York University Senate
Notice of Meeting

Thursday, March 22, 2018, 3:00 pm to 5:00 pm
Senate Chamber, N940 Ross Building

AGENDA

Page

1. Chair's Remarks (L. Beagrie)

2. Business arising from the Minutes

   a. Awards Committee re Student Support (R. Kenedy)

Committee Reports

York University Senate

9. Inquiries and Communications

10. Other Business

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.

M. Armstrong, Secretary

Meeting Note:

The Senate Chamber has capacity seating for 144, which is only slightly greater than the current membership of Senate. Members of the community who are not Senators are invited to listen to streamed audio of the meeting in Curtis Lecture Hall B. Normal Senate rules apply in the Senate Chamber and Curtis Lecture Hall B, and no audio or visual recordings of the proceedings are permitted without the express agreement of the Chair of Senate.

Senate Appeals Committee Report to Senate

At its meeting of March 22, 2018

For Information

1. The Senate Appeals Committee (SAC) has approved the recommendation of the Faculty of Liberal Arts and Professionals Studies Committee on Teaching, Learning and Student Success that York University rescind the degree of Bachelor of Arts conferred on two York students, one in 2017 and one in 2016, and that the official transcript record the reason for which it was rescinded.

   The students submitted falsified transcripts which secured admission to the University as well as transfer credit. The Senate Appeals Committee found that not only did the serious nature of the offence warrant the rescission of the degree, without the transfer credits granted based on the falsified transcript, the students have not earned 90-credit degrees.

Natalie Coulter, Chair

For Action

Major Modifications

1. **Establishment of a Cross-Disciplinary Certificate in Culture, Medicine and Health • Department of Anthropology • Faculty of Liberal Arts & Professional Studies**

ASCP recommends,

> That Senate approve the establishment of a Cross-Disciplinary Certificate in Culture, Medicine and Health to be housed in the Department of Anthropology, Faculty of Liberal Arts & Professional Studies.

Rationale

An Honours Minor degree option in Medical Anthropology was launched in 2015. The curriculum supporting the learning outcomes of that program is being supplemented by Social Science and Sociology courses to deliver a cross-disciplinary certificate in Culture, Medicine and Health, both Concurrent and Consecutive modes. It will offer "a critical social science perspective on the cross-cultural and social valuations of bi-medical practices in health-care delivery." Categorized as applied anthropology, the field of medical anthropology is an attractive area of study for those planning on careers in health care. With fewer credits required than the Minor, the Certificate may be a more feasible option for students in related professionally-focused programs such as Disaster and Emergency Management, Global Health and Social Work to pair with their Major program.

The proposed requirements for the Certificate comply with the Senate legislation on undergraduate certificates, and the learning outcomes have been defined. All of the core and optional courses supporting the program are existