017-18	2018-19	2019-2020	2020-2021	2021-2022
<b>Total Value of Awards</b>	\$ 11,107,148	\$ 11,255,020	\$ 10,846,050	\$ 11,435,306	\$ 11,018,260
<b>Percentage Change</b>	0.2%	1.3%	-3.6%	5%	-4%
<b># of Awards</b>	809	826	842	830	844

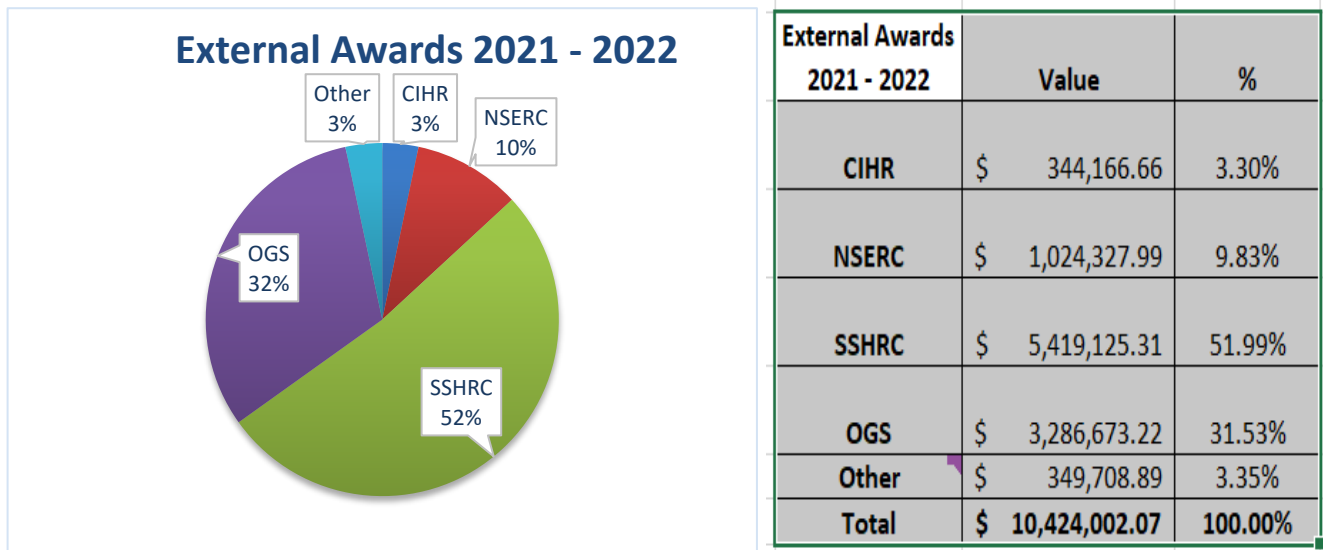
**Chart 1: External Awards – All Graduate, 2017-2022**



## 2. External Awards by Agency

Chart 2 shows the breakdown of disbursement by funding agency. SSHRC scholarships accounted for more than half of all external graduate awards in 2021-22, followed by the Ontario Graduate Scholarships at 31.53% of the total.

**Chart 2: External Awards by Funding Agency, 2020 - 2021**



## CIHR:

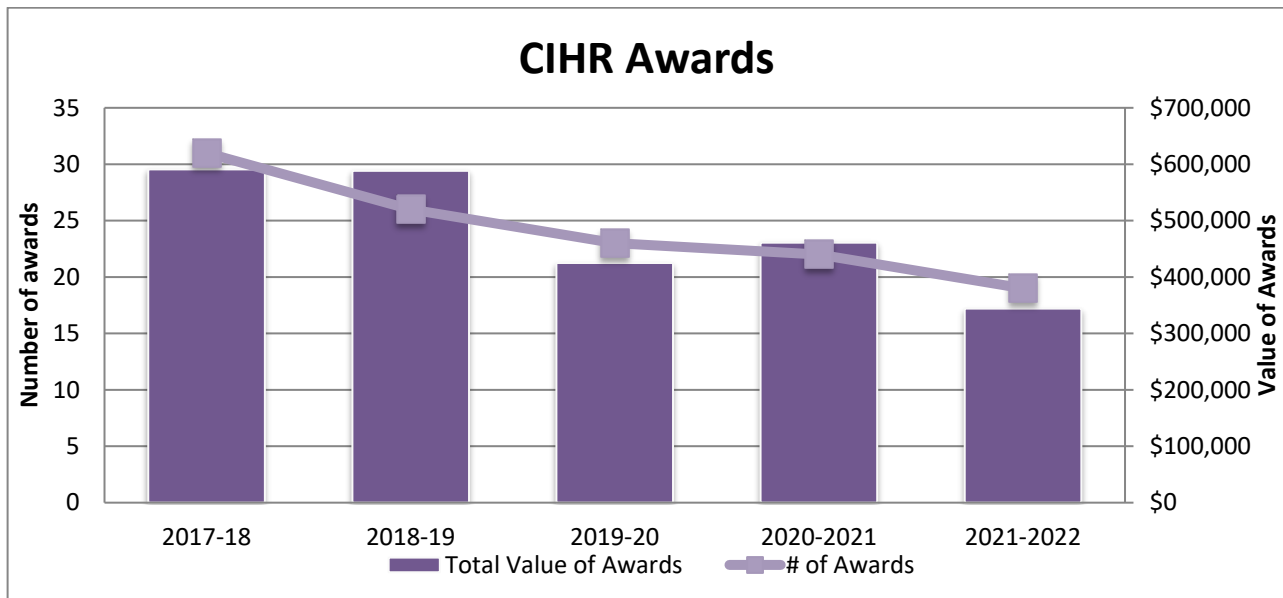
CIHR scholarships primarily consist of the CIHR Doctoral Award (\$35,000 per year for three years) and the Canada Graduate Scholarship Masters – CIHR (\$17,500 for one year). CIHR also offers other small travel and project specific grant opportunities. CIHR is the smallest source of Triagency funding at the national and institutional level. As with other Master’s level federal awards, CGS-Masters CIHR awards are based on institutional allocations determined by the granting agencies (please see p. 10, section on Canada Graduate Scholarships – Masters for more detail).

Table 2 illustrates a sharp decline in the value and number of awards funded by CIHR in 2021-2022. At the Doctoral level, the number of awards available is relatively small, which limits the number of Doctoral scholarships that are accessible to York students in the CIHR stream. FGS continues to work to increase support for health research including working with the Office of the Vice-President Research and Innovation to expand the visibility of health research at York and drawing on expertise from the Faculty of Health and other Health researchers across campus to review applications as part of the awards committee.

**Table 2: CIHR Awards 2017 – 2022**

Award	CIHR					
	Fiscal Year	2017-18	2018-19	2019-20	2020-2021	2021-2022
Total Value of Awards		\$590,834	\$588,332	\$424,997	\$460,832	\$ 344,166.66
# of Awards		31	26	23	22	19

**Chart 3: CIHR Awards, 2017 – 2022**



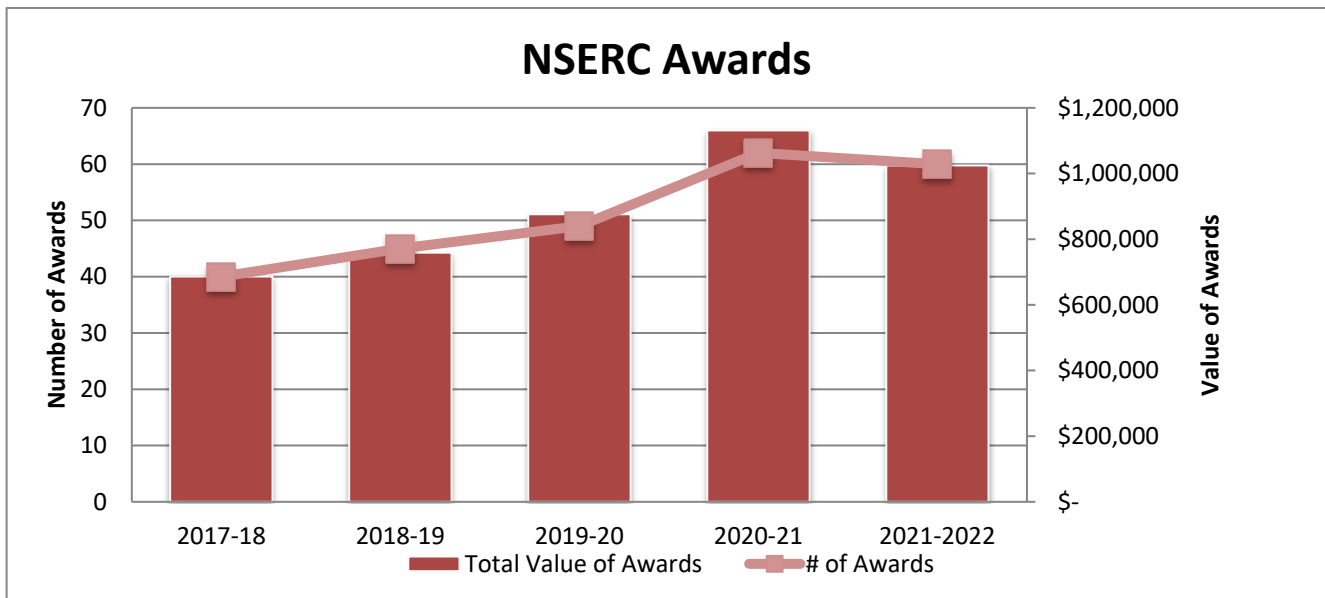
**NSERC:**

Table 3 below shows the number and value of awards both of which have increased compared to the years 2019-2022. There was a decrease in the number and value of NSERC awards for 2021-2022. There are three main NSERC awards that account for the numbers below: the NSERC Canada Graduate Scholarship Doctoral (\$35,000 per year for three years), NSERC Postgraduate Scholarships (\$21,000 per year for three years), and NSERC Masters (CGS-M, \$17,500 for one year). FGS continues to promote the award opportunities to graduate programs and their students through our website, FGS newsletter, and various grant-writing workshops, we also invite NSERC representatives from Ottawa to host workshops on campus annually.

**Table 3: NSERC Awards, 2017 – 2022**

Award	NSERC				
Fiscal Year	2017-18	2018-19	2019-20	2020-21	2021-2022
Total Value of Awards	\$ 686,498	\$ 758,985	\$ 875,976	\$ 1,130,991.00	\$1,024,327.99
# of Awards	40	45	49	62	60

**Chart 4: NSERC Awards, 2017 – 2022**



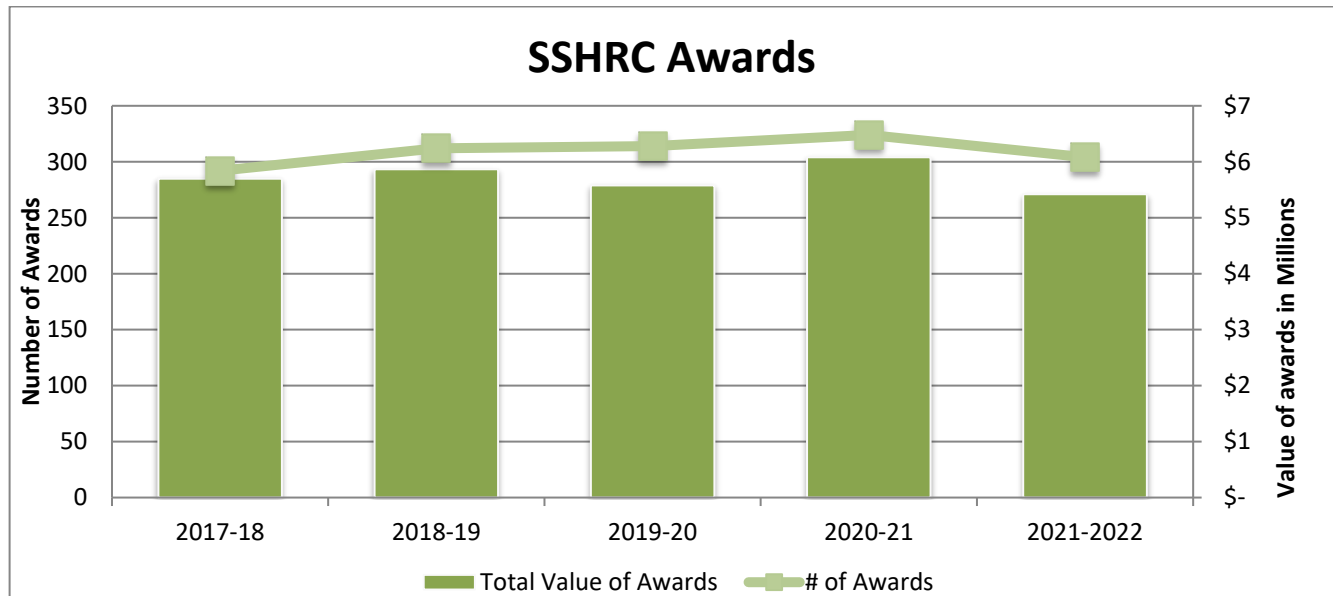
## SSHRC:

The Social Sciences and Humanities Research Council (SSHRC) awards falls within three main categories: SSHRC Canada Graduate Scholarship Doctoral (\$35,000 per year for three years), SSHRC Doctoral Fellowship (\$20,000 per year for up to four years), and SSHRC Masters (CGS-M, \$17,500 for one year). SSHRC awards are the largest in terms of the number of allocations and the total value of all Tri-Council graduate awards at York. It accounts for slightly over 50% of the total value of external awards. The total value of disbursements decreased significantly in 2021 -2022, SSHRC remains one of our most competitive awards and we anticipate that this will continue to improve in the upcoming years.

**Table 4: External Awards – SSHRC, 2017 – 2022**

Award	SSHRC				
Fiscal Year	2017-18	2018-19	2019-20	2020-21	2021-2022
Total Value of Awards	\$ 5,698,335	\$ 5,864,850	\$ 5,575,946	\$ 6,079,047	\$ 5,419,125
# of Awards	292	312	314	324	304

**Chart 5: SSHRC Awards, 2017 - 2022**





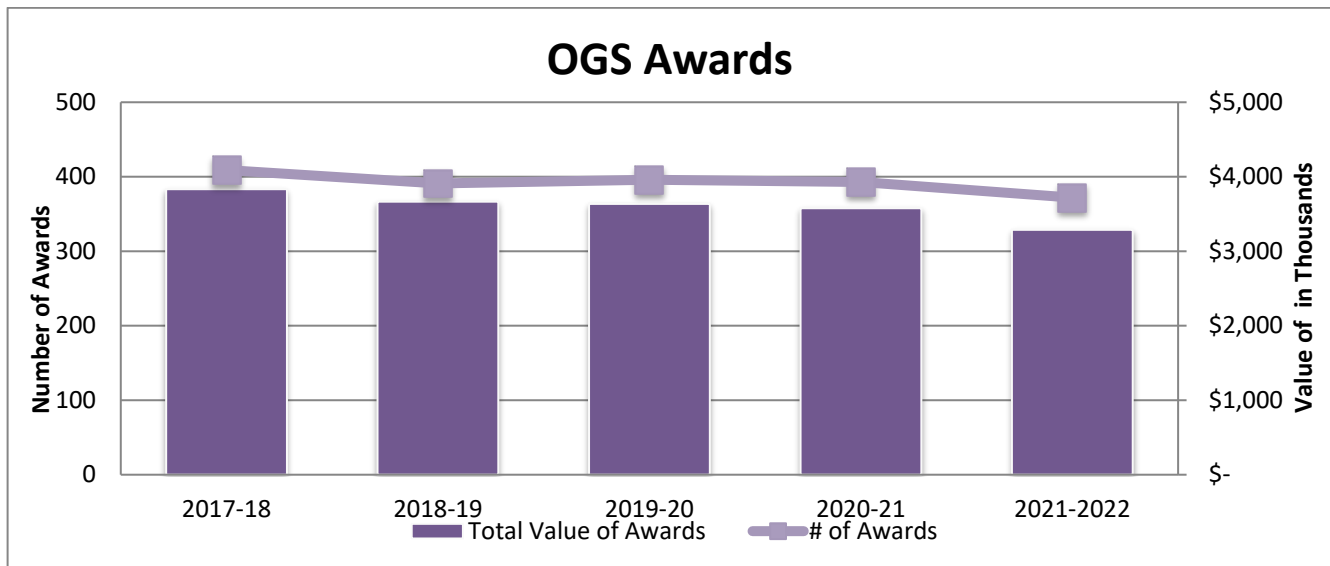
## Ontario Graduate Scholarships (OGS):

The Ontario Graduate Scholarships are the main provincial funding open to all full-time graduate students. Each Ontario university is allocated a quota for the number of awards that may be offered each year based on enrollment. Recipients are selected through an internal adjudication process co-ordinated by the Faculty of Graduate Studies. The table below shows a significant reduction in the value and number of awards disbursed for the 2021-2022 academic year. Students can choose to start their award in the Summer, Fall or Winter term. Students who start their awards in the summer is captured in the previous year's disbursement (2020-2021) which has the effect of skewing the number of awards being reported. The institutional quota from the agency for the 2021-2022 year did not change, it has been approximately 224 per year.

**Table 5: OGS Awards, 2017 – 2022**

Award	OGS				
Fiscal Year	2017-18	2018-19	2019-20	2020-21	2021-2022
Total Value of Awards	\$ 3,833,314	\$ 3,666,131	\$ 3,635,019	\$3,576,677	\$ 3,286,673.22
# of Awards	409	391	396	393	372

**Chart 6: OGS Awards, 2016 – 2021**



### 3. External Awards by Faculty and by Study Level

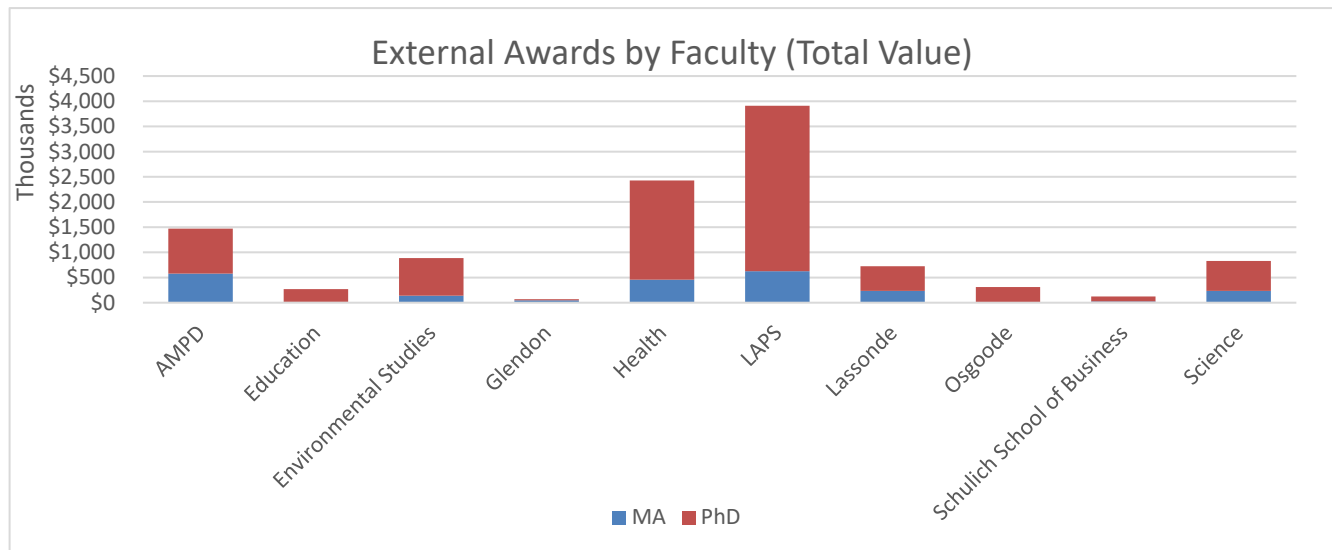
Table 6 below shows external awards data per degree level and faculty. The table shows a large proportion (79%) of external funding is held by doctoral students, a trend that has been consistent over the years. Students in the Faculty of Liberal Arts and Professional Studies received the most in external awards measured by total value, while the School of the Arts, Media, Performance & Design and the Faculty of Health are the top two faculties based on per student (FTE) funding amount. We note, however, that the FTE count in the table includes students in research-based programs as well as professional programs whereas external awards are

typically only open to full-time research-based programs. Accordingly, a large proportion of professional students in programs such as the MBA and Osgoode Professional Development (OPD) will impact the per student funding amount in their respective faculties.

**Table 6: External Awards by Faculty and by Study Level, 2021 - 2022**

Faculty	Award value			FTE Count			Per FTE Funding		
	MA	PhD	Total	MA	PhD	Total	MA	PhD	Total
AMPD	\$577,886	\$891,870	\$1,469,756	159.9	130.6	240.7	\$3,614.05	\$6,829.02	\$6,106.17
Education	\$16,732	\$253,737	\$270,469	123.7	78.8	275.7	\$135.26	\$3,220.01	\$981.03
Environmental Studies	\$140,025	\$744,421	\$884,446	150.2	87.0	333.9	\$932.26	\$8,556.56	\$2,648.83
Glendon	\$48,158	\$20,040	\$68,198	87.2	7.2	105.9	\$552.27	\$2,783.33	\$643.98
Health	\$458,718	\$1,966,848	\$2,425,566	247.2	267.5	517.1	\$1,855.66	\$7,352.70	\$4,690.71
LAPS	\$624,477	\$3,287,225	\$3,911,702	821.8	750.6	1501.5	\$759.89	\$4,379.46	\$2,605.20
Lassonde	\$233,332	\$489,359	\$722,691	207.9	215.0	293.8	\$1,122.33	\$2,276.09	\$2,459.81
Osgoode	\$5,859	\$306,670	\$312,529	354.0	39.5	313.7	\$16.55	\$7,763.80	\$996.27
Schulich School of Business	\$25,075	\$100,000	\$125,075	1012.8	50.9	943.8	\$24.76	\$1,964.64	\$132.52
Science	\$236,024	\$591,806	\$827,830	189.6	233.5	375.5	\$1,244.85	\$2,534.50	\$2,204.61
<b>Total (value)</b>	<b>\$2,366,286</b>	<b>\$8,651,976</b>	<b>\$11,018,262</b>	<b>3354.3</b>	<b>1860.6</b>	<b>5214.9</b>	<b>\$705.45</b>	<b>\$4,650.10</b>	<b>\$2,112.84</b>
<b>Total (%)</b>	<b>21%</b>	<b>79%</b>	<b>100%</b>	<b>64%</b>	<b>36%</b>	<b>100%</b>			

**Chart 7: External Awards by Faculty and by Study Level, 2021 – 2022**



## 4. External Awards – Competition Results 2022 - 2023

**Note:** This section reports on the result of scholarship competitions based on the Faculty of Graduate Studies internal database, the information is based on the award competitions at both master's and doctoral levels. Most competitions take place a year in advance of the actual award start date and recipients of 2022 - 2023 awards usually start to receive their funding in the fall term, although they also have the option to start in the summer.

## Master's Scholarships (Canada Graduate Scholarships – Master's)

The Canada Graduate Scholarships— Master's program, is the federal scholarship program for all research discipline valued at \$17,500 per annum, it is adjudicated at the university level based on the allocation of awards given to each institution by the Tri-council. The allocations are calculated using each institution's proportion of the total sum of the award received by both faculty and students at the institution over the last 3 years. We have seen a reduction in the number of awards allocated to the institution for 2022, with the exception of CIHR where we received a 33% increase.

**Table 7: CGS-M Allocation, 2017-2023**

Agency	2017-18	2018-19	2019-20	2020-21	2021-22	22-23
CIHR	3	3	3	4	4	6
SSHRC	71	71	71	74	76	66
NSERC	11	11	13	15	15	14
Quota	85	85	87	93	95	86
	\$1,487,500.00	\$1,487,500.00	\$1,522,500.00	\$1,627,500.00	\$1,662,500.00	\$1,505,000.00

## Doctoral Scholarships

Tri-council doctoral scholarships continue to be adjudicated at the national level by each council. Each agency assigns the institution a quota for the number of files that may be forwarded for national adjudication. The Faculty of Graduate Studies often work with the Tri-council program officers as well as our internal adjudication committees, to ensure that the applications we put forward are the most competitive, in accordance with the council selection criteria.

This competition year saw a significant increase in the doctoral awards allocated across all agencies and we expect to see this trend continue.

**Table 8: Tri-council Doctoral Quota and Successful Awards, 2017-2022**

Table 8: Tri-council Doctoral Quota and Successful Awards, 2014-2022								
		2016-17	2017-18	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
CIHR	<i>Submission Quota</i>	n/a	n/a	n/a	n/a	13	17	15
	<i>CIHR awards</i>	7	4	3	3	5	2	5
	<i>CIHR amount</i>	\$735,000	\$420,000	\$315,000	\$315,000	\$525,000	552,129.28	841,250.00
NSERC	<i>Submission Quota</i>	12	12	14	18	21	29	29
	<i>NSERC awards</i>	10	7	10	10	14	12	16
	<i>NSERC amount</i>	\$700,000	\$546,000	\$763,000	\$602,000	\$1,260,000	\$1,066,909	1,147,000.00
SSHRC	<i>Submission Quota</i>	102	105	108	108	119	109	106
	<i>SSHRC awards</i>	54	41	44	49	67	45	59
	<i>SSHRC amount</i>	\$4,145,000	\$3,080,000	\$3,055,000	\$3,570,000	\$4,710,000	\$5,703,647	5,612,000.00

## Internal Award Trends: 2017 - 2023

**Note:** All financial data contained in this Internal Awards section of the report is supplied by the Office of Institutional Research and Analysis (OIPA). OIPA internal awards data includes awards as well as bursaries and prizes.

Internal awards included in this section can be grouped into three categories: 1) bursaries whose primary selection criterion is financial need; 2) needs-based awards whose adjudication includes both the consideration of financial need and merit; and 3) merit-based awards whose adjudication criteria includes academic excellence and/or other specific achievement.

Bursaries are adjudicated based on information submitted by the applicants in the Student Financial Profile, typically in the winter term. Awards are adjudicated throughout the year, by graduate programs, Faculties, Organized Research Units (ORUs) as well as the FGS Awards Committee. Each award is adjudicated based on the specific scope and criteria, and all eligible students are encouraged to apply. A number of awards are designated for recruitment and are offered to outstanding prospective students, with the aim of converting the offer of admissions into acceptance.

The York Graduate Fellowship is a part of the standard funding package for research-based graduate students. Since the Fellowship counts towards the total internal award disbursement, the table below includes two separate sets of data to provide comparable statistics. As the table below shows, the total value of awards and bursaries disbursed to graduate students increased significantly in 2021 - 2022.

**Table 9: Internal Awards - all graduate, 2017 – 2022**

Internal Awards - MA and PhD					
Fiscal Year	2017-18	2018-19	2019-20	2020-2021	2021-2022
<b>Value of Awards - All</b>	\$ 31,515,091	\$ 33,015,773	\$ 40,867,553	\$40,720,052	\$46,600,969
<b>YU Graduate Fellowships</b>	\$ 16,229,248	\$ 16,881,621	\$ 16,920,304	\$17,136,857	\$17,879,977
<b>Value of Awards exclu. Fellowships</b>	\$ 15,285,843	\$ 16,134,153	\$ 23,947,249	\$23,583,195	\$28,720,992
<b>Percentage Change (\$)</b>	-4.63%	5.26%	32.63%	-0%	18%
<b># of Awards</b>	6987	6824	6920	6760	12384

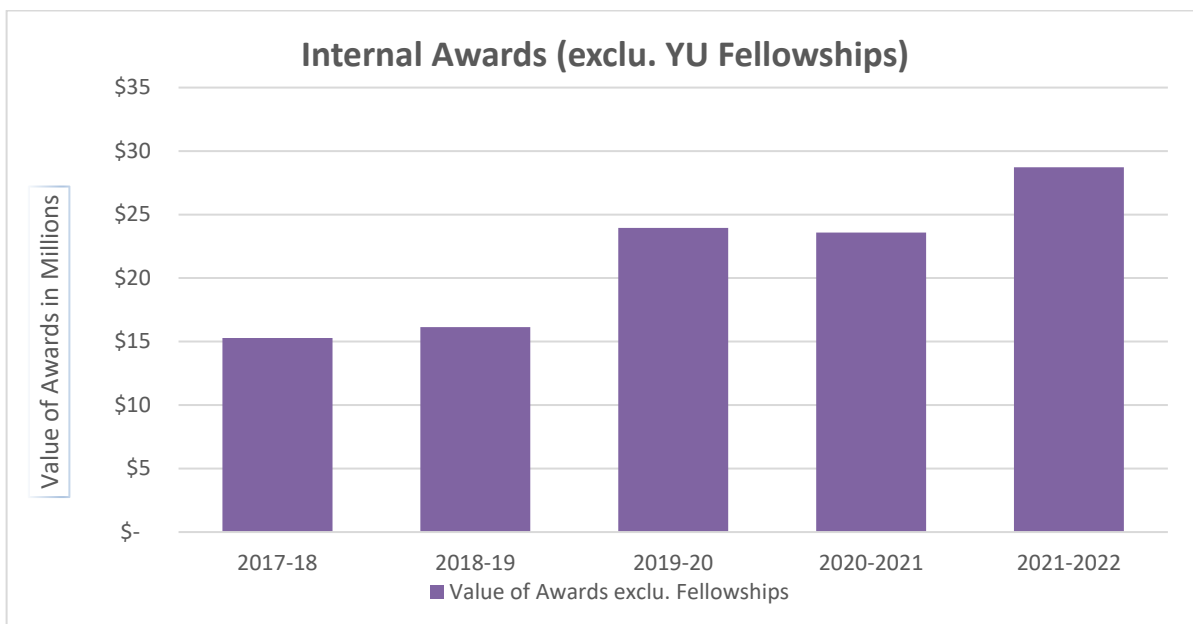
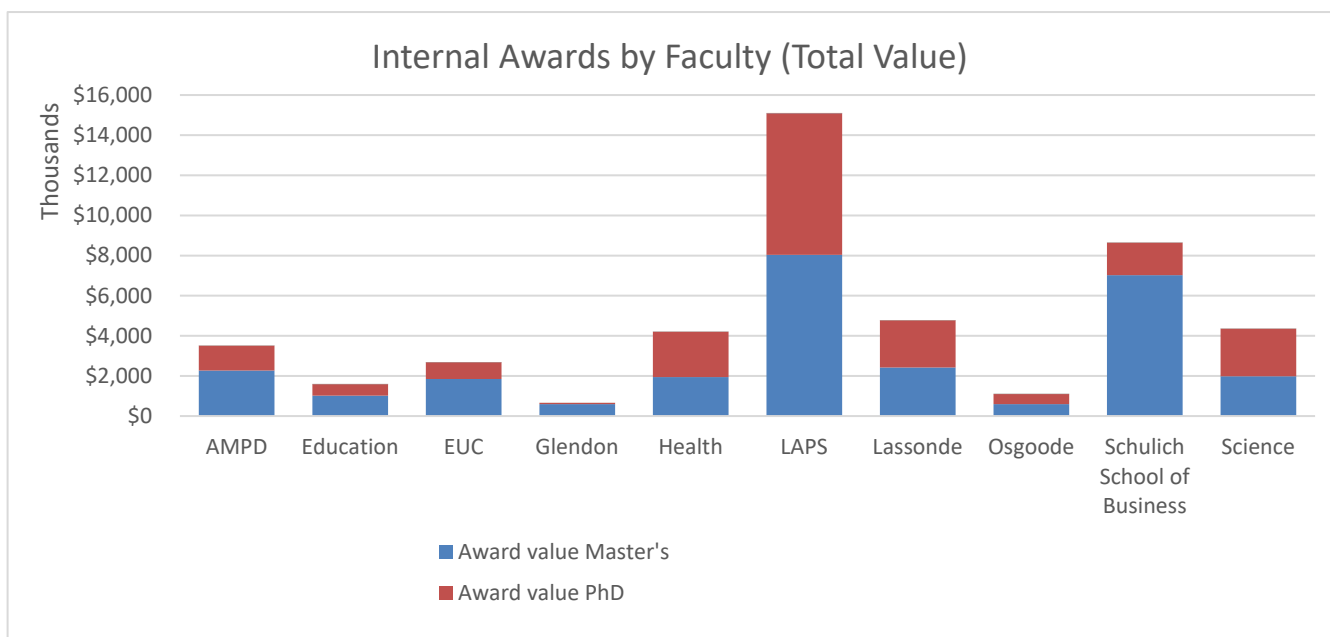
**Chart 8: Internal awards – all graduate, 2017-2022**

Table 10 below illustrates the internal funding level by faculty and study level. The data shows that, in contrast to the distribution of external awards which are held predominantly by doctoral students, master's students held 60% of the total internal funding. This is similar to the proportion of master's students in overall enrollment (64%). The variance of the per student funding is in part due to the type of degrees offered by some faculties, for example Schulich School of Business, enrolls a large number of professional Master's students who are mainly unfunded, while research-based full-time students are often funded through York's Graduate funding package.

**Table 10: Internal Funding by Faculty and by Study Level (including York Graduate Fellowships)**

Faculty	Award value			FTE Count			Per FTE Funding		
	Master's	PhD	Total	Master's	PhD	Total	Master's	PhD	Total
AMPD	\$2,273,983	\$1,229,537	\$3,503,520	159.9	130.6	240.7	\$14,221.28	\$9,414.53	\$14,555.55
Education	\$1,018,930	\$573,902	\$1,592,832	123.7	78.8	333.9	\$8,237.11	\$7,283.02	\$4,770.39
EUC	\$1,846,956	\$836,158	\$2,683,114	150.2	87.0	275.7	\$12,296.64	\$9,611.01	\$9,732.01
Glendon	\$594,758	\$60,629	\$655,387	87.2	7.2	105.9	\$6,820.62	\$8,420.69	\$6,188.73
Health	\$1,941,566	\$2,257,224	\$4,198,790	247.2	267.5	517.1	\$7,854.23	\$8,438.22	\$8,119.88
LAPS	\$8,039,472	\$7,056,196	\$15,095,668	821.8	750.6	1501.5	\$9,782.76	\$9,400.74	\$10,053.72
Lassonde	\$2,419,304	\$2,357,023	\$4,776,327	207.9	215.0	293.8	\$11,636.86	\$10,962.90	\$16,257.07
Osgoode	\$597,583	\$501,155	\$1,098,738	354.0	39.5	313.7	\$1,688.09	\$12,687.47	\$3,502.51
Schulich School of Business	\$7,026,284	\$1,616,650	\$8,642,934	1012.8	50.9	943.8	\$6,937.48	\$31,761.30	\$9,157.59
Science	\$1,986,511	\$2,367,148	\$4,353,659	189.6	233.5	375.5	\$10,477.38	\$10,137.68	\$11,594.30
<b>Total (value)</b>	<b>\$27,745,347</b>	<b>\$18,855,622</b>	<b>\$46,600,969</b>	<b>3354.3</b>	<b>1860.6</b>	<b>5214.9</b>	<b>\$8,271.58</b>	<b>\$10,134.16</b>	<b>\$8,936.12</b>
<b>Total (%)</b>	<b>60%</b>	<b>40%</b>		<b>64%</b>	<b>36%</b>	<b>100%</b>			

**Chart 9: Internal Awards by Faculty (including York Graduate Fellowships)**

The Faculty of Graduate Studies continues to work with the Offices of Advancement and Student Financial Services to coordinate the establishment of new donor-funded awards as well as effectively manage current awards to increase funding opportunities for York graduate students.

## Other Major External Awards

The Faculty of Graduate Studies plays an active role in the nomination and application development support for Canada's most prestigious doctoral award: the Vanier Canada Graduate Scholarship (\$50,000 for 3 years). We continue to support the nomination processes for other major external awards, including the SSHRC

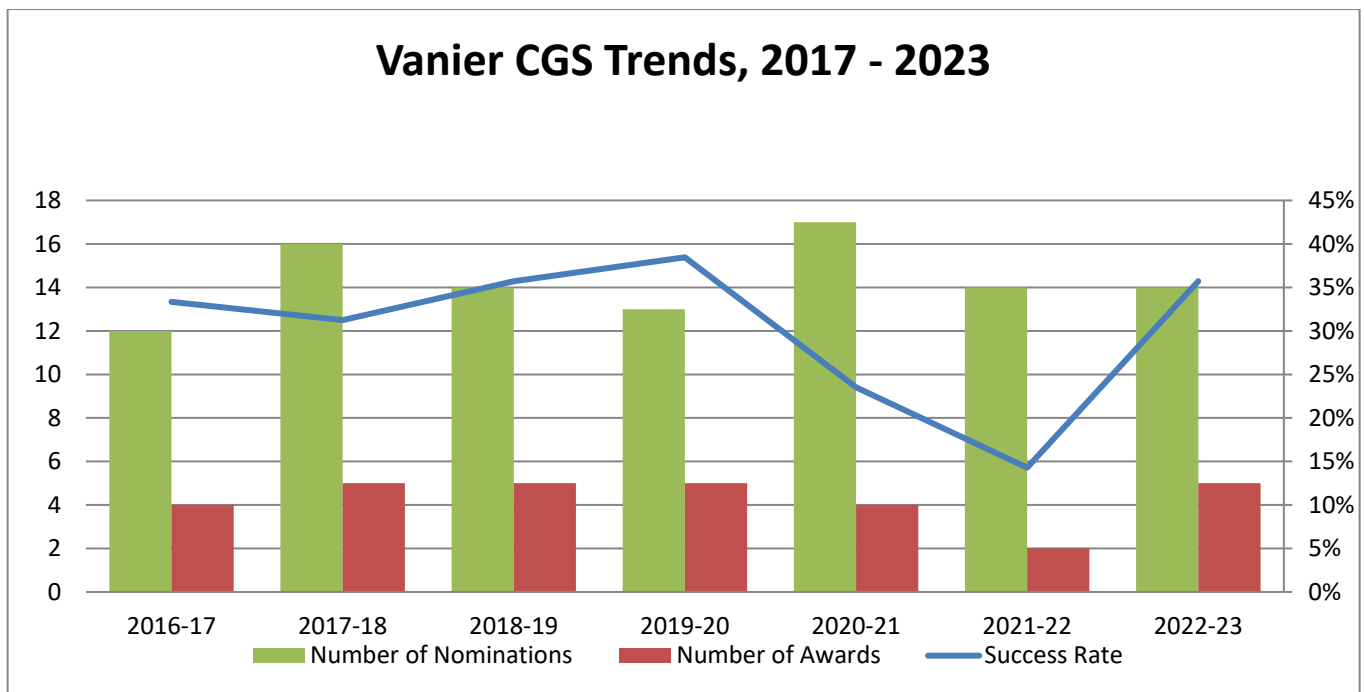
Impact Talent Award, Banting Post-doctoral Fellowships, Polanyi Prize, Ontario Women’s Health Scholars Awards, and Autism Scholars Awards.

Table 11 shows the number of initial applications, final nominations and results of the Vanier CGS competition since 2016. Reflecting the trend of the regular Tri-council awards, most of the Vanier Scholars are from SSHRC disciplines. We saw a sharp increase in Vanier recipients from 2022-2023, we are committed to working with faculties and students to improve the quality of our nominees. A 36% success rate is phenomenal as it exceeds the agency’s success rate, only 15% of the national application pool is deemed meritorious enough to secure and award.

**Table 11 Vanier Nominations and results by year (2017 – 2023)**

Year	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
<b>Number of Applications</b>	93	95	93	88	84	84	88
<b>Number of Nominations</b>	12	16	14	13	17	14	14
<b>Number of Awards</b>	4	5	5	5	4	2	5
<b>Success Rate</b>	33%	31%	36%	38%	24%	14%	36%

**Chart 10: Vanier CGS nomination data, 2017 – 2022**



## Post-doctoral Fellows and Visitors

The Faculty of Graduate Studies is pleased to have postdoctoral scholars at York University as part of our mandate since 2015. The postdoctoral community consists of around 185 researchers at any given time, approximate 17% of whom are in the postdoctoral fellow (PDF) category and hold external funding awards.

FGS administers the Banting Postdoctoral Fellowship nomination process and supports the development, as appropriate, of CIHR, SSHRC and NSERC Postdoctoral Fellowships, among other postdoctoral opportunities. Changes to the administration of NSERC and SSHRC PDF awards in 2022 required new internal procedures to support the administration of the funding through York University. The administrative change improves the tracking of NSERC and SSHRC PDF award holders at York and facilitates improved institutional supports.

FGS is committed to increasing the number of postdoctoral fellows and visitors on our campus and to supporting their funding and research pursuits. In support of this commitment, FGS has developed an online *Guide for Supervisors Supporting Applications for Externally Funded Postdoctoral Fellowships* and continues to explore new ways to provide supports to postdoctoral scholars in their research pursuits.

**Table 12: Banting PDF data, 2018 - 2023**

Award Name	Banting PDF					
	Award Year	2018-19	2019-20	2020-21	2021-22	2022-23
Number of Applicants		28	23	36	25	33
Number of Nominations		9	7	9	9	6
Number of Fellowships Awarded		3	1	2	0	3

**Table 13: Other Tri-council PDF data, 2018-2022**

Other Tri-council PDF data, 2018-2022					
	2018	2019	2020	2021	2022
SSHRC PDF	4	10	6	4	4
NSERC PDF	0	1	0	1	2
CIHR PDF & HSIF	1	1	2	2	2

\*Numbers may include PDF awards that were subsequently declined.



## Looking Forward: 2023 and Beyond

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**Equity, Diversity, (Accessibility) and Inclusion (EDI):** The Tri-agency continues to work towards achieving a more equitable, diverse, and inclusive Canadian research enterprise and has implemented several initiatives in its support. At the university level, FGS has commenced an exploration into material ways that the adjudication of research fund applications can overtly align with principles of equity, diversity, inclusion and accessibility. For instance, all review committee members currently are expected to complete the EDI training module produced by the Tri-agencies for their adjudication committee members (with a request to repeat the training every 24 months). One key example stems from our awareness of older awards using language that reinforces troubling stereotypes surrounding ‘dis’ability. To that end, we have consulted with critical disability scholars to ensure that what is asked of applicants to awards geared to persons living with disability, is not a source of trauma and unnecessary disclosures or medical evaluations.

FGS also follows the Tri-agency guidelines for forwarding applications from Indigenous identified applicants and monitors the number of applicants and recipients of OGS who self-identify as Indigenous. We have increased our Indigenous recruitment awards as part of the institution’s OGS allocation to support incoming Indigenous students. FGS is currently working with the Indigenous Council and the office of the Associate Vice-President Indigenous Initiatives in the implementation of this important initiative.

SSHRC has also announced the Indigenous Scholars Awards and Supplements Pilot Initiative of \$5000 to CGSM awardees beginning 2023 to meritorious Indigenous students who have applied to the Canada Graduate Scholars—Master’s program (CGS M). FGS will continue to work with graduate programs and committees to implement measures to enhance the participation and retention of Indigenous scholars.

With a 2023 FGS council motion requiring all standing committees of FGS to infuse both into its mandate and procedures an overt commitment to DEDI principles, we look forward to providing an update to Senate Awards Committee next year regarding how this commitment has been folded into awards and scholarship procedures with graduate studies. One strategy underway is exploring how we might invite donors to reinforce their own commitment to DEDI in a revised articulation of their award.

**New Award Priorities:** FGS continues to have several discussions aiming to increase access to graduate education for historically disadvantaged equity-deserving groups, including Black and Indigenous students, those who identify as living with disability and others. We have been working with the Offices of Advancement to identify priorities and seek opportunities to increase support in these areas. The Faculty of Graduate Studies continues to be committed to supporting graduate students through the promotion of merit-based internal and external scholarships as well as through need-based bursaries.

**SSRP Nextgen SIS Projects - Award Software implementation** – As part of the SSRP Nextgen SIS project, FGS is looking forward to implementing the new Award management system, that will encompass milestones, funding profiles, needs assessment, (self-ID we hope) and criterion matching. The system will allow access to multiple datapoints and enhance our ability to have comprehensive and consistent award and funding data. It is an all-in-one system that will streamline the administrative and application processes (including nomination and adjudication processes) across the institution and provide transparency to our students.

# Academic Policy, Planning and Research Committee

## Academic Standards, Curriculum & Pedagogy

### Joint Report to Senate

At its meeting of 29 June 2023

#### 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, and shares its reflections on key academic and resource planning themes discussed in conjunction with the program reviews.

##### b. 2021-2022 Annual Report on Non-Degree Studies

The Vice-Provost Academic, Lyndon Martin, transmitted the 2021-2022 annual report on Non-Degree Studies to the Academic Policy, Planning & Research and Academic Standards, Curriculum & Pedagogy committees; each received and discussed the report at their respective meetings in May. Vice-Provost Martin attended the APPRC meeting to discuss the report with the Committee.

The 2020-2025 University Academic Plan speaks to the role of continuing studies in furthering York's priorities of lifelong learning and access to post-secondary education. The most recent annual report includes information on enrolment activity in non-degree programming across the offering units, and commentary on systemic challenges and opportunities for this sector at the University.

The continued growth of micro-credential programming developed at the University was highlighted by the Vice-Provost. The *Ministry of Training, Colleges and Universities* remains interested in micro-credentials broadly, and further developments in this area are anticipated, including the possibility of a provincial framework that could call for a relationship between degree and non-degree offerings.

Offering credit for non-degree studies has been a long debated issue at the University. One possible idea to be explored is bundling degree and non-degree and micro-credential offerings as options for students as they progress through their degree program. The committees will be kept abreast of developments in this area, with ASCP contributing to the ongoing establishment of micro-credential programming by the Faculties.

The Vice-Provost confirmed that review processes are in place in all offering units for approval of the programming, including new ones at Glendon and through the ORUs.

# Academic Policy, Planning and Research Committee

## Report to Senate

### c. Joint APPRC-ASCP Task Force on the Future of Pedagogy

The parent Senate committees have committed to keep Senate apprised of the progress of the *Task Force on the Future of Pedagogy*. The full membership of the task force met in late May. Information presented / discussed at this session included:

- A summary of the teaching, learning and pedagogy activities in Faculties as gleaned from the decanal discussions with APPRC
- updates from the five Working Groups and the main framing questions that each are exploring and from which recommendations will emerge
- a de-brief on the take-ways from tour of the Keele campus teaching and learning spaces
- the DEDI strategy, its intersection with pedagogy plans, with a focus on curriculum, program design, classroom experience and ancillary issues (e.g., technology, EE considerations); best practices in higher education and identifying needed investments and implementation considerations to realize them.

The five working groups established are continuing to meet to advance their planning towards the preparation of recommendations; interim reports from each are scheduled for receipt this month to be discussed at its next meeting in late June.

Martin Bunch, Chair, ASCP

Michael Moir, Chair, APPRC



## Joint Sub-committee on Quality Assurance Report to the Full Committees

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

*On an exceptional basis, the Sub-Committee facilitated an electronic review of business the week of 26 May -2 June, and it also met on 7 June 2023; it submits the following report to the full Committees.*

#### 1. Completed Cyclical Program Reviews (CPRs)

Attached are the Final Assessment Reports for recently completed CPRs as listed below. The FARs are transmitted to APPRC, ASCP (and through them to Senate), the Board of Governors Academic Resources Committee, and the Quality Council:

Information Technology (undergraduate), LAPS	} May meeting
Information Systems and Technology (graduate), LAPS	
Math & Statistics (undergraduate / graduate), Science	
Math (undergraduate), Glendon)	
French Studies (undergraduate and graduate), Glendon)	} June meeting
Human Resources Management (undergraduate / graduate), LAPS)	

The Sub-Committee determined it was 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 they are appended to this report.

Consistent with other recent Glendon program reviews, the recommendations for the French Studies program are being taken up in alignment with Glendon's revisioning exercise in progress. The associated timelines for the recommendations therefore necessarily reflect the concurrent CPR and revisioning tasks.

One further CPR review commenced at the Sub-committee's June meeting. The Sub-committee is requesting further input from the unit and home Faculty to provide those recently appointed in senior administrative positions the benefit of contributing to the Implementation Plan. Its review will resume in early autumn.

#### 2. Thanks to Members Completing Their Term

The June meeting being the final one for members Thomas Loebel and Mary Helen Armour as they complete their terms on the Sub-committee – and in the case of Thomas also completing his term as Dean of the Faculty of Graduate Studies – thanks and appreciation were extended to them for their commitment, wise counsel and for consistently providing invaluable contributions.

T. Peridis, Chair

**YORK UNIVERSITY**  
**Final Assessment Report**

**Mathematics & Statistics, Undergraduate  
(BA, BSc)**

**Faculty of Science**

**Cyclical Program Review – 2015 to 2021**

This Final Assessment Report (FAR) provides a synthesis of the cyclical review of the programs listed below.

**Program(s) Reviewed:**

Actuarial Science - BA  
Professional Certificate in Actuarial Science  
Applied Mathematics - BA, BSc  
Mathematical Biology - BSc  
Mathematics for Education - BA, BSc  
Mathematics - BA, BSc  
Statistics - BA, BSc

**Reviewers appointed by the Vice-Provost Academic:**

W. John Braun, Professor and Head, Department of Computer Science, Mathematics, Physics and Statistics, University of British Columbia-Okanagan, British Columbia

Bei Hu, Professor and Director of MS Program, Department of Applied and Computational Mathematics and Statistics, University of Notre Dame, Indiana, USA

Philip Kelly, Professor of Geography, Associate Dean for Research, Graduate and Global Affairs, Faculty of Environmental & Urban Change, York University

**Cyclical Program Review Key Milestones:**

Cyclical Program Review launch: September 16, 2020  
Self-study submitted to Vice-Provost Academic: October 11, 2021  
Date of the Site Visit: March 7-9, 2022  
Review Report received: May 20, 2022  
Program Response received: July 20, 2022  
Dean's Response received: October 6, 2022

Implementation Plan and FAR confirmed by Joint Sub-Committee on Quality Assurance, May 2023.



Submitted by Lyndon Martin, Vice-Provost Academic, York University

This review was conducted under the York University Quality Assurance Protocol, August 2020.

### **SITE VISIT: March 7-9, 2022**

A virtual site visit for the undergraduate programs in the Department of Mathematics and Statistics in the Faculty of Science took place in conjunction with the review of the Department's graduate programs as well as with the undergraduate program in Mathematics at Glendon College. Meetings for the undergraduate programs in the Faculty of Science took place with the following individuals and groups:

- Vice-Provost Academic, Lyndon Martin
- Dean, Faculty of Science, Rui Wang
- Associate Dean, Students, Michael Scheid
- Chair, Department of Mathematics & Statistics, Stephen Watson
- Undergraduate Program Director, Hyejin Ku
- Program directors for Pure Math, Applied Math, Math for Education, Mathematical Biology and the Dual Degree program
- Full-time faculty members
- Part-time instructors
- Students
- Administrative Staff
- Jack Leong, Associate Dean, Research and Open Scholarship, York University Libraries

### **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 18 months after the review of this report by the York University Joint Sub-Committee on Quality Assurance (in February 2025).

The next Cyclical Program Review will begin in the Fall of 2028 with a site visit expected in the Fall of 2029 or Winter of 2030.

### **PROGRAM DESCRIPTION AND STRENGTHS:**

The Department, situated in York University's Faculty of Science, offers bachelor's degrees in six areas: Actuarial Science, including a Professional Certificate in Actuarial Science, Applied Mathematics, Mathematical Biology, Pure Mathematics, Mathematics for Education, and Statistics. A new program in Data Science launched in 2023.

The actuarial science programs were established in 2017, growing out of a strong actuarial science stream of the mathematics program as a response to the previous cyclical review. The self-study notes that the objectives of the program "revolve around the education of the future generations of Actuaries and, more generally, of

quantitatively savvy Risk Management and Insurance (RMI) professionals”. The curriculum aligns with the professional curriculum of the Society of Actuaries (SOA).

The Applied Mathematics option includes BA and BSc programs, as well as a stream in Financial Mathematics, available as part of the Specialized Honours option. The self-study describes the program as follows: “The Applied Mathematics Program aims to give students a strong qualitative and quantitative background in subjects outside of pure mathematics, coupled with a solid base of knowledge of mathematical theory and techniques which has important applications in computer science, psychology, economics, business, and other fields.”

The Mathematics for Education program, established between the 2009 and 2015 cyclical reviews, is focused on the needs of students interested in teaching with mathematics as a teaching subject. The self-study states, “This program ensures a broad background in mathematics and encourages students to develop a wide perspective on mathematics and on the teaching and learning of mathematics.”

The Mathematical Biology program was first offered in 2016 and is “concerned with the mathematical representation, treatment and modelling of biological processes, using a variety of mathematical techniques and tools.” Students have knowledge in biology and, as described in the program’s self-study, “will be able to reduce a complex biological issue to a key question, determine an appropriate mathematical model to describe/reflect this biological process, analyze the model with mathematical theory and numerical methods, produce mathematical results, interpret the results in terms of the original biological question, and identify areas where the mathematical model can be refined and expanded.”

The emphasis of the Pure Mathematics program is “the understanding of concepts, abstraction and reasoning; these then become the tools for problem solving, as well as the language and environment in which problems are solved.” Graduates of this program often continue on to graduate programs.

The Statistics program, in existence since the mid 80’s, trains students in modern statistical methodology and underlying theory. The program was accredited in 2017 which means that students completing the required courses can obtain the status of Professional Associate Statistician from the Statistical Society of Canada.

The reviewers note that some faculty members in the Department “enjoy research credentials that put them near the top, nationally” and that the university should celebrate the achievements of these professors more so that the public is aware of this valuable resource.

The reviewers caution about “silo-ing” within the Department and suggest that the unit consider multidisciplinary or trans-disciplinary approaches, allowing student to study two or more fields. Such an approach may ease enrolment burdens in some areas and bolster others.



All programs provide experiential learning opportunities, ranging from opportunities offered by the curriculum through to the internship opportunities offered through the office of Science Academic Services in the Faculty of Science. All programs participate in offering summer research projects for undergraduate students such as those supported by NSERC.

The “Gauss Lab”, York’s Advanced Multimedia Lab, supports courses with a significant computing component and, when no classes are scheduled, is open for general student use.

In their report, the reviewers offer five formal recommendations, as outlined below. They also made a number of additional thoughtful insights and suggestions throughout the body of their report that the Department and the Dean responded to with further comments and plans. These were not included as formal recommendations by the reviewers, but the program and Dean are urged to continue their consideration of these ideas, as indicated in the implementation plan below. The suggestions include increasing domestic and international student recruitment efforts, developing 3+1+1 programs to offer international students a pathway to a master’s degree, increasing the program’s emphasis on statistics and data science and ensuring adequate resourcing to support this emphasis, ensuring strong support for the Actuarial Science and Mathematical Biology programs, and ensuring greater access to the Mathematical Biology program via increased marketing and outreach.

## **RECOMMENDATIONS AND RESPONSES**

### **Recommendation 1**

The reviewers recommend that the high school entrance requirements to the Mathematical Biology program be re-visited in order to increase access to the program.

#### **Program Response**

The Department intends to propose this change but notes that there is an entrance pathway to Mathematical Biology for students who do not have 12U calculus but wish to complete a degree in Mathematical Biology in 4 years.

The Mathematical Biology program requires both BIOL 1000 and CHEM 1000. Both have 12U Chemistry as a prerequisite. Students who do not have 12U Chemistry but wish to complete a degree in Mathematical Biology can take CHEM 1500 in their first term and proceed from there. The Mathematical Biology Curriculum Committee will consider the terms in which these courses are offered and will, if practical, propose a program change to no longer require 12U Chemistry.

#### **Dean’s Response**

The Dean agrees that the 12U pre-requisite burden for Mathematical Biology could limit

applications. The Dean also supports the modification of the math prerequisites and notes that appropriate advising should be available for students without the 12U Calculus and Vectors prerequisite.

### **Recommendation 2**

The reviewers encourage increased cooperation within the department.

#### **Program Response**

Mathematicians and statisticians work harmoniously together in a common department at York University, and this creates tremendous opportunities for impactful collaborative research. The Department intends to redouble efforts in this direction.

The program notes that some of the unit's statisticians are already working with applied mathematicians on statistical methods for dynamic disease modeling. The One Health Modelling Network for Emerging Infections has five co-applicants from applied mathematics and one co-applicant in statistics. The Mathematics for Public Health initiative has four co-applicants from applied mathematics and one from actuarial science.

The new data science program brings together statisticians, data scientists, and applied mathematicians focused on optimization and computation.

#### **Dean's Response**

The Dean agrees with the Department's plan to increase synergistic opportunities.

### **Recommendation 3**

The reviewers encourage increased cooperation between the department and disciplines outside the department. Joint programs between Statistics and other disciplines should be developed.

#### **Program Response**

The Department will explore the promotion of major/minors for Actuarial Science students with Computer Science, Data Science, Accounting, Economics, and Business.

The Department plans to propose an interdisciplinary undergraduate professional degree in Risk Management and Insurance in partnership with those programs along with Psychology, Writing, and Statistics. In addition, the Department plans a professional graduate program in Systemic Risk.

The Department plans to meet with the Computer Science Department (EECS) to discuss how we might increase the engagement between Statistics and EECS beyond

the substantial and enthusiastic contributions EECS is already providing to Data Science.

The Department intend to reach out to colleagues at other universities and York to identify potential opportunities for joint programs.

### **Dean's Response**

The Dean agrees with the plan set forth by the Department.

### **Recommendation 4**

The reviewers recommend that administrative support be provided to the undergraduate director in order for all of their duties to be carried out in a sustainable way.

### **Program Response**

The program notes that all the Math & Stats programs have a grave retention issue. Students often take courses for which they do not have the pre-requisites, and then fail and leave York. The damage done to students by not ensuring they take the right courses and by not intervening early is incalculable.

The Faculty of Science is responsible for advising all Science students, which it does with 4 advisors for more than 3,000 students. Math & Stats has no staff member available to advise the 800 Math & Stats majors and the 8,000 other students who take its courses each year. Neither the Faculty of Science nor Math & Stats has any staff member focused on retention.

The Department implores the Faculty of Science to stop students from taking courses for which they do not have the pre-requisites.

A lack of administrative support for the Math & Stats undergraduate programs has been an ongoing problem. Many critical staff duties are assigned to full-time faculty members or not done at all. Although there are 800 Math & Stats majors and the unit teaches more than 8,000 other undergraduate students annually, the Department has a single staff member assigned to the undergraduate program.

### **Dean's Response**

An Operations Manager was hired in Fall 2022. The majority of students taking math courses come from other Faculties and programs and receive advising services from their home Faculty. However, staff workload will be reviewed by the Operations Manager for any changes and adjustments. The Dean notes that the Department has a Systems Administrator who performs IT work in the Gauss Computing Lab Most recently Covid impacted some of the tasks in the Department.

### **Recommendation 5**

The reviewers recommend addressing the issue of assigning a reasonable percentage for service teaching to incentivize faculty.

### **Program Response**

The Department notes that 76.7% of students in 1<sup>st</sup> and 2<sup>nd</sup>-year courses in 22/23 will be taught by non-full-time faculty. The Department notes that the need is not for incentives over and above those already provided, which are seen as effective, but rather additional full-time faculty members.

### **Dean's Response**

The Dean agrees with the response of the Program. Incentives for large course loads will continue to be offered as well.

## IMPLEMENTATION PLAN

The chart below lays out the implementation plan approved by the Joint Sub-Committee at its meeting in May 2023.

	<b>Recommendation</b>	<b>Action</b>	<b>Responsible for Follow-up</b>	<b>Timeline</b>
1.	That the high school entrance requirements for Mathematical Biology be reconsidered.	The program should consider the prerequisites for Mathematical Biology and ensure adequate advising is available.	Chair and Undergraduate Program Director	Changes in place for Fall 2024.
2.	That the Department increase cooperation within the unit.	The Department should continue with efforts to increase synergistic opportunities within the Department and plans for interdisciplinary degrees.	Chair and Undergraduate Program Director	Discussions underway throughout 2023. Plan in place by Winter 2024.
3.	That the Department explore joint and collaborative opportunities with other programs at York.	The Department should continue with efforts to increase synergistic opportunities with other departments at York.	Chair and Undergraduate Program Director	Discussions underway throughout 2023. Plan in place by Winter 2024.
4.	That additional administrative support be provided to the undergraduate program director.	An Operations Manager was hired in Fall 2022 who will conduct an review workload issues for changes and adjustments.	Dean's Office, Executive Officer	Completed
5.	That service teaching be adequately recognized by the Department.	The Department should consider plans for service teaching in faculty complement requests going forward. Incentives for large course loads will continue to be offered.	Chair, Dean's Office	Ongoing
6.	That the Department continue with plans for the suggestions	Departmental plans and discussions should continue regarding additional	Chair	Discussions to take place in Summer

	made throughout the body of the review report in addition to the formal recommendations.	suggestions made by the reviewers, particularly those that relate to recruitment.		and Fall 2023, with plans for implementation to follow. Ongoing.
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**YORK UNIVERSITY**  
**Final Assessment Report**

**Mathematics, Undergraduate (BA, iBA)**

**Glendon College / Collège universitaire  
Glendon**

**Cyclical Program Review – 2013 to 2021**

This Final Assessment Report (FAR) provides a synthesis of the cyclical review of the programs listed below.

**Program(s) Reviewed:**

Mathematics, BA, iBA

**Reviewers appointed by the Vice-Provost Academic:**

W. John Braun, Professor and Head, Department of Computer Science, Mathematics, Physics and Statistics, University of British Columbia-Okanagan, British Columbia

Bei Hu, Professor and Director of MS Program, Department of Applied and Computational Mathematics and Statistics, University of Notre Dame, Indiana, USA

Philip Kelly, Professor of Geography, Associate Dean for Research, Graduate and Global Affairs, Faculty of Environmental & Urban Change, York University

**Cyclical Program Review Key Milestones:**

Cyclical Program Review Launch: September 16, 2020  
Self-study submitted to Vice-Provost Academic: August 13, 2021  
Date of the Site Visit: March 7-9, 2022  
Review Report received: May 20, 2022  
Program Response received: July 21, 2022  
Dean's Response received: October 21, 2022

Implementation Plan and FAR received by Joint Sub-Committee on Quality Assurance, May 2023.



Submitted by Lyndon Martin, Vice-Provost Academic, York University

This review was conducted under the York University Quality Assurance Protocol, August 2020.



### **SITE VISIT: March 7-9, 2022**

A virtual site visit for the Glendon Mathematics programs took place in conjunction with the review of the Faculty of Science's undergraduate and graduate programs in Mathematics and Statistics. Meetings for the Glendon program took place with the following individuals and groups:

- Vice Provost Academic Lyndon Martin
- Principal Marco Fiola
- Associate Principal Academic Audrey Pyee
- Chair of Mathematics Department Mario Roy
- Administrative Assistant Aurore Coco
- Full-time faculty
- Part-time instructors
- Students

### **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 18 months after the review of this report by the York University Joint Sub-Committee on Quality Assurance (in February 2025).

The next Cyclical Program Review will begin in the Fall of 2028 with a site visit expected in the Fall of 2029 or Winter of 2030.

### **PROGRAM DESCRIPTION & STRENGTHS:**

The Mathematics Department at Glendon College, York's bilingual faculty, offers an undergraduate degree program (BA and iBA) and provides service teaching to a number of other programs at the university. Many courses are taught in each of the official languages (English and French). First and second year courses are similar to those offered in other mathematics programs in Canada, and upper year courses cover traditional pure mathematics core subjects.

The reviewers note, "The program is bilingual, unique in southern Ontario" and that it has strengths in equity, diversity and inclusion that should be preserved. They also note that students enjoy the small classes and that professors are described as approachable and helpful. The Department is also committed to offering experiential education options to students which includes participation in the "Outreach" program where students contribute to the preparation of high school enrichment mathematics curriculum.

However, they also indicate that the program faces daunting challenges, explaining that it has been chronically under-staffed and suffers from a lack of variety in its course offerings. They indicate that the Department struggles to provide enough courses for the students to complete programs on time, and that course enrolments are overall quite small, even at the first-year level. The Department also highlights a concern that entering students have weak basic mathematics skills, a not uncommon problem in other math departments. This gap in ability creates an additional burden for instructors as supplemental learning services are not available.

The reviewers note that the promotion of the program may be creating a mismatch between the program's content and student expectations, ultimately leading to retention issues. These in turn raise questions about the long-term sustainability of the program. The reviewers suggest that it be modified to include statistics courses, which would improve employment outcomes for students. They also recommend a restructuring of the curriculum to include more computer science and less pure mathematics and suggest that these changes may make the program more relevant to the student population it serves. Overall, they offer the following 5 specific recommendations for the program.

## **RECOMMENDATIONS AND RESPONSES**

### **Recommendation 1**

The Department would like to explore the option of using headset technology to do simultaneous translation for the introductory calculus courses, potentially saving one or two sections. The reviewers recommend this be pursued.

### **Program Response**

The Program proposes to explore the possibility of offering a single section of GL/MATH 1930 3.00 Calculus I (Differential Calculus) in the Fall and a single section of GL/MATH 1940 3.00 Calculus II (Integral Calculus) in the Winter term, in "bilingual format". A student(s) from the Master program in Conference Interpreting (MCI) at Glendon would offer an interpretation in the other official language. At all times, students would be able to choose whether they want to listen to the instructor or to the interpreter through a headset. A number of logistical issues need to be resolved with the MCI program and the Principal's Office.

If this trial were conclusive, it would save one section of each of MATH 1930+1940 and would allow the Department to create two new three-credit courses and hence offer a wider variety of courses.

### **Principal's Response**

The Principal appreciates the will to provide an innovative solution to the issue, but has serious reservations about this idea. The challenges of interpreting and the technical

cost of providing simultaneous interpreting – which requires the support of a technician – could prove prohibitive. Third, and this is probably the biggest impediment to this idea, is that the teaching would rely solely on the exact rendition by interpreters, which opens the door to appeals in the case of students being unable to answer correctly any test or final examination question.

However, the Principal does support testing this approach with a mock class.

### **Recommendation 2**

The reviewers encourage the Department to discuss the possibility of offering a small suite of courses from the Faculty of Science on the Keele campus using online technology.

#### **Program Response**

The Department will discuss this possibility with colleagues from Science. In addition, it may be possible to offer courses to Science students using the Hy-Flex technology. Students would only need to commute between the two campuses occasionally (including for the midterm and final examinations).

#### **Principal's Response**

The Principal agrees this is an idea that should be explored and suggests considering alternate ways to assess students instead of via in-person tests, thus making those courses truly remote-friendly. There is an opportunity in light of planning for the multicampus model that will include Markham.

### **Recommendation 3**

The Reviewers strongly encourage the department to reduce the pure mathematics requirements in its core.

#### **Program Response**

The current core (i.e., the courses common to all Glendon math programs) comprises 5 first-year courses (3.0 credits each) and one 6.0-credit course in second year. The Department intends to keep these courses in its core as it firmly believes this is a strict minimum for all math majors to complete. As mentioned under Recommendation 5, the program favours adding a statistics course to the core. Given that Glendon's first statistics course is a mixture of probability and statistics the difference between the core requirements at Glendon and in the Faculty of Science is not very substantial.

Rather than removing courses from the core, the program proposes to deliver the core courses from a more applied perspective by conceiving of even more applications of the topics as part of the examples given in class and in the exercises/homework/projects assigned to students.

### **Principal's Response**

The Principal supports the decision of the Department and recommends implementing it as soon as possible. He also suggests that, once applied perspectives are added to the course topics, the course titles be better defined.

### **Recommendation 4**

The Department should develop and offer courses in regression and in sampling and experimental design.

### **Program Response**

The program notes that GL/ECON 3670 3.00 Mathematical Statistics already comprises regression analysis. If the Economics Department is interested in having this course taught by a mathematics faculty member, the Mathematics Department will seek a cross-listing of this course with MATH and would deliver it. The course would be revised as a natural sequel to GL/MATH 1610+1620.

Regarding sampling and experimental design, the Department feels that the few students interested in this more advanced topic could take the course offered by the Department of Mathematics in the Faculty of Science.

### **Principal's Response**

The Principal agrees with the Program's proposal to explore the idea of cross-listing ECON 3670. The course of action recommended by the program for those students interested in sampling and experimental design is sensible.

### **Recommendation 5**

The department should incorporate its new R course and at least one statistics course into the core of its math program.

### **Program Response**

The "new R course" is in fact part of the Glendon Core Curriculum proposed by the Glendon Faculty. MATH and ECON/BUFC majors will be given the choice between a 1000-level seminar in social sciences and humanities and a 1000-level computer science course. The Department will strongly encourage its majors to take the computer science course as it believes that it is in their best interest.

The Department is supportive of adding a statistics course to its programs' core.

### **Principal's Response**

The Principal supports the plans described by the program, and will ensure that the Core Curriculum allows for math majors to take a 1000-level computer science course.

## IMPLEMENTATION PLAN

The chart below lays out the implementation plan approved by the Joint Sub-Committee at its meeting in May 2023.

	Recommendation	Action	Responsible for Follow-up	Timeline
1.	That simultaneous translation of introductory calculus courses be explored.	A pilot for simultaneous translation should be explored and evaluated, including in terms of expense.	Chair, Mathematics Department; Director, Master of Conference Interpreting	To be completed by the end of Fall 2023.
2.	That the exchange of online courses to be offered with the Faculty of Science be explored.	The exchange of online courses between the Faculties of Science and Glendon should be explored.	Chairs, Glendon and Faculty of Science; Principal, Glendon; Dean, Faculty of Science	Discussions to be completed by end of Summer/Fall 2023.
3.	That the program reduce the pure mathematics requirement in its core.	The Department should add a statistics course to the core and the deliver existing core with a more applied perspective.	Chair, Mathematics Department	Revamped core courses to be offered in 2023-2024 and ongoing. Statistics core course to be incorporated into program requirements by 2024-2025.
4.	That a course in regression and in sampling and experimental design be developed.	The Department should explore the idea of teaching and cross-listing an existing Economics course which includes regression analysis. Students interested in other topics should consider courses offered by the Faculty of Science.	Chair, Mathematics Department; Chair, Economics Department; Associate Principal Academic	Complete consultations by end of Summer/Fall 2023, with plan to offer the revised course in 2024-2025.

5.	That Mathematics incorporate the “R” course and at least one statistics course into the core of its math programs. The R course should be available to math majors as part of the core curriculum.	The Department should develop a statistics course for its core requirements.	Chair, Mathematics Department; Associate Principal, Academic; Lead, Core Curriculum	Course ready for offering in 2024-2025.
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**YORK UNIVERSITY**  
**Final Assessment Report**

**Mathematics & Statistics, Graduate  
Programs (MA, MSc, PhD)**

**Faculty of Science**

**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:**

MA  
PhD

**Reviewers appointed by the Vice-Provost Academic:**

Dr. W. John Braun, Professor and Head, Department of Computer Science,  
Mathematics, Physics and Statistics, University of British Columbia-Okanagan  
Dr. Bei Hu, Professor and Director of MS Program, Department of Applied and  
Computational Mathematics and Statistics, University of Notre Dame  
Dr. Philip Kelly, Professor of Geography, Associate Dean for Research, Graduate and  
Global Affairs, Faculty of Environmental & Urban Change, York University

**Cyclical Program Review Key Milestones:**

Cyclical Program Review launch: September 16, 2020  
Self-study submitted to Vice-Provost Academic: November 12, 2021  
Date of the Site Visit: March 7-9, 2022  
Review Report received: May 20, 2022  
Program Response received: July 21, 2022  
Dean's Response received: October 24, 2022

Implementation Plan and FAR confirmed by Joint Sub-Committee on Quality Assurance,  
May 2023.



Submitted by Lyndon Martin, Vice-Provost Academic, York University

This review was conducted under the York University Quality Assurance Protocol,  
August 2020.

### **SITE VISIT: March 7-9, 2022**

A virtual site visit for the graduate programs in the Department of Mathematics and Statistics took place in conjunction with the review of the Department's undergraduate programs as well as with the undergraduate program in Mathematics at Glendon College. Meetings for the graduate programs took place with the following individuals and groups:

- Vice-Provost Academic, Lyndon Martin
- Dean & AVP Graduate, Thomas Loebel
- Dean, Faculty of Science, Rui Wang
- Associate Dean Research and Graduate Education, Vivian Saridakis
- Associate Dean, Students, Michael Scheid
- Chair, Department of Mathematics & Statistics, Stephen Watson
- Graduate Program Director, Seyed Moghadas
- MSc Coordinator, Jianhong Wu
- Financial Engineering Coordinator, Michael Chen
- Full-time faculty members
- Part-time instructors
- Graduate students and TAs
- Administrative Staff
- Jack Leong, Associate Dean, Research and Open Scholarship, York University Libraries

### **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 18 months after the review of this report by the York University Joint Sub-Committee on Quality Assurance (in February 2025).

The next Cyclical Program Review will begin in the Fall of 2028 with a site visit expected in the Fall of 2029 or Winter of 2030.

### **PROGRAM DESCRIPTION AND STRENGTHS:**

The Department of Mathematics and Statistics at the Keele Campus offers a comprehensive graduate program in several traditional and modern fields of applied mathematics, pure mathematics, and statistics. Students can graduate with the following degrees:

- Master of Arts in Applied Mathematics, Pure Mathematics, Probability, Theoretical statistics, Applied Statistics, or Data Science
- Master of Science in Applied and Industrial Mathematics
- PhD in Applied Mathematics, Pure Mathematics, or Statistics.

The MA program is designed as a 3-semester (1-year) program that can be completed by taking a specified number of required and elective courses. Students may also opt to complete a survey paper or thesis. The MSc in Applied and Industrial Mathematics is a 6-semester (2-year) program in which students are required to take four core courses and complete a Master's thesis. The PhD program contains 24 credits, 4 comprehensive exams in the area of specialization, an oral exam presenting the overall research plans and objectives, a colloquium presenting results achieved before final defence, and the oral defence of the research results and findings culminated in the form of a PhD dissertation.

In addition to these programs, MA students can participate in a course-based Graduate Diploma program in Financial Engineering offered by the Schulich School of Business.

With regard to curriculum, the reviewers note that the Applied Mathematics program incorporates the strength of the Department's mathematical biology resources, and they note that this is what sets it apart from other programs and provides students with exciting and innovative opportunities. The reviewers also suggest that the Statistics program engage with the Computer Science department, noting that such collaboration is necessary if the program is to thrive.

The reviewers state that the "Department of Mathematics and Statistics has outstanding faculty doing amazing and impactful research". They also praise the publication record of the PhD students prior to defense. They note that all the journals are top-tier and that students are winning national and international awards. The reviewers raise concerns, however, about the practice of reducing the amount of funding supplied by the Faculty of Graduate Studies when students win external awards.

An opportunity for quality enhancement identified by the reviewers is more active engagement with the Institute for Social Research, which would enhance the Statistics program, particularly at the master's level.

The reviewers offer the following five recommendations below.

## **RECOMMENDATIONS AND RESPONSES**

### **Recommendation 1**

The Faculty and Department should determine a feasible design for a sustainable Statistical Consulting Centre which could serve multiple functions.

## **Program Response**

The Statistical Consulting Centre (SCS) has a crucial role in allowing faculty and students to collaborate with and support researchers at York in the ever-increasing need for cutting-edge quantitative research methods. The Department expects that the SCS will also play a key role in leveraging the benefits of the new Data Science program in the service of research support at York. The organization and funding of SCS are currently under review with proposals that are part of an ongoing discussion with the Office of the VP Research & Innovation (VPRI).

The Department has also initiated discussions with the broader Faculty, the Faculty of Health and other centres of research activity at York to find optimal ways of achieving the highest quality of support for quantitative research at York.

## **Dean's Response**

Statistical Consulting Services (SCS) is part of the Institute for Social Research Organized Research Unit (ORU) and has been an integral part of York since 1968. SCS provides consultation services to the whole York community. This sounds like an excellent experiential learning opportunity for graduate students. The Faculty of Science is willing to have discussions around SCS after the ISR ORU is rechartered in 2023.

## **Recommendation 2**

The Faculty is advised to increase the quota of international graduate students in the mathematical disciplines and to work with the Department and the University administration to find ways to financially support these students.

## **Program Response**

In each cycle of graduate admission, the quota for international students is determined by the Faculty of Science and is based on the overall budget and the scale of the graduate program in each department. The Department of Mathematics and Statistics has one of the largest graduate programs at the University, which is growing and offering major and niche disciplines in mathematical and statistical sciences. To sustain this growth with expected impact, the increase in the admission of international graduate students is critically important. This is highlighted by the fact that over 70% of applicants are international. At present, the Faculty of Science only funds international students admitted to the MSc program for one year, but funds international students in the MSc programs of the other Science departments for two years. The Department will ask the Faculty of Science to fund the international students in the MSc program for two years with RA requirements from supervisors like those of domestic students or those of Chemistry and Biology.

## **Dean's Response**

The Faculty of Science funds 8 master's and 7 PhD international students in the program. The Department can allocate these students to their various master's programs as there aren't any restrictions. A decision was made in January 2022 to allocate their international student quota towards 2-year MSc students. The Department should increase its efforts to recruit more domestic students. Although there is a limit with respect to the number of international students, requests can always be made to increase the quota for an exceptional student once all the spots have been filled.

### **Recommendation 3**

The Faculty and Department should work together to find a workable funding formula for the MA students in the Financial Engineering Diploma.

#### **Program Response**

Financial Engineering Diploma (FED) is a joint program between the Department of Mathematics and Statistics, and the Schulich School of Business. MA students can apply for this diploma and complete the FED along with their MA. Since the FED requires additional courses, students often need more than three terms to complete both the MA and FED. Extending their studies beyond three terms requires students to change from full-time to part-time status, making them ineligible for financial support from York. In addition international students may lose their study visa.

The Department plans to propose an MSc program in Financial Engineering. Students could then complete their MA and FED in three semesters or enter a two-year thesis-based MSc degree in Financial Engineering with full-time status, funded like other MSc degrees in the Faculty of Science. To develop this proposal, the Department will ask for a study to be conducted of the market need for this program and its likely scale. The graduate executive committee will work on any subsequent proposal.

#### **Dean's Response**

The Faculty of Science supports the development of a proposal pending a feasibility study and its recommendations.

### **Recommendation 4**

The Faculty of Graduate Studies process of counting external scholarships as part of the funding package for students should be reassessed.

#### **Program Response**

The Department concurs with this assessment, which reduces the fellowship awarded to students who get external scholarships. Since nearby universities have a similar practice, eliminating this practice in the Faculty of Science would give York a substantial competitive advantage for attracting the best students.

### **Dean's Response**

The Faculty of Science follows the graduate student funding policies of the Faculty of Graduate Studies with regards to external scholarships. The York model of graduate student funding is one of the most generous in the country and envied by many other researchers/supervisors. Supervisors are strongly encouraged to provide a top-up to the student if they have an external scholarship.

The Dean notes that Math/Stats graduate students benefit from external awards. Not only does an external award stand out in their CV but it also allows them to focus on their studies/research rather than spend their time as a TA. As a bonus, they are allowed to TA and can thus enhance their funding package and annual income.

### **Recommendation 5**

The Faculty and University should support the Department with international recruitment. Agreements with international universities through 3+1+1 agreements should be explored, analogous to the 2+2 arrangements with undergraduate programs.

### **Program Response**

The Department thanks the reviewers for their 3+1+1 recommendation, in which students complete three years of their undergraduate study at a foreign university, one year of undergraduate study (paying international fees) at York, and then one year of graduate study at York. However, discussions need to be undertaken with the Dean's Office to ensure there would be no negative impact on the permitted number of international students for the Department.

### **Dean's Response**

The Dean notes that there is a set number of international students permitted based on the Faculty of Science budget and TAship constraints. The Department makes decisions on how to offer admission to its future master's students. The Dean notes that requests for increases to the numbers of international students can be made annually.

## IMPLEMENTATION PLAN

The chart below lays out the implementation plan approved by the Joint Sub-Committee at its meeting in May 2023.

	Recommendation	Action	Responsible for Follow-up	Timeline
1.	That a sustainable Statistical Consulting Centre be designed.	The department should discuss the initiative with the Institution for Social Research (ISR) and the Vice-President Research and Innovation after the ISR has been rechartered.	Associate Dean Graduate Education	Revisit in Fall 2023 or later.
2.	That the number of international graduate students be increased with appropriate financial support.	The Department already opted to allocate its funded international students to the 2-year MSc program. Requests can always be made to increase the quota for an exceptional student once all the spots have been filled. The department should also increase their efforts to recruit more domestic students.	Graduate Program Director, Associate Dean Graduate Education	Funding allocation decision made in January 2022. Requests for increases can be made on an ongoing basis. Discussion regarding increasing domestic recruitment to take place in Summer/Fall 2023.
3.	That a funding formula be established to support MA students completing the Financial Engineering Diploma.	The Department should commission a study of the feasibility of an MSc degree in Financial Engineering in which students would be eligible for graduate funding.	Graduate Program Director, Associate Dean Graduate Education,	Feasibility study to be conducted in 2023. Next steps dependent on outcome.

4.	That the graduate funding model be reassessed to not reduce the fellowship awarded to students who get external scholarships.	The Department should develop a plan to provide top-ups and TAs to graduate students who receive external scholarships.	Associate Dean Graduate Education, Graduate Program Director	Plan developed by end of Fall 2023.
5.	That the Faculty and Department explore agreements with international universities to enhance international student recruitment.	The Department can request increases to its international student numbers annually. Agreements with international universities for graduate student admission should be explored within York's academic regulations.	Graduate Program Director, Associate Dean Graduate Education	Requests for increases to international students can be made annually. Exploration of possible agreements to be made on an ongoing basis.



# **YORK UNIVERSITY**

## **Final Assessment Report**

**Undergraduate Programs, Information  
Technology (ITEC)  
MA in Information Systems and Technology,  
Graduate Program (MAIST)**

**School of Information Technology**  
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:**

BA in ITEC  
BCom in ITEC  
MA in Information Systems and Technology (MAIST)

**Reviewers appointed by the Vice-Provost Academic:**

Timothy C. Lethbridge, Professor and Vice Dean, Electrical Engineering and Computer Science, University of Ottawa  
Hanan Lutfiyya, Professor, Department of Computer Science, Western University  
Neil J. Buckley, Associate Professor and Undergraduate Program Director, Department of Economics, York University

**Cyclical Program Review Key Milestones:**

Cyclical Program Review launch: September 16, 2020  
Self-study submitted to Vice-Provost Academic: November 16, 2021  
Date of the Site Visit: February 16, 2022  
Review Report received: April 28, 2022  
Program Response received: June 15, 2022  
Dean's Response received: August 4, 2022

Implementation Plan and FAR confirmed by Joint Sub-Committee on Quality Assurance, May 2023.



Submitted by Lyndon Martin, Vice-Provost Academic, York University

This review was conducted under the York University Quality Assurance Protocol, August 2020.

## **SITE VISIT: February 16, 2022**

A virtual visit included meetings with the following individuals and groups:

- Vice-Provost Academic, Lyndon Martin
- Dean and AVP Graduate, Thomas Loebel
- LA&PS Dean, J.J. McMurtry
- Associate Dean of Programs, Sean Kheraj
- Associate Dean Teaching and Learning, Anita Lam
- Associate Dean Graduate Studies, Ravi da Costa
- School of Information Technology (ITEC) Director, Sotrios Liaskos
- Graduate Program Director, Marin Liloiu
- Undergraduate Program Director, Zijian Yang
- Full-time and part-time faculty
- Undergraduate and graduate students
- Associate Dean, Research & Open Scholarship, Jack Leong and Subject Librarian John Dupuis.

## **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 18 months after the review of this report by the York University Joint Sub-Committee on Quality Assurance (in February 2025).

The next Cyclical Program Review will begin in the Fall of 2028 with a site visit expected in the Fall of 2029 or Winter of 2030.

## **PROGRAM DESCRIPTION AND STRENGTHS:**

The ITEC undergraduate program includes BA and BCom programs, the objectives of which are described as offering “training in the broad intersection of computing technologies and management, focusing on concepts, methodologies, theoretical approaches and techniques for applying information technologies to organizational and societal problems.” The BA program covers technical material (programming, networks, data) plus what the program calls “Methodology / IT Management” (system analysis and design, risk and project management, enterprise architecture). The BCom program covers these but also business aspects (MIS, accounting, marketing, organizational behavior, human resources). The reviewers suggest more clarity should be provided to students about the program objectives and how they differ from those of

Computer Science, with emphasis put on the orientation to business systems and IT divisions.

The aims of the Master of Arts in Information Technology and Systems (MAIST) are to enable graduates to critically analyze information technologies and services; to analyze, design, build, customize and optimize these; and to contribute to organizational change through them. The program can be achieved through three pathways: course-work only, a major research project option, and a thesis option.

At both the undergraduate and graduate level, the reviewers indicate that the program curriculum and structure mostly support the learning outcomes, and they offer a few suggested improvements throughout their report. The methods and criteria for assessing student achievement are also described as being appropriate and effective at both the undergraduate and graduate levels.

The reviewers noted that graduate students seem to take longer to complete their programs than the ideal 1-2 years, but students pointed out that many are employed elsewhere and are therefore taking the program part-time.

The reviewers also applauded the support provided by the School to transfer and mature students. As many students take time to determine what subject they want to study, the reviewers explain that providing opportunities for transfer is essential for helping students find their path.

The program identified in their self-study several areas for improvement, which the reviewers agreed will contribute to program quality. These goals concern admissions and transfer, improved 1<sup>st</sup> year pedagogy, enhanced blended and flipped-classroom instruction, increased support for full-time students and international students, and ensuring language learning supports are highlighted for students. The goals also include more technical writing practice in courses, increased lab and hands-on components, and undergraduate research and projects with professors. Student advising will be better supported, and the School will continue to foster excellence in teaching and seek to build community among instructors. The Dean has indicated his support for these goals and plans. The reviewers also briefly commented on them and offered their own set of recommendations, outlined in the next section, that draw upon many of the same areas. Action to continue implementation of the School's own plans has been included in the implementation plan at the end of this report.

## **RECOMMENDATIONS:**

### **Recommendation 1**

Increase full-time faculty complement: The full-time faculty complement is too low to maintain quality, to provide a positive student experience and to staff the number of courses needed. The School should take advantage of opportunities to hire additional professors that we understand have been offered by the Dean.

### **Program Response**

The program fully acknowledges the need for increasing the School's Full-Time Faculty (FTF) complement. The program notes the substantial difficulty in finding and attracting qualified colleagues, as attested by the several failed searches that the school has experienced in the past.

The program is preparing a 3-year hiring plan to be approved by the Dean. Nevertheless, the substantial challenges must be acknowledged in realizing such plan. These include ensuring that the working conditions, compensation and research career advancement opportunities offered to new hires are on par with the institutions that compete for the same candidates, primarily Computer Science departments.

The program notes that ITEC does not yet have a PhD program, and the absence of such a program results in graduate arrangements that may appear convoluted and risky to prospective hires as well as an image of a teaching-intensive unit. The swift development of a PhD program is key to succeeding in the hiring plan.

The program also notes that there is very limited space for the conduct of research. There is a radically different research culture in ITEC compared to all other LAPS units. Steps such as the recent updates in the LAPS Research Office to now explicitly support NSERC research have been enthusiastically welcomed by colleagues and have already led to improvement in grant acquisition results.

### **Dean's Response**

The Office of the Dean of LA&PS supports the School of Information Technology in its development of a three-year hiring plan and concurs with the reviewer recommendation that the hiring of full-time faculty in the School is a priority. A faculty recruitment strategy to attract top quality candidates will be developed. The issues of teaching load and salaries are issues of the collective agreement and institutional agreements. The Dean's Office is willing to work with colleagues to gain access to labs.

Graduate curricular innovation in the form of a doctoral degree is likely a factor for new professorial stream hires and is addressed in the response to Recommendation 4.

The Dean's Office note that the last three faculty searches in ITEC have been successful and the School has recruited a CRC nominee, as well as two junior faculty who have been awarded major tri-council grants in the first year of appointment.

Space continues to be a challenge, but the Dean's Office is working on solutions to better allocate space for active research programs and the situation should improve in the short to medium term.

### **Recommendation 2**

Guarantee access to needed courses: It is imperative that a way be found to ensure students can always register in courses needed for their program. There needs to be enough capacity for students, either by making sections larger or adding additional sections. Flexibility to increase section sizes 'on the fly' should be considered if demand for registration exceeds planned capacity.

### **Program Response**

The program acknowledges that enrollment challenges would have been one of the issues raised by students in the Winter 2022 meeting. However, the program feels this was likely a temporary effect of COVID-19 and the related challenge of finding instructors for courses during that time. It does not believe there is an unmet demand issue that is peculiar to ITEC now and in the foreseeable future, and it feels strongly that increasing class sizes should not be part of the solution of such problems when they do emerge.

### **Dean's Response**

The Dean's Office is aware of enrolment pressures on courses in the ITEC undergraduate programs and has sought to address these matters with the School using a range of tactics but notes there is more to be done.

The Dean's Office recommends that the School continue with normalizing its enrolment process and working with the Director of Strategic Enrolment Management to monitor accurate numbers of unmet demand for courses in the major.

Rather than expanding class sizes, the Dean's Office thinks that enrolment demands should be met by mounting an appropriate number of course sections, ensuring there are enough qualified instructors and moving to hire more full-time faculty. Demand for the ITEC programs is growing significantly and enrolment will increase as a result.

The Dean's Office is open to considering additional teaching supports for ITEC undergraduate courses in order to expand capacity.

### **Recommendation 3**

Modernize the Undergraduate Curriculum: The School should review its curriculum with special focuses on first year, and on better-reflecting modern IT.

- ITEC 1610 should be made the usual first programming course for students who have not received a broad grounding in programming from high school.
- Math 1190 should be assessed, perhaps bringing the material 'in house' in ITEC.
- Second-year programming courses should be assessed to improve their pedagogy.
- The upper-year curriculum should be assessed to bring it up to date with industrial practice and particularly to enhance coverage of modern IT concepts such as cloud computing, data analysis, DevOps, agility, application frameworks, and operation of data centres. This would also help distinguish the program from Computer Science.

## **Program Response**

ITEC is in full agreement with the above recommendations. Specifically the program will explore adding ITEC1610 as core for all students and will consider how the skills developed in the Math course offered by the Faculty of Science may be taught within ITEC if feasible. An investigation of pedagogy in second-year courses will be conducted, including a consideration of emphasizing hands-on activities.

Modernizing the curriculum is a process that is already underway and the program trusts that the revamping process will result in a complete and cohesive program.

New program-level outcomes have been developed which better describe the unique character and differentiation of the School while also clearly guiding curricular development.

The School also plans to explicate the BA Specialized Honours specializations: Data Management and Analytics, Systems and Software, Information Systems, Information Security, possibly also converting it to a BSc program. There is also a plan to renew the BCom-ITEC by updating the streams and applying for Business Technology Management (BTM) accreditation.

In terms of pedagogy, the program finds it imperative that computer lab availability is increased in a way that certain courses are guaranteed to be taught in a lab. The pedagogical effect of labs cannot be simulated using student-provided computers, for reasons that include: system heterogeneity, software availability, reliability, security and support, and lack of mobility.

## **Dean's Response**

The Dean's Office supports the reviewer recommendations and the School's current plans for curricular renewal. The School should continue with its plans to develop new course learning outcomes, revise its honours specializations, and renew the BCOM-ITEC program. Curriculum staff and the Associate Dean, Programs can provide support. The improvement of pedagogy in key 2000-level courses should proceed and can be supported by the Associate Dean, Teaching and Learning along with relevant staff.

The School should significantly revise ITEC 1620 with a view to improving student success and consider hiring a teaching stream full-time faculty member who could serve as a coordinator for ITEC First-Year experience. This is an approach that other units in the Faculty have taken with good outcomes.

## **Recommendation 4**

Create a graduate strategic plan leading to a possible PhD Program: The Department should develop a strategic plan for the MAIST and a potential PhD program. The deliberations should include the following:

- Determining the objectives of a potential PhD program but deferring its formal implementation until a faculty complement is somewhat higher. Such a program could span faculties (e.g., a PhD in IT jointly given by ITEC and Computer Science).
- Currently many of the MAIST students are part-time. The School may want to consider the feasibility of focusing on a course-based program with an emphasis on direct application of advanced knowledge as opposed to a thesis MSc that focuses research methodology and original research. A possible side benefit of a course-based program is a larger pool of potential TAs.

### **Program Response**

A notice of intent (NOI) for a PhD program in Information Science to be housed in ITEC was approved in Fall 2022. Through its PhD Program Working Group, ITEC has engaged in extensive internal consultations and discussions and believes it has a proposition whose implementation is immediately feasible. Regarding part-time MA students (ITEC does not currently have an MSc), the program notes that MAIST already includes a course-based option exactly for students interested in applications as opposed to theses. The majority of part-time students begin with the course-based option. However, given the very distinct interests and backgrounds of the two kinds of students (course-based, thesis-based) ITEC is also considering a separate professional Master's Degree exclusively geared towards part-timers. ITEC is further discussing the possibility of *conversion* programming, i.e., offering curriculum for students with limited IT background who want to requalify for a career in IT. These revamp possibilities are discussed as an integral part of the PhD program development.

### **Dean's Response**

The Dean's Office shares the School's interest in developing compelling new programming at the graduate level and welcomes the recommendation of creating a strategic plan to frame that effort. The Dean's Office looks forward to discussions regarding short and longer-term curricular innovation goals.

### **Recommendation 5**

Distinguish the School more clearly from Computer Science: In addition to curriculum adjustments suggested above, more effort should be made to emphasize to potential students how this program is distinct from Computer Science, including focusing on the needs of modern in-house corporate IT departments.

### **Program Response**

The program has dedicated substantial effort already to underline the current differences with Computer Science. This distinction is incorporated into every presentation to prospective and existing students. However, ITEC's strategy is to exactly define this distinction even better through expanding to areas that not served at all by a Computer Science program. Importantly, these areas encompass



methodologies, theories, techniques and skills with scientific depth and complexity. ITEC has found that the terms “Information Systems” is one of the best ways to refer to these knowledges and skillsets in compliance with relevant frameworks, and we are also utilizing the “Information Science” term which is equally distinguishing. The hiring plan for the past two years and the next 3 years is strongly geared towards developing the “Information Systems”/“Information Science” orientation.

The following steps have been or will be undertaken to highlight the differentiation:

- Program Level Outcomes (POs) have been updated to reflect the distinctive characteristics of ITEC with an emphasis on Information Systems (IS), and related skillsets including managing internal IT departments.
- Perform gap analysis to identify courses that cover the identified area.
- Engage in more IS hiring.
- Revamp BCom-ITEC to further emphasize this direction in addition to acquiring BTM certification.

### **Dean’s Response**

The Dean’s Office supports the School’s response to the reviewers and encourages the School to proceed with its ongoing differentiation plans with focus on Information Systems and Information Science.

## IMPLEMENTATION PLAN

The chart below lays out the implementation plan approved by the Joint Sub-Committee at its meeting in May 2023.

	Recommendation	Action	Responsible for Follow-up	Timeline
1.	That the full-time faculty complement be increased.	The School should establish a three-year hiring plan.	Director ITEC, Dean, Associate Dean Faculty Affairs	Hiring plan to be submitted in Summer/Fall 2023.
2.	That students' access to required courses be ensured.	The School should conduct an assessment of enrolment demand and course allocation in collaboration with the Director of Strategic enrolment Management. A discussion of additional teaching supports should be undertaken with the Dean's Office.	Director ITEC, Undergraduate Program Director Director ITEC, Director Strategic Enrolment Management, Dean, Associate Dean Programs, Associate Dean Faculty Affairs	Enrolment assessment and discussion of additional teaching to be completed in Summer/Fall 2023, in time for implementation in Fall 2024.
3.	That the undergraduate curriculum be modernized.	Renewal of the ITEC BA and BCom-ITEC programs should continue, including revisions to courses and learning outcomes and improvements to pedagogy. Changes should take into account the need for greater computer lab access and support. The School should also include a teaching stream appointment focused on the first-year experience in their three-year hiring plan.	Director ITEC, Associate Dean Teaching & Learning, Associate Dean Programs, Associate Director Faculty Curriculum Associate Director Program Evaluation & Pedagogical Design, IT, Dean,	Course proposals and plans to address pedagogy developed and approved by the end of the 2023. Hiring plan to be submitted in Summer/Fall 2023.

			Associate Dean Faculty Affairs,	
4.	That a strategic plan for graduate programs be developed, including a PhD program.	A notice of intent for the development of a PhD program has been approved. The School should continue discussions about curricular innovation for both the master's and doctoral level program.	Director, ITEC, Dean's Office	Discussion and development work underway throughout 2023.
5.	That ITEC differentiate itself more clearly from Computer Science.	The School should continue with its efforts to highlight the differences between programs, both undertaken and planned. See also recommendation 3.	Director, ITEC, Associate Dean Teaching & Learning, Associate Dean Programs, Associate Director Faculty Curriculum, Associate Director Program Evaluation & Pedagogical Design, Dean, Associate Dean Faculty Affairs	Ongoing through academic year 2022-2023 and beyond.
6.	That ITEC continue to focus on the implementation of the strategic goals outlined in its self-study.	The strategic goals identified through the self-study process should continue to be evaluated and implemented as they become feasible.	Director, ITEC, Associate Dean, Teaching and Learning	Ongoing through 2022-2023 and beyond.

# **YORK UNIVERSITY**

## **Final Assessment Report**

### **Human Resource Management, Undergraduate (BHRM) and Graduate (MHRM & PhD)**

Faculty of Liberal Arts & Professional Studies

**Cyclical Program Review – 2015 to 2021**

This Final Assessment Report (FAR) provides a synthesis of the cyclical review of the programs listed below.

**Program(s) Reviewed:**

BHRM  
Professional Certificate in HRM  
MHRM  
PhD

**Reviewers appointed by the Vice-Provost Academic:**

Dr. Vishwanath Baba, Professor, DeGroot School of Business, McMaster University  
Dr. Deborah McPhee, Chair and Professor, Goodman School of Business, Brock University  
Dr. Nirupama Agrawal, Professor, School of Administrative Studies, York University,

**Cyclical Program Review Key Milestones:**

Cyclical Program Review launch: September 16, 2020  
Self-study submitted to Vice-Provost Academic: May 6, 2022  
Date of the Site Visit: June 22-23, 2022  
Review Report received: June 28, 2022  
Program Response received: August 29, 2022  
Dean's Response received: October 17, 2022

Implementation Plan and FAR received by Joint Sub-Committee on Quality Assurance, June 2023.



Submitted by Lyndon Martin, Vice-Provost Academic, York University

This review was conducted under the York University Quality Assurance Protocol, August 2020

### **SITE VISIT: June 22-23, 2022**

The site visit consisted of a series of virtual meetings with the following individuals and groups:

- Vice Provost Academic Lyndon Martin
- Dean of Graduate Studies Thomas Loebel
- Dean of LA&PS JJ McMurtry
- Vice-Dean Programs Sean Kheraj
- Associate Dean Teaching & Learning Anita Lam
- Associate Dean Research & Graduate Studies Ravi de Costa
- Director, School of Human Resources Management Marie-Hélène Budworth
- Undergraduate Program Director Mary Jo Ducharme
- Graduate Program Director Jelena Zikic
- Full-time faculty members
- Adjunct faculty members
- Undergraduate and graduate students
- York Libraries Associate Dean, Research & Open Scholarship Jack Leong and Digital Scholarship Librarian Kris Joseph

### **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 18 months after the review of this report by the York University Joint Sub-Committee on Quality Assurance (in March 2025).

The next Cyclical Program Review will begin in the Fall of 2028 with a site visit expected in the Fall of 2029 or Winter of 2030.

### **PROGRAM DESCRIPTION AND STRENGTHS:**

The School of Human Resource Management (SHRM) offers programs at both the undergraduate and graduate levels, including the Bachelor of Human Resources Management (launched in 2001), the Master of Human Resources Management (launched in 2004), and the PhD in HRM (launched in 2006). In addition, the School offers the Professional Certificate in Human Resources Management, established in 2007, which may be taken alongside another degree at York or by students not pursuing a degree at York.

The Bachelor of Human Resource Management (BHRM) is aligned with the requirements for the designation of Certified Human Resources Professional (CHRP).

The program also recognizes HRM as an interdisciplinary study with roots in industrial relations, law, management, economics, sociology and psychology, and the program's core curriculum is comprehensive across these areas. Both a 90-credit and Honours degree are available to students.

The Master of Human Resources Management (MHRM) provides HRM professionals with the skills and credentials necessary to advance to more senior-level roles in an "executive-style" offering. Students explore issues such as organizational change and development, strategic compensation and the overall impact of strategic human resources on employee outcomes and organizational performance. It is only one of two MHRM degrees in Canada.

The PhD in Human Resources Management has a strong academic and research focus, emphasizing both qualitative and quantitative approaches. The PhD curriculum is in alignment with most HRM doctoral programs in North America. The reviewers note that most doctoral students are already publishing their research in high quality journals, and they indicate that the guaranteed five-year doctoral program funding allows student to pursue cutting-edge research without being rushed.

The reviewers state in their report that the School's curriculum is well crafted and covers the state of the art in human resources management. They also noted the experiential components of the program, including cases, internships, and the sharing of lived experience of both students and faculty, along with guest lectures by human resources professionals. They write, "The students are equipped with a competent platform to learn from their employment experiences and acquire confidence in the practice of their profession."

The reviewers suggest that the School has the capacity to be more influential in the professional and academic communities it serves and that it should consider developing a unique brand, an exercise that involves "embedding it in all its programs and propagating it among the students, graduates, employers and the larger community."

The reviewers conclude that the three programs reviewed are viable, strong, and make unique contributions to the human resources management space. They offer the following recommendations in the spirit of continuous quality improvement and strategic growth of the School.

## **RECOMMENDATIONS AND RESPONSES:**

### **Recommendation 1**

Introduce tutorials in the BHRM program for more depth-oriented activities with small class sizes.

### **Program Response**

This is of interest to the School. The School could benefit from tutorials in the HRM1000 and HRM2600 courses. An added benefit of this structure is that PhD students would be able to complete their TA requirements within the School rather than through courses in other departments. The School would welcome the opportunity to work with the Dean's office to implement this recommendation.

### **Dean's Response**

The Dean's Office concurs that the introduction of a tutorial structure for lower-level HRM courses would be a benefit to undergraduate students and presents an opportunity for PhD students to have TA assignments in their field. The Dean's Office recommends starting with HRM 1000.

### **Recommendation 2**

The School should explore innovative delivery modes in light of experience gained during the pandemic.

### **Program Response**

This recommendation is top of mind for the colleagues in SHRM. While the School has long had a strong online, blended, and in-class presence within our undergraduate program, new ways to innovate the pedagogy of these courses were found during the pandemic. The School plans to explore possibilities for modifying delivery modes within the graduate programs.

### **Dean's Response**

The School of HRM has been one of the leaders in the Faculty of Liberal Arts & Professional Studies in offering flexible online learning options as well as evening courses. These approaches to the mode of instruction have provided students with greater flexibility in their course offerings to accommodate part-time studies and family obligations.

The Dean's Office agrees that the School should investigate extending online course offerings to its graduate programs. The Dean's Office sees further need to observe and analyze enrolment data to better understand student demand for alternate modes of delivery as the university comes out of the pandemic restrictions of the past two years.

### **Recommendation 3**

Introduce flexibility in the PhD curriculum so that students can engage in a research project of choice with a faculty member for course credits.

### **Program Response**



This is a timely recommendation as the School is now focusing on the curriculum within the graduate programs. There has been an informal option for doctoral students to conduct research with faculty members during the summers between coursework. The School is planning to formalize this practice within the curriculum.

### **Dean's Response**

The Dean looks forward to reviewing a proposal from the School about how this could work and the potential impact on the program and resources.

### **Recommendation 4**

Explore a professional Doctorate in Business Administration (DBA) program to complement the scientific PhD and offer growth opportunities to human resources management professionals.

### **Program Response**

This idea was discussed as part of the School's self-study exercise. While there is enthusiasm, there is also concern about the viability of such a program, and for the ability to sustain it given current faculty resources. The School will continue to explore this opportunity as there is agreement that this would make a unique contribution to the landscape of HRM education in Canada.

### **Dean's Response**

As with the previous recommendation, innovation in the doctoral program that could respond to students' goals or the realities of the labour market is welcome. The interest in professional programs at the post-graduate level has grown significantly over the past decade.

### **Recommendation 5**

Firm up strategy for undergraduate enrollment in order to strike an optimal balance among 101, 105, and international applicants.

### **Program Response**

This, along with several recommendations below around undergraduate career planning, is an item that the School would like to prioritize. In order to do so, the School requires support in collecting data on recruitment channels, looking at the broader market for HRM education and understanding how the market is segmented. The School would also welcome an opportunity to raise its profile in the various undergraduate markets. While SHRM has enjoyed strong application numbers, there is concern that some students might not fully understand the breadth and depth of the

knowledge gained through the study of HRM.

### **Dean's Response**

The Dean's Office concurs with the School's ambition to prioritize undergraduate recruitment and agrees that there are opportunities to reach broader communities of applicants. A stronger recruitment effort will also improve admissions quality. The Associate Dean Programs, the Director of Strategic Enrolment Management, and the Assistant Director of Student Recruitment are available to discuss data on enrolments and potential recruitment tactics.

### **Recommendation 6**

Clarify admission requirements in the MHRM and optimize at the level of the program ensuring that candidates possess a diversity of experience covering different disciplines and sectors.

### **Program Response**

This is an item that the School is constantly revisiting. In each admission cycle the School is mindful of striking a balance between experience and academic achievement. The School plans to conduct focus groups with the MHRM students. The goal is to correct any imbalance that has emerged.

### **Dean's Response**

This is an important recommendation which will benefit students and potential applicants and improve recruitment efforts.

### **Recommendation 7**

To ensure a good cohort of qualified PhD candidates, we recommend that the School reach out to a broad array of programs such as MSc, MBA and other relevant disciplinary programs in the social and applied sciences.

### **Program Response**

The School does engage in recruitment efforts each cycle but agrees that these could be more robust. The School will make plans to engage directly with feeder programs in the coming cycles.

### **Dean's Response**

The Dean's Office is in agreement with the need for a more diverse recruitment strategy to increase the doctoral applicant pool. The Faculty is undertaking a Faculty-wide

advertising campaign to promote awareness of its programs but agrees that specific targeting of relevant feeder programs – not limited to those at York – is a sensible strategy. The staff of the Dean’s Office is available to work with the Graduate Program Director to review recruitment options.

### **Recommendation 8**

Explore recruitment, funding and placement for international students in the form of scholarships as well as internship opportunities.

### **Program Response**

The program agrees that there is an opportunity to better serve international students and will explore options with the Dean’s Office and York International. (*See also response to Recommendation 12 below*).

### **Dean’s Response**

International students in undergraduate programs are already eligible for the internship program. The School should engage with the LA&PS Experiential Education Office to explore ways to increase participation.

### **Recommendation 9**

Increase the number of academic advisors to help address students’ concerns in a timely manner.

### **Program Response**

The comments in the review report appear to speak to both academic and career advising. The School has benefited greatly from having an embedded academic advisor and would like to see this practice continued. The School believes its students would also benefit from a dedicated career advisor. This individual would help with questions around accreditation, graduate school, career course related planning, and internship options. While this might be a shared resource, in line with the examiner recommendations, having someone dedicated to HRM students would be a significant asset.

### **Dean’s Response**

As the Faculty of Liberal Arts & Professional Studies moves towards a dedicated advising model across the entire faculty there will be increased resources for academic advising for human resources management students. Career advising services are provided by the career education development center within the Division of Students.

### **Recommendation 10**

Ensure the training of staff beyond SOPs and that there is cross-training amongst staff to cover for instances where turnover might arise.

**Program Response**

SHRM has suffered from a significant amount of turnover during the pandemic and has not had a fully staffed office for more than a few weeks during this period. Turnover in terms of faculty leadership is not unusual, but these unusual circumstances have led to staff and leadership learning processes at the same time.

**Dean's Response**

The provision of staff for units is governed by timelines and processes strongly impacted by collective agreements.

**Recommendation 11**

Ensure that faculty utilize the librarians and invite them to the class to introduce skills that the students can use in their projects.

**Program Response**

This recommendation will be implemented immediately by inviting librarians into the new introductory course, HRM1000.

**Dean's Response**

The Dean's Office supports the School in its initiative to bring area librarians into the first-year course. Support from the Associate, Teaching and Learning is available if needed.

**Recommendation 12**

Communication strategies need to be developed within the Faculty to better inform the students of important issues related to internships and to career opportunities offered by the University.

**Program Response**

Further to the responses to recommendations 8 and 9, the School is seeking some support in this area. Students are not taking advantage of the existing internship program. The School would like to develop a deeper connection between the career programs and the unit and is committed to working with the appropriate offices to make this happen. It would also like to explore the possibility of moving these staff resources

into the School.

### **Dean's Response**

The Dean's Office agrees that expanded communication to human resources management students will help increase participation in the LA&PS internship program. There is a need for closer connections between the administration of the internship program and the academic units, and the Dean's Office hopes this will make the program accessible to a wider range of students. The Faculty is also investigating the development of a cooperative education program which may be of particular interest to students in the human resources management program and looks forward to the participation of the School in the development process for bringing cooperative education to the faculty.

### **Recommendation 13**

For BHRM students, enhance participation in relevant case competitions, and sponsor and own HR games across Ontario, and eventually the country.

### **Program Response**

Success in this area has ebbed and flowed depending on whether a faculty member champions the case competition activities. This is another opportunity that could be explored if we had a dedicated staff support with expertise in internships and careers.

### **Dean's Response**

There is existing staff support within the experiential education office in LA&PS.

### **Recommendation 14**

Develop a policy for supervision management for PhD students.

### **Program Response**

In recent years the School has increased the size of its PhD program in response to requests from the Dean's Office. As the program has grown, supervision has become an issue. The examiners' recommendation that we formalize a policy is well taken and will be considered immediately.

### **Dean's Response**

The Faculty reviews and adjusts program targets each year in consultation with the Program, including discussions with the GPD, and a formal annual course planning exercise each Fall. Growth in the HRM doctoral program therefore reflects those discussions and would be based on trends in application numbers and the reported

quality of applicant pools from the GPD, as well as an attention to the Program's capacity, availability of supervisors and so on.

The HRM PhD remains quite small but reviewing and fully documenting Program level practices and expectations around supervision are good practice and recommended. These should be reflective of FGS standards and embody a commitment to ensuring students reach their degree milestones in a timely fashion. Consideration of issues such as mentoring for pre-tenure faculty supervisors is advisable.

**Recommendation 15**

Allocate dedicated workspace where PhD students could work and collaborate.

**Program Response**

PhD students do have a dedicated workspace and the School will work directly with these students to understand how this space could be better structured to meet their needs. At the same time, it is important to point out that the space they occupy in the basement of Atkinson has fallen into disrepair. Three faculty colleagues also have offices in this space. This concern has been raised with space management but no plan for remediation has been shared with the School.

**Dean's Response**

The Dean's Office notes that significant new investments in space, including for graduate programs and research, are being undertaken.

**Recommendation 16**

Begin the process of faculty recruitment immediately with depth in programing and breadth in research in mind.

**Program Response**

SHRM will be hiring two colleagues this cycle, one at the assistant level, the second at the associate level.

**Dean's Response**

The School has already submitted its faculty hiring plan. The process of recruiting two new faculty members for July 2023 is underway.

**Recommendation 17**

Establish mechanisms for training both faculty and staff who undertake leadership and management roles within the School.

### **Program Response**

This is an important recommendation. The School does participate in the training given by LA&PS, but there is a need to develop internal training efforts. The current suite of administrative leaders will work on this recommendation during their term to ensure a smooth transition.

### **Dean's Response**

The Dean's Office agrees that in addition to faculty training for academic leaders, training within the academic unit would be a benefit to help onboard new directors, undergraduate program directors, and graduate program directors.

### **Recommendation 18**

Integrate part-time faculty and create a sense of belonging by meeting their needs for representation, access to space and resources and consultation in academic decision making.

### **Program Response**

The School notes that this is an ongoing challenge, especially since many part-time faculty members work full-time and only come to campus in the evening. The School will work directly with part-time faculty to understand how they want to be engaged in order to develop a plan. Currently, there is office space that PT faculty can access both during and after SHRM office hours.

### **Dean's Response**

UPD to take action. See also response to recommendation 19 below.

### **Recommendation 19**

Establish mechanisms for ongoing substantive communication between the School leadership and its constituents – full-time and part-time faculty, students, alumni.

### **Program Response**

The School will develop a communications plan. There is a need to find ways of reaching students and alumni directly and regularly. The School plans to use resources in the Dean's Office in terms of web design and alumni outreach in order to improve these channels.

### **Dean's Response**

The Dean's Office agrees that ongoing and substantive communication between the School leadership and its faculty members, students, and alumni is important and encourages the development of a communications plan. There is support from within the Office of the Dean of LA&PS for this type of work. In addition, much can be learned from the practices of other units.

**Recommendation 20**

Encourage SHRM faculty involvement in faculty and university activities.

**Program Response**

The School notes that its faculty members sit on Senate committees, task forces, central search committees, and the Board of Governors. The School will continue to encourage colleagues to participate fully in university activities.

**Dean's Response**

The Dean's Office notes that there are many opportunities for colleagues to get involved with faculty and university service activities. This includes opportunities through Faculty Council, Senate, and within the academic unit itself. Pre-tenure faculty should not be expected to take on a burdensome volume of service work.

**Recommendation 21**

Gather data on the absorptive capacity of the graduates in the professional marketplace – all programs.

**Program Response**

The School would find information on the activities of graduates in the professional marketplace invaluable. A dedicated staff person who would support career-related efforts for SHRM students could assist with this task.

**Dean's Response**

There are institutional efforts to develop new means to gather information about graduate outcomes. This would include career outcomes of graduates with degrees in human resources management. The School can work with central services to leverage these resources for SHRM, including, for example, the Office of Institutional Planning and Analysis (OIPA).

**Recommendation 22**

Gather placement and salary statistics systematically for the alumni of all the programs.



### **Program Response**

The School agrees this information would be invaluable.

### **Dean's Response**

See response to recommendation 21.

### **Recommendation 23**

Utilize the data to make strategic adjustments to program intake, curriculum revision, and promotion of graduates in targeted sectors.

### **Program Response**

The School has a history of making strategic decisions on the basis of data where possible.

### **Dean's Response**

Every year the Dean's Office and the SHRM engage in an annual course planning exercise during which enrollment data and projections are assessed. This exercise is an opportunity to make strategic adjustments to program intake and have conversations about curricular revisions. This cyclical program review, undertaken every eight years, also serves this purpose.

### **Recommendation 24**

Develop the idea of a Human Resources Institute, offering research and collaboration opportunities for students and faculty; refresher courses for alumni; consulting projects for industry; and skill-building workshops and access to data sets for research.

### **Program Response**

The School is excited about this idea and has been discussing it regularly for the past year. A committee has been established to develop a plan for what could be accomplished within an 'institute.' Once a plan is finalized, the School will seek support.

### **Dean's Response**

The Dean's Office finds this is an intriguing notion and looks forward to reviewing a clear proposal as a first step.

### **Recommendation 25**

The SHRM should explore possibilities of global collaboration with institutions that

complement the School's offering and faculty competencies.

**Program Response**

The School would like to consider this as a long term initiative. At present, the faculty complement is not sufficient to support the development of fruitful partnerships. However, the SHRM is committed to internationalizing its reputation and will remain open to possibilities.

**Dean's Response**

The Dean's Office agrees that this should be a long-term initiative of the school. Further internationalization and expansion of the reputation of the program will be of great benefit to the School. Opportunities for global engagement include exchanges, study abroad courses, and even virtual international courses.

**Recommendation 26**

Begin a branding exercise for the School. Once there is purchase for the brand and the brand is established, engage in consistent brand promotion.

**Program Response**

SHRM participates in regular strategic planning and will incorporate some consideration of branding into the next planning cycle.

**Dean's Response**

SHRM Director to take action.

## IMPLEMENTATION PLAN

The chart below lays out the implementation plan approved by the Joint Sub-Committee at its meeting in June 2023.

	Recommendation	Action	Responsible for Follow-up	Timeline
1.	That tutorials be introduced in the BHRM courses.	The School and the Office of the Dean of LA&PS should meet to develop an implementation plan for tutorials in lower-level HRM courses, starting with HRM 1000.	SHRM Director; SHRM UPD; Associate Dean, Programs; Director, Strategic Enrolment Management	Launch tutorials for HRM1000 in Fall 2024, with plan in place for additional tutorials to follow.
2.	That the School explore innovative delivery modes in light of the experience gained during the pandemic.	That the School investigate extending flexible online offerings to graduate programs.	SHRM Director; SHRM GPD; Associate Dean, Research and Graduate Studies; Director of Strategic Enrolment Management	Offer first online courses in graduate programs in Fall 2024.
3.	That PhD students be given the option to engage in research for course credits.	The School should consider how doctoral students might conduct research in the summers between course work.	SHRM GPD	Plans to be reviewed in Fall 2023 with implementation for Fall 2024.
4.	That the SHRM consider developing a Doctorate in Business Administration (DBA).	The School should continue to explore this innovative professional program option.	SHRM Director; SHRM GPD; School; Dean's Office	Ongoing

5.	That a strategy for undergraduate enrolment be finalized.	The School should meet with senior staff in the Dean's Office regarding enrolment and recruitment data, and to discuss potential recruitment strategies.	SHRM Director and UPD; Associate Dean, Programs	Discussion to take place in Summer and Fall 2023; strategy in place for 2024-25 recruitment cycle.
6.	That admissions requirements for the MHRM be clarified and each class have a balanced diversity of experience.	The School should continue its review of admission practices and propose any necessary changes.	SHRM GPD	Proposal to come forward in Fall 2023.
7.	That a good cohort of qualified PhD candidates be sought out from a broad array of programs.	The graduate program should work with the senior staff of the Dean's Office on recruitment tactics.	SHRM GPD; Associate Dean Research and Graduate Studies; Dean's Office	Discussions to take place in Summer and Fall 2023.
8.	Explore funding and experiential education options for international students.	The School should engage with the LA&PS Experiential Education Office about options for students and ways to increase participation.	SHRM Director; UPD; Associate Director, Experiential Education	Discussion to take place in Summer and Fall 2023.
9.	That the number of academic advisors be increased.	The School should engage with the Associate Dean Students in LA&PS regarding advising and the Career Education and Development unit in the Division of Students.	SHRM Director; UPD; GPD	Discussion to take place in Summer and Fall 2023.
10.	Ensure adequate staff training.	Staffing, as well as the timing of turnover, is strongly	n/a	n/a

		impacted by collective agreements.		
11.	That faculty utilize the librarians, including in class.	The School should invite librarians into the new undergraduate introductory course.	SHRM Director; course director for HRM1000.	Fall 2022 - completed
12.	That better communication be offered to students about internship and career opportunities offered by the University.	The School and the Associate Director for Experiential Education should further engage on matters related to internships and other experiential education options.	SHRM Director; UPD; Internship Coordinator; Associate Director, Experiential Education	Discussions to be held in Summer and Fall 2023.
13	Enhance participation in relevant case competitions.	The School should work with the Experiential Education Office in LA&PS to plan enhanced participation.	SHRM Director; UPD; Internship Coordinator, Associate Director, Experiential Education	Plans to be developed in Summer and Fall 2023.
14	That a policy for supervision management for PhD students be developed.	The program should review and formalize its expectations and normal practices for supervision, publishing these so that students are fully informed.	GPD, Graduate Executive	Policy ready for orientation in Fall 2023.
15	That dedicated workspace be provided for PhD students.	The Dean's Office is currently making investments in space.	Dean's Office, LA&PS	Review of the SHRM situation in Summer or Fall 2023.

16	That the process for faculty recruitment begin, with depth in programing and breadth in research in mind.	The School should continue with its hiring of two positions approved for July 2023.	SHRM Director; Associate Dean, Faculty Affairs; Dean	New appointments in place for July 2023 or as soon as possible.
17	That training be provided for faculty and staff who undertake leadership and management roles in the School.	That the School continue the development of training and onboarding processes for new academic leaders.	Leadership team in SHRM	Processes established by end of Fall 2023.
18	That part-time faculty members be better integrated into the School.	The School should continue to plan for enhanced integration of part-time faculty into the School.	Leadership team in SHRM	Plan established by the end of Fall 2023 and actions underway in Winter 2024.
19	That mechanisms for substantive communication between the School leadership, faculty members, students and alumni be established.	The School should develop plans for communication, with the support of the Director of Communications in LA&PS, as well as with insights from other units.	Leadership team in SHRM; Dean's Office	Initial discussions in Summer and Fall 2023; Ongoing
20	That faculty in SHRM be encouraged to be involved in Faculty and University activities.	Where appropriate, colleagues will be encouraged to continue to participate in University activities.	Leadership team in SHRM; Dean's Office	Ongoing

21	That employment data on graduates of programs in SHRM be gathered.	SHRM should consult with colleagues in the Office of Institutional Planning and Analysis in gathering this data.	SHRM Director; Associate Dean, Programs; OIPA	Planning with OIPA to take place in Summer and Fall 2023.
22	That placement and salary statistics for alumni of all programs be collected.	<i>See response to recommendation 21.</i>	<i>See response to recommendation 21.</i>	<i>See response to recommendation 21.</i>
23	That employment data be used to make strategic adjustments to curriculum and student activities.	Continue to use available data to make decisions and seek additional data as outlined in recommendations 21 and 22 above.	Leadership Team in SHRM	Ongoing
24	That the idea of a Human Resources Institute be explored.	The School should bring forward a clear proposal once ready.	SRHM Development Committee	Ongoing; implementation contingent on governance and resourcing
25	That SHRM explore global collaboration opportunities.	The School should work with the Associate Dean for Global & Community Engagement to discuss opportunities for internationalization.	SHRM leadership; Associate Dean, Global & Community Engagement	Longer-term initiative given the current capacity in the School; Ongoing
26	That a branding exercise be undertaken for the School.	That the School consider branding in its strategic planning activities.	SHRM leadership	Discussions to take place throughout 2023-2024.

# **YORK UNIVERSITY**

## **Final Assessment Report**

Études françaises (BA, iBA)  
Études françaises (MA)  
Études francophones (PhD)

**Department of French Studies**  
Glendon College / Collège universitaire  
Glendon

**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**

Études françaises (BA, iBA)  
Études françaises (MA)  
Études francophones (PhD)

### **Reviewers appointed by the Vice-Provost Academic**

Kirsty Bell, Associate Professor, Head, Department of Modern Languages and Literature, Mount Allison University, Sackville, New Brunswick  
Margot Irvin, Associate Professor, Director, School of Languages and Literatures, College of Arts, University of Guelph, Ontario  
Ganaële Langlois, Associate Professor and Chair, Department of Communication & Media Studies, Faculty of Liberal Arts and Professional Studies, York University

### **Cyclical Program Review Key Milestones**

Cyclical Program Review launch: September 16, 2020  
Self-study submitted to Vice-Provost Academic: (GR program) October 20, 2021; (UG Program) December 23, 2021  
Date of the Site Visit: May 25, 2022  
Review Report received: June 28, 2022  
Program Response received: October 6, 2022  
Principal's Response received: January 30, 2023

Implementation Plan and FAR received by Joint Sub-Committee on Quality Assurance, June 2023.



Submitted by Lyndon Martin, Vice-Provost Academic, York University

This review was conducted under the York University Quality Assurance Protocol, August 2020.

## **SITE VISIT: May 25, 2022**

The reviewers met virtually with the following individuals and groups:

- Vice-Provost Academic, Lyndon Martin
- Dean and AVP Graduate, Thomas Loebel
- Principal of Glendon, Marco Fiola
- Associate Principal Academics, Audrey Pyée
- Associate Principal Research & Graduate Studies, Colin Coates
- Undergraduate Chair, Christine Besnard
- Graduate Program Coordinator, Marie Christine Pioffet
- Language Program Coordinator, Muriel Péguret
- Full-time faculty
- Part-time Instructors
- Administrative staff
- Undergraduate and graduate students
- Associate Dean, Research & Open Scholarship Jack Leong, and Content Development Librarian Leigh Jackson.

## **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 18 months after the review of this report by the York University Joint Sub-Committee on Quality Assurance (in March 2025).

The next Cyclical Program Review will begin in the Fall of 2028 with a site visit expected in the Fall of 2029 or Winter of 2030.

## **PROGRAM DESCRIPTION AND STRENGTHS**

The Département d'Études françaises/Department of French Studies was one of the founding departments of York University in the 1960s, and subsequently Glendon College. The undergraduate program leads to the Honours BA or iBA and the 90-credit BA. In 1994 the first graduate program was established, the MA in Études françaises, which led to the PhD in Études francophone in 2010.

In their report, the reviewers “acknowledge the many strengths of the department, particularly its broad range of engaged faculty research and its focus on robust linguistic development for students.” The Department offers a rich variety of courses in French language, literature and linguistics (both applied and general linguistics) and students consider this to be one of the strengths of the program.

The reviewers note that the relatively small class sizes offer “opportunities not only for enhancing language learning [...], but also for building student community and increasing access to necessary learning accommodations.”

They also note that the Department is committed to diversity, and in their report they encourage “colleagues to consider various ways to enhance EDI and decolonization initiatives, by aiming for a diverse faculty complement and curriculum that reflects the diversity of Toronto itself”.

The reviewers provide some suggestions for improving the time to completion for undergraduate degrees, focusing on how the French language skills levels could be reinforced and students accommodated in well-designed courses for the major. They encourage “the department to balance the need for students to complete their degrees in 4 years and the value the department places on high linguistic fluency.” This work aligns with some of the aims of work underway by the Department as part of the ongoing Glendon revisioning exercise.

The reviewers also encourage more experiential forms of assessment for undergraduate students, stating, “Involving undergraduate and graduate students both in more student-led activities and in more faculty research projects could also enrich their experiential learning, whether they be counted for credit or not.”

The reviewers state that the requirements for the MA and PhD programs are appropriate and consistent for degrees in the discipline, noting that the MA can be completed through coursework, or a combination of course work and an MRP or a thesis. The reviewers also highlight that the bibliography of research and creative publications by graduate students “provides evidence of successful research collaborations and mentoring of students through the publication process.”

The reviewers also commended the “collegial and collaborative approach to decision making amongst colleagues which is essential for quality enhancement and program renewal.” The relationship between the Department and the Centre de formation linguistique (CFL) has been improved since the last review and the reviewers suggest further clarification and consolidation to help alleviate administrative complexity. They also note that it could be beneficial for the Department to explore administering the same placement test as the Centre and to count certain languages courses offered by the CFL towards its majors.

The reviewers’ recommendations are indicated below along with a plan for implementation.

## **RECOMMENDATIONS AND RESPONSES**

### **Recommendation 1**

Pre-specialization courses and admissions: In order to allow students to complete their undergraduate French program in 4 years, the reviewers recommend that the department count all French courses at a level higher than Ontario Grade 12 Core French (or equivalent) toward the major and minor in French Studies. Furthermore, they recommend that the “comité

de restructuration” develop a more streamlined sequence of courses at the 1000- and 2000-levels so that students who are admitted with Ontario Grade 11 (or equivalent) can begin counting credits no later than first semester of year 2, so that learning outcomes and benchmarks are clearly described for all language courses. The DÉF could also accept introductory language courses taught by the Centre FSL, in order to avoid duplication and to assist in recruitment to the major. Note: This recommendation does not render the placement test irrelevant; it is still an essential tool since it provides more granularity in assessing student skills.

### **Program Response**

The “Comité de restructuration” elected in February 2022 by the General Assembly of the French Studies Department welcomes all of the excellent ideas that were provided in the report by the reviewers. Most will be easily integrated in the streamlining efforts that are underway.

The Department is already applying the first of the reviewer’s recommendations which is to start counting credits only from a level higher than Ontario Grade 12 Core French (or equivalent) toward the major and minor in French Studies. However, this does not solve the issue that most of our students take more than 4 years to complete their degree because of the level of French they arrive with.

In order to ensure students can finish their degree within a 4-year timeframe, the Committee is looking into a variety of strategies, including enhanced collaboration with the Centre de formation for students arriving at a A1 level of FSL competence, and the addition of more French as a Second language and French as a First Language courses at the first-year level, ensuring a more intensive and immersive year with more opportunities for French practice. It may be beneficial to add more mandatory language courses within the general degree requirements, as well as counting additional courses towards the major/minor. The Committee looks forward to the adoption of the “Glendon Common First-Year” Program with the hope that students can validate credits outside the Major/Minor requirements from taking these introductory FRAN courses.

Clarifying the CEFR and CBL levels expected to be achieved will create more transparency and allow for a clearer mapping of outcomes and benchmarks between each FRAN language courses and General Degree Outcomes.

### **Principal’s Response**

The Principal welcomes the use of the CEFR (European Framework of Reference) to homogenize the language assessment levels and the learning outcomes for French as a Second Language courses across the Faculty. It would also facilitate students’ transfer to French Studies. The Principal also welcomes the collaboration efforts between the Centre de formation linguistique and the Department of French Studies.

To help students finish their degree in four years, the program should actively encourage students to immerse themselves in activities in French on campus and to participate in the Explore program, between their first and second year. The reviewers

recommend a more streamlined sequence of courses. Streamlining would allow for a leaner course offering and a clearer path for students in their journey through the degree. The current language course structure is complicated and does not allow for healthy enrollment levels. Adding more courses is not the best strategy to streamline the program. The suggestion to count courses from a B1 level is welcome. The Principal also suggests counting other 2000-level courses and possibly a new 3000-level course. He urges considering cross-listings of FSL work placement courses to provide more experiential opportunities.

### **Recommendation 2**

The Explore Program: In order to encourage linguistic immersion opportunities for students, accept Explore program courses for credit and work with all relevant support offices to recruit for the program and to ensure students understand how the program and the credit transfer will work.

#### **Program Response**

The Department agrees that the Explore program can be optimized. Credit recognition is sometimes unclear and confusing. The Department is working with Academic Services to ensure consistency of transfer credit.

#### **Principal's Response**

The Principal agrees that the Explore programs can be very appealing and rewarding for students wishing to improve their French-language skills in a fully-immersive environment, while gaining valuable cultural and intercultural knowledge and skills. The Principal strongly encourages the Department to work at identifying institutions that do deliver credits to Explore participants, and to facilitate the transfer of those credits into their program through a letter-of-permission system.

### **Recommendation 3**

Graduate Curriculum: In order to better guarantee that all students achieve the learning outcomes established by the programs, make the research methods course a requirement for all graduate students. MA students who graduate from the program and continue to the PhD could replace the requirement with a different course from the available offerings.

#### **Program Response**

At present the research methods course is *very strongly* recommended to all MA students and most of them take the course. It is a requirement for all PhD students (except for students who took the course at the MA level).

#### **Principal's Response**

The Principal strongly questions the decision to allow students not to take the

research methods course, including at the MA level. If no research method is required at the MA level, then it becomes difficult to justify offering the course at all to MA students. Conversely, if the course is offered and important, it should be required.

#### **Recommendation 4**

Faculty Renewal: In this flagship program at Glendon College, it is essential that positions in the DEF be replaced when full-time faculty members retire. Faculty renewal and (re)building the faculty complement is necessary in order to dynamize teaching, to bring in more current teaching methods, to maintain breadth and depth in curricular offerings, and to reduce administrative burden on faculty.

#### **Program Response**

The Program has advocated the rebuilding of the faculty body for years, but budget restrictions have made that request difficult. The Department is in dire need of new Faculty members to keep the program alive.

#### **Principal's Response**

The Department is one of the largest on campus, and its growth hinges on a reversal of the enrolment decline initiated in the past 10 years. The Office of the Principal is aware of the need for more faculty, but given the very limited number of positions we are authorized to search for, new hires support Glendon's strategic repositioning and renewal. Administrative restructuring will require a thorough workload and complement analysis. Once administrative restructuring at Glendon is completed a thorough complement plan can be developed.

#### **Recommendation 5**

Experiential Learning: In order to provide students with more current, practical experiences, introduce more experiential learning projects within undergraduate and graduate courses. This recommendation includes building the administrative (university and college-level) capacity to offer teaching assistantships to graduate students, an essential endeavor for professionalization, recruitment and retention in graduate studies.

#### **Program Response**

The Program agrees to create new experiential opportunities. To implement this recommendation, at the Department meeting in August 2022, all faculty members were asked to reserve part of the evaluation in each course to EL and to identify it as such.

#### **Principal's Response**

The Principal notes that course directors can benefit from funding from Glendon and students can apply to receive an experiential education award.

The French Studies program can offer work-in-learning opportunities to their students via Glendon's set of French work placement courses. Community-Based Learning and Community Service Learning can be developed with the support of the Glendon Experiential Education office.

Glendon has partnerships with many French institutions in Toronto which the Department of French Studies could benefit from in a partnership with the Centre de formation linguistique or within their own courses.

Language learning outside the classroom and on campus should be promoted to help students improve their language skills at a faster pace.

Students should also be encouraged to participate in French activities on campus such as lectures, Semaine de la francophonie, committee work, and activities organised by the Salon francophone. Some of these activities could be integrated in course credits.

### **Recommendation 6**

Recruitment: The reviewers recommend that a concerted and collaborative effort by the DÉF and Glendon's recruitment, admissions and academic advising staff be undertaken particularly to promote the college to francophone and "franco-dominant" students.

### **Program Response**

The Program agrees that recruitment efforts have to remain constant. The Program will continue working with the recruitment team.

### **Principal's Response**

French Studies in Ontario need to be better promoted, to the same extent as other disciplines like Psychology, Business Economics, etc. French Studies is one of Glendon's most popular programs because it is a direct entry point into York's BEd in FSL, and it deserves to be better known in the French-speaking and French-learning communities.

### **Recommendation 7**

Principles of EDI and decolonization must underpin all of the curricular and hiring decisions in the DÉF. Curriculum should be reviewed with an eye to updating courses, making classes welcoming and inclusive, and to including diverse perspectives and cultural products.

### **Program Response**

Principles of EDI and decolonization will be applied in all DEF activities. All Faculty members were asked to include an EDI statement in their syllabus, and reserve part of

the course content to EDI and decolonization principles and clearly identify it (e.g. corpus, topic, debate, conference, assignment, EL, etc.).

### **Principal's Response**

The leadership of French Studies is doing remarkable work to decolonize the curriculum and to further promote equity, diversity and inclusion in the pedagogy, and the Office of the Principal is making resources available to faculty to support those efforts.



## IMPLEMENTATION PLAN

The chart below lays out the implementation plan approved by the Joint Sub-Committee at its meeting in June 2023.

	Recommendation	Action	Responsible for Follow-up	Timeline
1.	That the Department of French Studies allow additional French language courses to count towards the major.	The Department should consider which French as a second language courses might count towards the major, improving timely degree completion and internal transfer rates. Curricular changes should be made in alignment with Glendon's ongoing revisioning exercise.	Chair, Département d'Études françaises (DEF), Coordinator of Language Courses, Director, Centre de formation linguistique (CFL)	Prepare change proposals for approval in Fall 2023.
2.	That for-credit Explore program courses be encouraged and considered for transfer credit.	The Department should identify Explore transfer credit options and promote the opportunity to students.	Chair, DEF, Academic Services	Identify credit options by end of Summer 2023.
3.	That the research methods course be required for all graduate students.	The Department should consider making the research methods course a requirement for all graduate students, unless they can demonstrate they have achieved equivalent learning outcomes in previous studies.	Chair, DEF, Graduate Program Coordinator	Prepare change proposals for approval in Fall 2023.
4.	That faculty renewal be a priority to maintain program excellence.	A thorough complement plan should be developed once administrative restructuring at Glendon has been completed.	Chair, DEF, Office of the Principal	Plan developed by Fall 2024
5.	That experiential learning opportunities be incorporated into both undergraduate and	The Department should work with the Glendon Experiential Education Office and consider partnering with the Centre de formation linguistique	Chair, DEF, Glendon Experiential Education Office	Implementation for September 2023 and ongoing.

	graduate courses.	to develop opportunities for students.		
6.	That recruitment efforts for francophone and “franco-dominant” students be enhanced.	The Department should review and develop recruitment strategies for the French-speaking and French-learning communities.	Chair, DEF, Director of Communications, Director of Student Services/Recruitment	New promotion and recruitment strategies in place for Fall 2023 and ongoing.
7.	Principles of EDI and decolonization must underpin all of the curricular and hiring decisions in the DÉF. Curriculum should be reviewed with an eye to updating courses, making classes welcoming and inclusive, and to including diverse perspectives and cultural products.	The Department should continue its efforts to decolonize the curriculum and further promote equity, diversity and inclusion in pedagogy.	Chair, DEF	EDI and decolonization syllabus changes in place for Fall 2023, drawing on the University strategy as appropriate. Additional work ongoing.

## **2021-2022 Annual Report on Non-Degree Studies**

Prepared by Lyndon Martin, Vice-Provost Academic  
March 2023

### **Introduction and Background**

The University maintains a strong interest in the development and implementation of non-degree/non-credit activities. These activities have the potential to enhance York's reputation as a comprehensive and innovative university, they promote lifelong learning, and they support access to post-secondary education, thus contributing to the priorities of the 2020-2025 University Academic Plan. They also diversify revenue streams for the University and provide an opportunity for Faculties to explore new and emerging areas of study.

The Non-Degree Studies Advisory Committee is made up of Deans or their delegates, often the Director of the Faculty's continuing education unit. It meets at least once annually to discuss programs, trends, and opportunities for collaborations.

All units, except EUC, now have a non-degree studies approval process in place, as required by Senate policy, and these processes have been submitted to the Office of the VPA. New processes will be shared with the Advisory Committee at its next meeting.

A report of non-degree activities at the University is provided annually to ASCP and APPRC and to Senate based on unit submissions that document program offerings and enrolments and describe the nature of programs and their landscape. Units were also asked to comment on opportunities and challenges.

This report reflects activities for the May 2021 to April 2022 period. During this time, over 29,000 students participated in non-degree/non-credit courses or programs at York University. Overall, Osgoode Professional Development served the highest number of students, followed by the School of Continuing Studies, and the Faculty of Education.

Common among the opportunities identified by units was the development of micro-credential and certificate programs, with digital badging in some cases, in collaboration with other units, institutions, or community partners to promote upskilling/reskilling and to address skills gaps. Units also described successfully developing and implementing a significant number of custom-designed contract training and short-term programs to address specific learner needs, and they are seeing increased interest in highly transferrable skills programs and those that facilitate career shifts and career path progression, lifelong learning and professional development.

Common among the challenges was the residual impact of the pandemic on in-person and virtual programming preferences and the need to prepare for and adapt to evolving market scenarios. This challenge included the need to balance the re-introduction of face-to-face classes with online delivery options to ensure flexibility and access for students. Competition for space on campus was also noted as a challenge. In response to the current economic situation, some units are focusing on high growth sectors that may be less susceptible to dips in the economy, such as government and technology.

As of January 2023, the Ministry of Colleges and Universities has approved approximately 350 of York's non-degree/non-credit offerings as micro-credentials eligible for OSAP, an important step for supporting students seeking to refine their skills through short-duration courses.

Summaries of the reports from units offering non-degree/non-credit studies are included below, including the School of Continuing Studies, Education, Glendon, Health (Psychology Clinic and the Health Leadership & Learning Network), Liberal Arts & Professional Studies, Lassonde, Organized Research Units, Osgoode, Schulich, and Science.

## **Unit Reports**

### **School of Continuing Studies**

The York University School of Continuing Studies is a diverse community of learning united by a shared sense of purpose — achieving personal and professional growth in a world of constant change. Its ability to help students lead in the face of this change has made it the fastest-growing school in Canada.

The School sets students up for success by teaching them specialized knowledge and technical skills, as well as enhancing their soft skills, cultural understanding, and cross-disciplinary know-how.

Further, the School's work to effectively support mature and international learners was recognized with a ground-breaking \$100,000 endowed bursary to support learners who have been traditionally ineligible for funding programs.

### **Professional Programs**

The School offers part-time programs that serve working professionals, and full-time programs to serve recent graduates recruited both domestically and internationally. Programs may be aligned with professional certification (where applicable) and are available as in-class, blended, or online. Programs are co-designed and delivered by senior industry leaders within established, high-demand, and emerging professional disciplines.

Since the School's launch in January 2015, thirty-five new certificate programs have been introduced in response to Canada's largest skills and employment gaps. York has also been the first in Canada to launch programs in emerging technology fields such as Product Management, DevOps, and Offensive Cyber Security.

With ever changing conditions due to immigration backlogs, public health restrictions, and changing market patterns, the School prepared for multiple scenarios as we attempted to re-introduce on-campus classes. Our full-time programs were offered in online and blended formats, with the majority of students expected to shift to on-campus classes once the new building opens in fall 2022. Part-time students have been more hesitant to enroll in face-to-face programs, but a few programs saw sufficient enrolments in blended sections to run.

The School offers accelerated certificate programs in fields such as:

- Data, Information & Technology (blockchain, people analytics, cyber security, DevOps, data science, machine learning, cloud computing strategy, IT audit, cyber security operations, offensive cyber security, cloud ops)
- Business (accounting, human resources, business administration, risk management, information privacy, product management)
- Marketing, Communication & Design (digital & content marketing, UX design, full-stack web development, public relations, learner experience design)
- Mediation (family mediation, dispute resolution)
- Health (clinical research)

Two new programs have been approved for launch in May 2023 and September 2023 respectively: The Post-Graduate Certificate in Offensive Cyber Security, and the Post-Graduate Certificate in Cloud Operations.

In 2021-22, the School reduced financial barriers to participation by converting additional programs to intensive 11-week offerings approved for student funding under the OSAP Micro-credentials Program. Those programs were the Certificate in Big Data, the Certificate in People Analytics, and the Certificate in Digital Marketing. In the 2021-22 OSAP academic year, 51 learners were supported through this OSAP program (55% of those who applied).

In 2021, the School launched Career Nexus, a series of on-demand, AI-supported career services tailored to the unique needs of newcomers to Canada and mid-career workers.

In 2021-22, 5124 students participated from 104 different countries. Course enrolments totaled 24,884.

## **York University English Language Institute**

The York University English Language Institute is one of the largest language institutes in North America. Students come from around the world to pursue English-language proficiency in the context of their academic and professional goals, taking advantage of flexible pathways, specialized streams, and accelerated timelines designed to support what comes next.

The English Language Institute offers programs that are pathways to academic degrees. Among these programs are the Academic Program, Destination York Program, Pre-Destination York Program, YUBridge Program, Graduate Studies Preparation Program, and the Intensive Advanced Legal English Program, and MBA/Specialized Master's Preparation program. The Institute works closely with Faculties and academic programs to ensure the adequate preparation of applicants for their desired programs. There are also Summer and Winter Immersion Language Programs and custom-designed contract training programs offered primarily for institutional clients.

English Language programs in Canada continued to experience downward enrolment trends as the pathway of international students from Canadian high schools dried up and direct international recruitment remained stalled. York's English Language pathway programs were no exception.

The Institute has built considerable experience in the development and implementation of custom-designed contract training and short-term immersion programs. These programs are beginning to return – particularly with institutional partners in Japan. Canadian university competitors are reporting a similar trend in short-term programming.

The Institute plays a major role in the recruitment of international undergraduate students. In fiscal 2021-22, 30% of York University incoming undergraduate international students were recruited by and completed their pre-university training at the Institute. This is lower than in the previous years, reflecting the suppression in formal language learning and pathway programs at York and around the globe.

Nearly 400 Institute graduates accepted offers to undergraduate studies at York University. Institute graduates consistently outperform other York international undergraduate students in terms of GPA, retention rate, and graduation rate.

In 2021-22, 650 students participated from 38 different countries. Course enrolments totaled 1112.

## **New School of Continuing Studies Building**

After many delays due to the pandemic and supply chain issues, the occupancy permit was issued for the School's new 97,000-square foot building in November 2022. The first group of

staff will move to the new building on November 8, with the first classes in the building taking place on November 14. The remainder of the classes and staff are expected to be in the new building by the start of the January term. The building is expected to be fully operational with all classroom floors complete by mid-January. A public opening event is planned for March 2023.

### **Faculty of Education: Office of Professional Learning**

The Office of Professional Learning in the Faculty of Education offers innovative, responsive, and sustainable professional learning options for local and international K – 12 educators. All courses supply rich content and engaging learning environments that support a diversity of learners.

The Office of Professional Learning is one of the leading providers of Additional Qualification (AQ) courses in Ontario. These courses are intended to enhance the professional knowledge, skills, and practice of K–12 educators and are regulated by the Ontario College of Teachers (OCT). Registrants include both OCT certified teachers and internationally trained educators seeking certification in Ontario.

Professional Learning is an accredited provider of 93 different AQ courses. Courses embrace an inquiry approach to learning and intentionally use collaboration, reflection, and feedback as core instructional approaches. All AOs are facilitated by an instructional leader who provides pedagogical content expertise and models impactful classroom practices. As mandated by the OCT, all instructional leaders are OCT certified educators who hold qualifications in the areas they instruct and have proven adult learning teaching experience.

Together with partners, the Professional Learning Office also develops and delivers multiple non-accredited courses to provide focused and targeted professional learning opportunities to meet emerging trends and specific educational needs. The unit works with education and community partners to design and develop these individualized professional learning opportunities.

To guarantee the highest quality, relevance, and practicality, content of all the courses is reviewed and revised at every offering. K-12 curriculum or policy changes, latest research, and current education sector needs will prompt revisions or redesign to meet the needs of registrants.

In 2021-22, during a still unsettled post-pandemic time, Professional Learning offered all 455 non-degree courses virtually. The vast majority of our 4,982 registrants enrolled in AQ courses, while a small percentage took part in one or more of our shorter, non-accredited courses. 4% of AQ offerings were customized courses through contracts with school districts throughout Ontario and other education partners.

As the need for remote learning and teaching continues, we have made it a priority to ensure that all offerings address and model virtual teaching strategies and the use of online learning tools that can be directly tested and implemented in K-12 settings. With an equity and anti-oppression lens, registrants are prompted to examine biases and mindsets, and consider those practices that ensure all students are successful no matter the learning format.

With 45 different providers of Additional Qualification courses and a price-sensitive consumer, the Office of Professional Learning continues its commitment to being a leader in the industry and providing courses of the highest quality to educators.

### **Glendon: Continuing Education**

Glendon Continuing Education students are individuals seeking language training and/or professional development programs in both official languages. In 2021-22, over 1700 students participated in the offerings, and the cohorts included:

- ESL and FSL non-credit private language training for adults, including members of the Glendon and York community, such as current students, alumni, faculty, staff, as well as the broader public
- ESL and FSL non-credit corporate language training for Toronto French School (TFS) employees
- Judges French Language Training for federal court justices in Toronto
- Consortium national de formation en santé (CNFS) for those with a background in nursing, medicine, physiotherapy, occupational therapy, and/or any other discipline that requires working with older adults in a medical or long-term care setting, as well as 4th-year students enrolled in a bachelor's degree program at York University
- Destination réussite (DR) for students in French-language high school students in Ontario
- Canadian Parents for French (CPF) collaborated with us on virtual programming for students in their network in grades 9 to 12 of all levels of French.
- High school students from the Jane and Finch community participating in the Faculty of Education's Getting To Know YU program
- Federal government official language bursary programs (ESL and FSL Explore for adults and youth aged 13+ and French First Language Destination Clic for youth in grades 8 and 9) were offered virtually in 2021 due to the pandemic.
- ESL and FSL Immersion Programs include students who pay to participate in the Explore Program. These were also offered virtually in 2021 due to the pandemic.

Half of the unit's offerings are open enrolment while the other half, including its largest programs, are offered through government contracts.

The primary focus of Glendon non-degree activities is on skill and professional development programming, including official language proficiency, as well as pre-recruitment programming



for high school students. All programs aim to serve the broader Glendon community either through government or community partnerships. Non-degree activities also provide Glendon with the opportunity to connect with its alumni and to engage with the Francophone and Francophile communities. Many of our non-degree activities serve as an important recruitment tool. In providing a residential language immersion program to youth, and in providing programming to Francophone and Francophile high school students from across the province, we have opened the door to attracting and converting future students to our regular university programs at both the undergraduate and graduate levels.

Trends in continuing education observed by the unit include collaboratively developed micro-credentials for upskilling and reskilling, accessible online learning including the development and use of open education resources (OERs), and official languages programs and services for official language minority communities and youth. Trends also include data-driven and outcomes-based funding requirements, interactive and engaging activity-based learning, multidisciplinary and/or interprofessional learning opportunities, customised and personalised training plans, and indigenised, decolonised, accessible, equitable, and inclusive curriculum and training opportunities.

Opportunities for the unit include developing bilingual skill and professional development micro-credentials and additional qualifications courses in collaboration with community partners, expanding youth-focused programming for recruitment and conversion, and collaborating on the delivery of existing York continuing education programming in French to Francophone and Francophile communities and audiences. Additional opportunities include developing bilingual settlement, training and development opportunities for both Francophone newcomers and for the community organisations who serve them, and expanding partnerships with Glendon academic departments that would optimize Glendon Continuing Education's services and resources.

Challenges that the unit currently faces include the residual impact of the pandemic on in-person vs virtual programming preferences, access to classrooms and residence rooms for on campus in-person programming, access to technology for virtual program delivery, challenges for students such as inflation/cost, time, flexibility, access, and speed of change, and limited resources for marketing and communications.

In order to reshape its offering to respond to changes in the non-credit programming environment, Glendon Continuing Education is working collaboratively with various community partners to develop, deliver, and evaluate its programming to ensure that it is continuing to meet the needs of all stakeholders, notably around accessibility and inclusivity, as well as data-driven, outcomes-based, labour market and/or recruitment and retention strategy alignment depending on the program.

## **Faculty of Health**

### **Health Leadership & Learning Network (HLLN)**

The Health Leadership and Learning Network (HLLN) in the Faculty of Health serves the health industry and community locally, nationally, and internationally (professionals, management, leadership, front line staff, among others) as well as York alumni and other community members pursuing Lifelong Learning and advancing their career within health areas. HLLN's non-degree activities contribute to advancing the health industry approach to improving the health system, clinical care and its management, and overall health as individuals and a society, providing leading edge skills, new knowledge for clinical practice, management, staff, and leadership. HLLN is aligned with York's goal to be a leader in meeting the UN's sustainable development goals, and this year York reached the world's Top 35 in Times Higher Education Impact Rankings. HLLN helps achieve this through its Faculty of Health Mission to "keep people healthier longer", and its programming, including HLLN's innovative education offerings to regulated healthcare professionals and clinical support leadership and staff. The provision of high-quality health care professional and continuing education can contribute to supporting health care systems and society towards the achievement of several of the SDGs, as health underpins many of the SDG's.

In 2021-2022, over 1000 students enrolled in HLLN's programs and courses. Its offerings focus on professional skills and competencies and are directed at the success of individuals and organizations. Individuals value the programs as they enable them to be competitive and successful in new careers, career advancement, and career change. For organizations, HLLN programs are valuable in supporting their workforce development and retention, upskilling, reskilling, onboarding, job mobility, and succession planning. HLLN education also supports accountability and quality measures for healthcare services through health professional practice standards and clinical leadership. Its programs address both soft/general skills as well as deep knowledge in specialized health professional skills. They serve requirements for maintaining, and advancing professional licensing, and achieving post graduate professional certification.

Programs are offered both online and in-person and are based on health industry demands/gaps identified using market research, and they target jobs/careers, and personal goals (e.g., skills-gaps, clinical practice/skills) from across the needs of the health industry and health care, prevention and "good health" promotion, as well as the larger society. Course ideas are drawn from consultations with the unit's network and includes working professionals, leaders, and staff and representatives of professional groups. They target practical and applied application of knowledge, use Adult Learning Principles for course design and delivery, and are aimed at meeting industry needs through value proposition.

Since 2019, the unit has been implementing the use of micro-credentials in HLLN education programs based on market demands and projected future health industry workforce development (e.g., skills gaps). The use of micro-credentialling for working professional career education is an emerging education format and uses micro-credentials with digital badges. Overall, micro-credentials with a digital badge are disrupting the way people communicate their expertise and seek jobs and resulting in new and easier pathways for employers to actively

recruit instead of waiting for talent to find a posting. An additional and key benefit is that micro-credentials are tied to competency frameworks, require demonstration or assessment, are validated by the issuing organization, corresponding clickable graphics contain detailed meta data for employers to view (no need for a resume), and are block-chained to ensure security. These benefits fit well with the needs of the Healthcare industry. To that end, the unit has acquired and operationalized the use of micro-credentialing and a corresponding clickable graphic (a digital badge).

The unit sees the following trends as opportunities to facilitate improved outcomes for the industry:

- Smaller talent pool for recruitment of the health workforce. Health Care is undergoing massive recruitment difficulties in its health professional workforce due to the fallout of Covid19.
- Skills gap: The industry is additionally suffering from a growing skills gap in both its corporate services and clinical roles, where the skills and competencies that were required in a role 2-3 years ago have shifted and now additional/new skills and competencies are needed.
- Poor Retention: Health professionals are no longer staying with one organization for many years due to variety of factors that include increased availability of jobs (a job-hunter's market) with higher pay and better work-life balance.
- Low employee satisfaction/low patient satisfaction: there is evidence of this trend via smaller talent pools and a bigger reliance on temporary/agency staffing plus poor retention.
- Influx of funding from provincial and federal sources: The health system is currently being supported by a cashflow influx, during and in the wake of Covid 19, to support recovery. This includes workforce development funding.
- OSAP funding micro-credentials: This funding can have major benefits for recent graduates and first-time career seekers, amongst others.
- EDDI and Cultural Humility: Achieving alignment with the SDGs demands a shift in how educators think, as well as in program content, the design of learning experiences, and much more. It requires the investment of time and effort as well as a financial investment and taking a risk to do things differently.

HLLN continues to focus on using the University brand, high-quality education, and education leadership in key topic areas, with a focus on value and customer service – building loyalty, building relationships with employers and associations to generate partnerships and alliances – to expand our reach and capacity. Business development for key account contracts for customized and tailored education, on an annual and loyalty basis, are a priority as this is how the health industry spends larger budgets, as well as ideas for new ways to offer education (new verticals).

In addition, the unit is strategically focusing on aligning its programs with the SDGs, embedding EDDI and cultural humility into programs, micro-credentials with digital badges with OSAP

funding, and a digital presence that maintains an internationally and nationally focused online learning environment.

Challenges include competition for space on campus, which is increasing. Competition for access to the best subject matter experts/instructors remains challenging. The unit continually works with Faculty leadership and uses industry insight and best practices for ongoing solutions.

### **York University Psychology Clinic (YUPC)**

The York University Psychology Clinic (YUPC) offers stand-alone institutes to clinicians looking to expand their therapeutic modalities in relation to Emotion Focused Therapy. These courses are approved by the YUPC faculty advisory committee along with Dr. Les Greenberg, a world-renowned scholar and trainer.

Dr. Greenberg offers 4 different institutes (i.e., workshops) that form the Clinic's core offerings: Emotion Focused Therapy (EFT) Levels 1, 2, and 3, and Couples' Therapy. Additional programs have been added through the years. Enrolment is open to any mental health practitioner who wishes to broaden their EFT knowledge. These programs are very popular and often have waitlists. In 2021-2022, approximately 150 students enrolled in the offerings.

The YUPC is exploring the possibility of having these institutes accredited by the OPA. With the emergence of Covid-19 and all institutes having to be moved to a virtual format, the benefits of a hybrid delivery model became clear. There is demand for the institutes to be offered in person as well as virtually for those who live out of province. For institutes that are offered multiple times throughout the year, one offering will be held virtually and one will be held in person to accommodate the varying needs of participants. The new leadership team at the YUPC has been seeking input from graduate students, faculty, and community clinicians about topics that are of interest to help to guide our planning and to expand our training options.

### **Liberal Arts and Professional Studies (LA&PS)**

#### **Academic Bridging Course for Women**

In 2021, the Academic Bridging Course for Women was offered four times for a total of 37 enrolled students. This bridging course is exclusively designed for women, but also accepts male participants as well. To be eligible to enroll, participants must be 20 years of age or over, out of school for a minimum of 2 years, comfortable in written and spoken English, and permanent residents of Ontario. The course is not intended for participants who require ESL instruction or support, or who have completed one full year or more of university or academic college studies.

As a collaboration between the School of Gender, Sexuality, and Women's Studies, the Faculty of Liberal Arts and Professional Studies, and the Office of the Vice-Provost, Academic, the purpose of the bridging course is to include students who may have been out of school for an extended period of time, and/or who may not have previously thought of themselves as being able to complete a degree. The course offers students an opportunity to build preparatory skills and confidence for further postsecondary study. LA&PS considers this bridging course as an access opportunity for non-traditional learners.

The course is typically offered at locations off campus, often in the surrounding Jane-Finch community to be more accessible to participants. However, due to the Covid pandemic, all sections of the course were delivered remotely in 2021.

The course covers information about a variety of educational options following the completion of the course as well as instruction in critical academic skills (e.g., reading, writing and public speaking). Classroom instruction is designed as a community or group learning space.

### **LA&PS YU Prep Summer Modules (including Math for Business and Economics, The University Experience: Preparation for Academic Success, and University Research and Writing)**

Originally conceived as a response to Covid, YU Prep is an OUR summer conversion initiative that offers a series of online modules and workshops to incoming, first-year York University students, including both domestic Canadian and international students. In 2021-2022, approximately 140 students participated in the program.

The modules aim to prepare students for their academic transition to university. The module on *Math for Business and Economics* helps develop students' quantitative and problem-solving abilities, so that they can confidently approach material in their upcoming, first-year math and business courses. *The University Experience: Preparation for Academic Success* helps students build the necessary academic skills (e.g., reading, writing, note-taking, exam preparation, research and time management), and connections for a successful York experience. *University Research and Writing* helps students hone their academic writing skills (e.g., how to understand assignment prompts, generate essay ideas, locate meaningful academic sources, properly cite sources, edit and revise their writing, etc.).

The modules are offered during the summer so that direct-entry high school students can prepare themselves for their upcoming Fall/Winter semesters at York. Most parts of these modules are offered online as a combination of asynchronous components (e.g., pre-recorded videos, course materials, etc.) and synchronous, live sessions (e.g., students are guided to complete hands-on activities by faculty mentors).

After reviewing feedback from both students and instructors, some modifications were made to the duration and teaching modality (e.g., shift to online workshops, flipped classrooms and optional in-person activities) of the summer prep modules for July and August 2022.

## **Sanctuary Scholar's Bridging Program**

The Sanctuary Scholar's Bridging Program is designed for students who hold precarious immigration status, including those who are in the process of applying for permanent status in Canada through refugee claims, refugee appeals or judicial reviews, humanitarian and compassionate grounds applications, pre-removal risk assessments, or those who currently have no immigration status.

The course is offered one term per year. For the 2021-22 academic year the course was taught in the Winter term and nineteen (19) students participated in the program. Due to the pandemic, it was offered virtually with one on-campus class visit.

The program specifically helps students who want to explore the possibility of university study while upgrading their critical thinking and communication skills: reading, writing, and speaking skills. Course participants must be comfortable in both spoken and written English, since this course is not designed to be an ELL course. The course includes an introduction to key concepts and debates in migration studies, including migration theories, contemporary migration trends, debates about "settlement, and many other migration related theories and social movements. It also introduces students to York University and its communities through tours, workshops, and presentation. The course not only develops students deeper understanding about their precarious status but also prepares them for further university study.

The instructor is carefully chosen to be sensitive to specific community needs and understanding of both students' situations and the academic standards of university level education. This course does not have any fees and is completely subsidized by York university.

## **Lassonde Professional Development (LPD)**

In the 2021-2022 period, Lassonde's Non-Degree Studies (NDS) Committee presided over Lassonde Professional Development's (LPD) completion of its infrastructural and administrative framework. The NDS Committee also focused on course proposals and approvals. In all, seven courses were approved through NDS. These are: *Certified Ethical Hacking*, *Driving Value from Data*, *Introduction to Computer Science*, *Human-Centred Design Thinking*, *Blockchain Business Models*, *Innovative Skills* and *Project Management for Engineers*. Four more courses were approved from April 2022 to the present, taking the total to eleven approvals to date. In the reporting period, approximately 2500 students participated in the LPD offerings.

Of the courses noted above, the Blockchain offer was launched in March 2022 to a group of thirty-five employees from Canada's Office of the Superintendent of Financial Institutions (OSFI). The instructors teaching the three-day course were from Morocco, the United Arab Emirates, Hong Kong, the UK (Cambridge University) and Canada. The session was led by Program Director Mohamed El Kandri, and he was joined by Nasser Rahal, an expert in international technology transformation and management; ShaanRay, a technology

entrepreneur specializing in blockchain strategy; and Amy Ter Haar, one of Canada's top specialists in fintech and blockchain, as well as the Program Director for Osgoode Professional Development's Certificates in Blockchain Law and Cybersecurity Law. The OSFI participants responded positively, saying that the course and its practical examples provided a better understanding of blockchain.

Along with the OSFI Blockchain course offer, LPD also ran fourteen free, online workshops and community events in fiscal 2021-2022, with a total attendance of 2,567 participants. Titles of offerings included:

- Innovative Skills for Success: Complexity and Problem Solving,
- Innovative Skills for Success: Collaboration and Diversity
- ISPIM 2021: Leadership Capabilities to Enable Innovation
- Blockchain Summer Social
- Blockchain Research Roundtable
- Innovative Skills for Success: Finding Solutions Using Creativity
- Selecting Solutions Using Critical Thinking
- The Future of Micro-mobility
- Leadership Strategy for Problem Solving
- Things We Could Design for More Than Human-Centred Worlds
- Energy Transition: The Apollo Project of our Time
- Transforming Project Management Trends for Engineers
- A Realistic Transition to Environmental Sustainability
- Emotional Intelligence for Effective Teamwork

In addition to the online workshops, LPD supported the March 2022 Bergeron Entrepreneurs in Science and Technology (BEST) Startup Experience. While BEST initiatives do not typically require NDS approval, some LPD members regularly dedicate their time to assisting BEST team members. In March 2022, BEST hosted the annual BEST Startup Experience, which focused on United Nations Sustainability Development Goal 11 (UN SDG 11): *Sustainable Cities and Communities*. Nineteen teams pitched their ideas at the preliminary round of judging, and the top eight teams were selected to make a final pitch to the judging panel. The panel awarded financial prizes to the top three teams.

Students likewise took on sustainability challenges during BEST's UNHack weekend in November 2021. UNHack is an experiential learning weekend, which brings undergraduates together with grade 11 and 12 students to provide solutions to SDG#3 (*Health and Wellbeing*), SDG#4 (*Quality Education*) and SDG#11 (*Sustainable Cities and Communities*).

Taken together, these initiatives and related discussions through NDS Committee meetings continued to build LPD toward its vision of being the leader in domestic/international engineering and technology course offerings in five major areas: 1) Innovative Skills and Innovative Best Practices; 2) Technological and Data Literacy; 3) Business Literacy; 4)

Professional Practice; and 5) Employment Pathways. As part of this vision, the LPD team played a key role in the 2021-2022 period in developing the framework for a Course-Based MEng, a framework that will be proposed to the NDS Committee in the 2023-2024 period. While the MEng is credit driven, and therefore falls outside NDS's non-credit governance/approval structure, the MEng could, in future, integrate with LPD as a self-paced, stackable graduate-level offering.

With the help of the NDS Committee, LPD expects to launch more opportunities for students in the future through online, hybrid and in-person delivery models. Online programs will also enable LPD to collaborate with other institutions and industries to offer a broader range of courses to the community, as well as collaborate more deliberately with industry partners. The NDS Committee anticipates growth in non-degree studies through the implementation of a micro-credential framework and pathways to new programs. NDS will also monitor and support an accelerated development and delivery of innovative and professional programs at both the Markham and Keele campuses.

### Organized Research Units (ORUs)

Various Organized Research Units (ORUs) offer short non-credit courses and programs of interest to York students (undergraduate and graduate) and researchers, as well as external learners who may be professionals in their field. Participants may also be international or from York's local communities. Courses and programs are primarily open enrolment.

The following ORUs provided information about their activities for this year's report: the Centre for Vision Research, the Institute for Social Research, the Dahdaleh Institute for Global Health Research, the Global Labour Research Centre and the York Centre for Asian Research.

Over 1200 individuals participated in the wide variety of opportunities. Offerings include the following:

- **The Centre for Vision Research** offers a program to 3<sup>rd</sup>-year undergraduate students from around the world which aims to expose students to the field of vision research and increase graduate student recruitment. The unit offers lectures, laboratory activities and demos to introduce students to multidisciplinary research in vision. This year it integrated with research internships in members' labs. Enrolment is competitive based on recommendations from professors at other institutions (students from York are accepted as well), and the Centre relies on its professional academic networks to identify and recommend promising candidates. The unit found the switch to online delivery in 2020 very disruptive but managed to continue program delivery. It had more time to plan for 2021 and switched to a project-based model which was successful but very resource and planning intensive. In summer 2022, an extended fellowship model was tried.
- **The Global Labour Research Centre's** Community Social Justice Course is a collaborative initiative led by John Clarke, who was an organizer with the Ontario Coalition Against



Poverty (OCAP) for 28 years and is now the Packer Visitor in Social Justice at York University's Department of Politics. The course is sponsored by the Jane/Finch Centre, the Jane Finch Education Action Group, the York University Community Engagement Centre, and the Global Labour Research Centre at York University. The course is offered for free to members of the Jane Finch community through open enrollment and registration was capped at around 30 participants. The course consists of five bi-weekly sessions that run over ten weeks and take place virtually on Thursday evenings. The course examines historical roots of inequality and poverty, the current dominant economic systems and organizing responses, and the systemic impacts of COVID-19 on the working class and racialized communities like Jane Finch. It will also look at how these communities have been trying to resist and organize against these injustices. The development of this course plays a crucial role in emphasizing community engagement, social awareness, solidarity, and resistance. Participants will receive a certificate of completion from the Global Labour Research Centre.

- **The Institute for Social Research (ISR)** offers short courses of interest to York students and researchers, as well as external learners through open enrolment. One seminar Series, run by the ISR's Statistical Consulting Service (SCS), is an open forum to the York community, as well as other interested parties, to train and discuss advanced topics in qualitative, quantitative and applied data analysis. The purpose is to serve the need for enhanced methodological research skills and techniques for the York community and other communities of researchers. Our qualitative, mixed method and tailored statistical short courses provide cutting-edge tools and advanced methodological clarity to systematically resolve research challenges. The series features an array of short courses that have traditionally (pre-pandemic) been conducted on the site of the ISR labs, providing students/researchers with easy access to computer programming and software (e.g., NVivo, SPSS, STRATA, SAS, etc). The series is also mounted three time yearly with course schedules ranging from one day to multiple days, which provides flexible formatting for anyone wishing to enroll and attend.
- **The Dahdaleh Institute for Global Health Research** offers a course titled Humanitarian Water Engineering (HWE) that is an initiative of the Humanitarian Water Lab at the Dahdaleh Institute for Global Health Research in collaboration with the Lassonde School Of Engineering and CIFAL/UNITAR at York University. Lassonde Civil Engineering and CIFAL/UNITAR faculty lecture in the course and provide advisory on student design challenges. The course is not presently professionally accredited. Students are typically early and mid-career humanitarian professionals, either from UN agencies and international and local NGOs who want to deepen their technical knowledge and skills on water engineering in humanitarian response or who want to understand how engineering skills are relevant and applied in humanitarian settings. They are also graduate engineering students who want to deepen their technical knowledge and gain exposure to the humanitarian sector. The course is designed to fill observed training and development gaps among humanitarian and engineering professionals globally and in Canada. For humanitarian professionals, the course provides technical background and basic engineering skills to undergird the work they regularly undertake as professionals, for which they often lack formal training. For engineering professionals and graduate students, the

course demonstrates how core environmental engineering skills are adapted for applications in humanitarian settings and provides an entry point for those who are interested in working in the global humanitarian sector.

For the ORU, the course provides a vehicle to strengthen our linkages with humanitarian practitioners and organizations and position ourselves as a bridge between the global humanitarian sector and the academy, which in turn supports our research mission. The course has seen overwhelming demand. The inaugural offering of the course launched in Fall 2021, with 78 applicants and 30 enrolled participants. The second offering in Fall 2022 saw more than 5x growth in the number of applicants with 425 total applicants, with 43 enrollments (the maximum number given the current course modality). We are exploring other course delivery modalities for the course that can allow us to enrol more participants and/or target specific communities. In addition, we are exploring new Humanitarian Engineering courses relating to different topics in emergency water, sanitation, and hygiene (WASH) as there is a demand from past and current course participants for such offerings, and there are few options available in Canada/North America or globally.

- **The York Centre for Asian Research** offers the Asian Business and Management Program within the York Centre for Asian Research, which provides customized professional development and management training to officials and educators as well as undergraduate and graduate students from Asian countries in virtual forums. Each year officials and executives from Asia receive the best practices in the government, business and education sector to bring their organizations renewed levels of efficiency and effectiveness. Similarly, undergraduate and graduate students gain professional and personal competencies that will help them to move forward on their career journey, whether into graduate studies or the job market. The customized training programs are designed and offered in close collaboration with and for participants. Versatility is the hallmark of the programs, which are designed in consultation with incoming groups. Partners and collaborators include Chinese government institutions and universities, international organizations, and Chinese education platforms located in Canada.

### **Osgoode Professional Development (OPD)**

Osgoode Professional Development (OPD) creates and delivers a range of programs for legal professionals (lawyers, paralegals and judges), other professionals and executives who have legal risks or responsibilities in their jobs, and internationally trained lawyers and law students. Participants include education administrators, law enforcement officers, financial services executives, procurement officers, and senior healthcare executives, to name a few of the “non-lawyer” markets. Programs range from legal updates to licensing exam preparation, comprehensive coverage of an area of law, and intensive skill-building programs in areas such as contract drafting, advocacy and negotiation.

Over 7500 students participated in OPD programs during the reporting period. Programs are delivered face-to-face, live via Zoom, and through archived captures, available in scheduled offerings or through an on-demand catalogue. A number of programs are available in a blended

format. A select number of self-paced e-courses is also offered. Program topics are validated through market research and learning objectives and curricula are developed in concert with Advisory Boards or Program Chairs who are, for the most part, senior legal practitioners.

A growing part of OPD's offerings is in-house and customized training for organizations, primarily public sector organizations. In the period May 2021 through April 2022, approximately 5% of total non-degree revenue was from contract training, including the following organizations: Ontario Ministry of Education, the Ontario Securities Commission (OSC), Tribunals Ontario, the Association of Professional Engineers and Geoscientists of Alberta (APEGA), and the Centre for Professional Legal Education (CPLED).

Partners and collaborators for program design and delivery include, for example, the Supply Chain Management Association (ON), The Advocates' Society, Ministry of the Attorney General, Aboriginal Legal Services of Toronto, Canadian Council of Health Information Management, Human Resources Professional Association, the Society of Ontario Adjudicators and Regulators, Forum of Canadian Ombuds, and the International Academy of Mediators.

Due to the COVID-19 pandemic requiring continued public health measures across campus and workplaces, all programs remained online in 21-22. OPD focused its efforts on increasing learner engagement in live online programs and refined the online user experience, including streamlining the online registration process and access to program archives. As an ongoing service to the community, it continued to promote and offer complementary online webinars dealing with COVID-19-related legal topics.

OPD's non-degree revenue has grown every year since 2005. Its strategy continues to be a growth strategy. Despite the continued impact of the COVID-19 pandemic, it exceeded the forecasted revenue and budgeted-net contribution targets. Throughout 21-22 it leveraged its position at the centre of innovative design and delivery of professional legal education, as it was already equipped with the instructional design, technology platforms, and support to move programs quickly online. It continues to invest in instructors and is always exploring ways to improve delivery standards. OPD's experience in the field enabled it to efficiently adapt to the shifting needs of clients as the pandemic progressed, and the period of required online delivery has only expedited implementation of its continuing strategy to find ways to better reach and accommodate client's needs.

### **Schulich Executive Education (ExecEd)**

Schulich ExecEd clients/participants are either individuals enrolling in public open programs or organizations that contract Schulich ExecEd to deliver in-house tailored programs. Participants span the talent pipeline from emerging/early-in-career to mid-career/in transition to senior leaders/executives in private, public and NGO sector organizations. They are both domestic from the GTA area, Ontario, and Canada, as well as international. In the reporting period over 2,500 students participated in the offerings.

Schulich's non-degree programs provide participants with essential management skills, micro-credentials and certifications and enable higher performance and productivity, employability, and career progression/transition of managers/executives and their organizations.

Of the total participants in 2021-2022, 36% (911) participated in open courses and programs (52 in total), and 64% (1647) participated in custom courses and programs (59 in total).

In the reporting period, the unit offered 1 new open course and 6 new open programs, along with 17 new custom courses and 11 new custom programs.

Trends observed by the unit include the increased demand for rapid skill development, micro-credentials, digital badges, and certificates, and for highly transferrable skills and mid-career pivots or Second Career programs such as project management, lean operation management and accounting; a continued shift from management and executive education to a focus on career path progression, lifelong learning and professional development; and increased demand for actionable post-classroom services, such as action learning projects, highly applicable group projects and capstones, 1-on-1 coaching, and individual personalized assessments and personal development plans. Additional trends include increased demand for certain types of programming, including offerings related to digital fluency (e.g., Digital Foresight for Strategic Leaders, Harnessing AI for Growth, Certificate in Digital Strategy), sustainable investing and business, Environment, Social and Governance (ESG), and wellness related training (mental health and wellness).

In response to market trends, ExecEd has introduced a new suite of digitally credentialed skill development offerings for all levels of the talent pipeline, addressing trends in upskilling, reskilling and topic areas:

- Project Management (for newcomers and job seekers)
- Finance & Accounting (for newcomers and job seekers)
- Fundamental Business Skills (for underserved groups and job seekers)
- Digital Foresight for Strategic Leaders (senior leaders)
- Harnessing AI for Growth (mid-to-senior leaders)
- Certificate in Digital Strategy (senior leaders)
- Leading with Purpose and Integrity (senior leaders)
- Sustainable Leadership (mid-to-senior leaders)
- Environment, Social and Governance (mid-to-senior leaders)
- Wellness at Work (early-to-senior leaders)
- Personal Energy Management (early-to-senior leaders)

It has installed 'ZOOM Room' capability in its lecture rooms to provide participants with the option to join remotely or visit in-person and it has aligned its program portfolio to the needs of each career stage: early-in-career, mid-level career and senior leader. It has also expanded offerings to include learning and support activities beyond the classroom such as group projects focused on future challenges (ex: Futureproof Challenge), group coaching, 1-on-1 coaching, and

personalized assessments, and introduced blended online and in-person offerings with varied and lower price points to maintain competitiveness. In response to the current economic situation, it is focusing on high growth sectors that may be less susceptible to dips in the economy such as government, natural resources and clean technology.

## Faculty of Science

The Faculty of Science offers three non-degree/non-credit offerings, including the Diploma in Risk and Insurance Management (DRIM), the Hybrid Academia-Industry Internship via Virtual Engagement program (HAIIVVE), and the Summer Science Transition Program. In total 850 students participated in the offerings during the reporting period.

**The Diploma in Risk and Insurance Management (DRIM)** prepares students to solve critical business and social challenges through fascinating careers in modern risk management and insurance (RMI) and, more generally, in the financial services industries. The program is designed to give trainees fundamental skills and cutting-edge knowledge and to excite them about working alongside the thought leaders of today's RMI organizations. The DRIM is open to all, at York and beyond.

DRIM is Risk and Insurance Studies Centre's (RISC's) first step on a large-scale agenda of closing the gap between the demand and supply on the RMI labour market in Canada. With DRIM, the unit hopes to (a) expose the broad York students community to all the - often neglected - opportunities that the RMI industry has; (b) spark the interest of York students from all Faculties in RMI and careers therein; (c) furnish York students from all Faculties with theoretical and practical tools that would help jump-start their immediate transition from academia into an RMI organization; and (d) test some innovative ideas before launching full-fledged professional degrees on RMI and related notions.

The DRIM, one year in length, comprises three components:

1. One for-credit course: ECON/MATH 1280 3.00
2. Eight synchronous learning e-modules (two weeks each) on the following topics: RMI Ecosystem, Advising and entrepreneurship, Underwriting and risk engineering, Claims, RMI for social good and sustainability, Data ethics, analytics, and visualization, Property and liability insurance, and Life and health insurance
3. a four-month long internship with an RMI partner of RISC.

RISC has co-developed DRIM with Canada Life, Sun Life Financial, Ernst and Yong, Wawanesa Insurance, Zurich Insurance, and Milliman; the companies put together the 8 aforementioned e-modules and are helping with the internship stage. Spencer Educational Foundation helped fund the ECON/MATH 1280 3.00 course before inception and, also, has recently awarded RISC an additional \$50,000 to develop modern business simulator that allows for random risk (climate, operational, cyber, to name a few) scenarios and competition on a regulated market.

RISC staff take care of the program delivery and marketing.

There has been a considerable growth of interest in ECON/MATH 1280 3.00 (offered for the first time in the Fall of 2022), and additional sections of the course were offered through both Math and Econ. On a less positive note, as the funding that received from various sponsors to launch DRIM now comes to its end, the unit need to introduce in ECON/MATH 1280 3.00 to be able to keep offering DRIM to York students.

## **HAIIVVE**

The Hybrid Academia-Industry Internship via Virtual Engagement program (HAIIVVE) is a paid work-experience in risk management and insurance (RMI) from the comfort of York University's campus. It is an in-house internship program (24 interns per term) run by RISC. HAIIVVE is competitive but is open to all Bachelor's and Master's students at York, who have at least a B average and have taken at least one course on elementary statistics or data analysis.

HAIIVVE fuses industry and academia collaboration, research and applications, and practical experiential teaching and learning, all to help jump-start careers in RMI for qualified York students. HAIIVVE hinges on Virtual Reality capabilities, providing students with a truly innovative, immersive, and accessible corporate experience. Students gain professional skills in a “work as you learn” environment while being mentored and supervised by prominent leaders in the field.

A team of three or four talented students, for four hours per week and over the course of sixteen weeks, work on a real-world challenge faced by the RMI industry and deliver their solution to a panel of industry and faculty advisors in a professional presentation or report at the end of the project. Communications are conducted in a corporate space built in Virtual Reality. Each HAIIVVE team is matched up with an industry manager, who frames the problem for the team to solve, and an academic mentor, who guides the process and provides academic support and tools to ensure analytical rigour and high-quality results.

HAIIVVE is co-funded by RISC and CEWIL and is delivered in partnership with multiple RMI companies, including but not limited to Canada Life, Sun Life Financial, Wawanesa Insurance, Ernst and Yong, Zurich Insurance, and Milliman. In the Summer 2023, HAIIVVE goes internationally with one partner being the ILO of the UN.

The program has seen an unprecedented demand across students from all Faculties. Similarly, there has been significant interest in the program from the RMI industry. The program could grow significantly, but it is still very much dependent on the CEWIL funding and does not have a permanent staff to take care of the program/trainees. The unit has been able to leverage RISC's access to VPRI space to book office space for HAIIVVE interns, but no permanent space for RISC's Virtual Reality Lab/Hub has been found, which creates a lot of inconvenience as the Lab has to be deployed every time it is required.

## **Summer Science Transition Program**

The Summer Science Transition Program (SSTP) is a summer preparatory program for admitted first-year Science students transitioning from High School to University. The program consists of the 4 online, synchronous courses in each of the major subject areas – Math, Chemistry, Biology, and Physics – plus a 5<sup>th</sup> course in the ‘University Experience’.

The SSTP is offered to all admitted Faculty of Science students. Students pay a \$50 fee upon registration, which is refunded if they complete the modules. Non-York students can also register for any of the modules, for a \$300 fee.

The program was created in April 2020 following academic disruption caused by COVID-19. Many incoming students faced pandemic-related disruptions, such as extended school closures during their final year of high school. In response, the Faculty of Science wanted to give students what they needed to fill in gaps in their Grade 12 year and gain experience with the online learning they would experience as a York University Science student.

Each course is delivered synchronously online over Zoom. Students meet 3 hours per week for 5 weeks, following a syllabus designed by the course director to prepare them for first year Science.

The unit foresees the program growing, together with YU-PREP which adopted the format university-wide, as a valuable university preparation tool for admitted science students. It aims to increase first-year success and experience and promote retention. In 2023 the unit expects to offer the program in a hyflex mode, with in-person and remote participation.

## The Senate of York University – Minutes

**Meeting:** Thursday, 25 May 2023, 3:00 pm  
via Zoom

P. Puri (Chair)	M. Guidice	P. Lynch	K. Tasa
L. Sergio (Vice-Chair)	A. Glasbeek	M.J. Maciel Jorge	A. Taves
P. Robichaud (Secretary)	J. Goodyer	A. Macpherson	P. Theophanidis
R. Allison	A. Gorgani	J. Magee	G. Tourlakis
L. Appel	C. Graham	C. Mallette	R. Tsushima
G. Audette	J. Grant	D. Matten	J. van Wijngaarden
S. Bay-Chen	R. Green	A. McKenzie	W. van
M. Biehl	M. Guzmán	J.J. McMurtry	Wijngaarden
G. Binsted	M. Hamadeh	A. Mishra Tarc	E. van Rensburg
M. Bloom	A. Hilliker	M. Moir	G. Vanstone
M. Bunch	R. Hornsey	M. Morrow	Rui. Wang
D. Cabianca	W.M Ho	K. Murray	S. Watson
N. Cado	E. Hoque Prince	R. Ophir	P. Wood
C. Chapman	R. Hornsey	K. Ozowe	
E. Clements	A. Hovorka	S. Paradis	
J. Conder	B. Hu	V. Pavri	
M. Condon	M. Karakul	D. Peters	
J. Connolly	J. Kirchner	L. Philipps	
N. Couto	T. Knight	P. Phillips	
S. Day	G. Langlois	A. Pitt	
C. Ehrlich	M-H Larochelle	C. Popovic	
J. Etcheverry	R. Lee	J. Przychodzen	
M. Fiola	N. Lemish	A. Pyée	
S. Fitzpatrick	R. Lenton	T. Remmel	
S. Gajic-Bruyey	T. Loebel	N. Robinson	
L. Gilbert		C. Steele	

### 1. Chair's Remarks

The Chair of Senate, Professor Poonam Puri, welcomed Senators to the meeting.

The following recipients of the *Robert Everett Exceptional Leadership in Student Governance Award* were congratulated for their high distinction in governance during their studies:

- Anna Kralkevic, an undergraduate student at Glendon
- Ariana Mah, an undergraduate student at Glendon
- Yashna Paresh Manek, an undergraduate student in the Faculty of Science



## **The Senate of York University – Minutes**

Senators were invited to participate in sessions and events of Congress, starting May 26 and continuing through to June 2, and encouraged to attend the Spring Convocation ceremonies to celebrate the graduates.

No requests were received to move any of the items on the consent agenda to regular business, as such the consent items were deemed to be approved.

### **2. Business Arising from the Minutes**

There was no business arising from the minutes of the meeting of 27 April 2023.

### **3. Inquiries and Communications**

Senator van Wijngaarden spoke to the report of the Academic Colleague. Highlights included discussions on the use of AI programs in post-secondary education, noting that both the concerns and potential benefits of AI were discussed by the Colleagues.

### **4. President's Items**

In her remarks, President Lenton:

- Encouraged members to attend Congress where several thousand scholars, researchers and practitioners are expected to attend.
- Acknowledged participation and support of all involved in the planning of Congress and extended special thanks to Professor Andrea Davis for her leadership in supporting Congress.
- Encouraged Senators to participate in convocation starting at Glendon on June 9, where our new Chancellor, Kathleen Taylor, will preside over her first York University Convocation ceremony.
- Announced the distinguished list of candidates who will receive honorary degrees at the June 2023 convocation.
- Referenced the new Financial Indicators released by the provincial government, which require Universities to balance in year deficits which is a departure from the three-year rolling budget with which universities are accustomed to working. Given that the provincial government is providing no new grant funding and has frozen tuition increase, universities are in negotiations with the government to address the balancing of in-year deficits.
- Sought Senators' input on conceptions of York @ 100 within the current higher education context, including the vision of the University, long-term planning, and advancement of the United Nations Sustainable Development Goals (UNSDGs).

## The Senate of York University – Minutes

### Committee Reports

#### 5. Executive Committee

- a. Election of Members of Senate Committees and Other Elected Positions

It was moved, seconded, and carried that **Senate close nominations as no other nominations for the Committees and positions were received.**

Speaking to the written report circulated with the agenda, the Vice-Chair highlighted:

- That an election by e-vote will be held for Senator on the Board position and for the contract faculty seat on ASCP, during the week of 29 May – 2 June 2023.
- the remaining vacancies on Senate committees to be filled and the assistance of Senators was sought to fill those seats.
- the planned schedule of rotating in-person and virtual meetings of Senate for the 2023-2024 year.

#### 6. Academic Policy, Planning and Research Committee

- a. Strategic Research Plan 2023-2028

Senator Moir spoke to APPRC's recommendation for the approval of the new five-year strategic research plan, a companion planning document to the UAP. It was moved, seconded, and carried that **Senate approve the Strategic Research Plan 2023-2028 Knowledge for the Future: From Creation and Discovery to Application.**

- b. Connected Minds: Neural and Machine Systems for a Healthy, Just Society

The Vice-President Research and Innovation, Amir Asif, facilitated a brief presentation on the [Connected Minds](#) research project to both inform colleagues about and celebrate the significant research development.

The items reported to Senate for information by APPRC were highlighted by the Chair.

Referring to the status update on the revisioning of Glendon, a Senator spoke to the review process and developments occurring at the College. Concern has been expressed within the community that the value proposition established to guide the curriculum review was not approved by Faculty-Council, and that the suspension of enrolments in a total of eight Glendon-based programs has been decided without collegial consultation. Additional context was provided by the Provost in response, noting that the value proposition was developed through a collegial process to capture, in a brief way, Glendon's strengths and special qualities to inform communications,

## The Senate of York University – Minutes

program renewal and recruitment plans needed to address the serious and persistent enrolment decline. Also noted is that the administrative restructuring of academic units is in development to remedy the unsustainable administrative load being carried by Glendon, which houses 4% of the University’s faculty complement, but 24% of the total number of academic units. Consultation on the restructuring proposal is in progress, with a recommendation to proceed to Faculty Council for approval in the coming months.

### **7. Academic Standards, Curriculum and Pedagogy Committee (ASCP)**

Senator Bunch spoke briefly to the information report in the agenda. The committee is continuing to prepare a Policy on Academic Conduct and a policy addressing the use of attending physicians’ statements in the University’s petitions processes. It is anticipated that recommendations on these matters will be brought forward to Senate shortly.

### **8. Other Business**

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

### **10. Consent Agenda Items**

The Minutes of the meeting of 27 April 2023 were approved by consent.

Poonam Puri, Chair

Pascal Robichaud, Secretary

## The Senate of York University – Minutes

### 9. Business Arising from the Minutes

There was no business arising from the minutes of the meeting of 16 February 2023.

### 10. Inquiries and Communications

There were none.

### 11. President's Items

### Committee Reports

### 12. Executive Committee

### 13. Academic Policy, Planning and Research Committee

### 14. Academic Standards, Curriculum and Pedagogy Committee

### 15. Other Business

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

### 16. Consent Agenda Items

The Minutes of the meeting of April 27 February 2023 were *approved by consent*.

Poonam Puri, Chair

Pascal Robichaud, Secretary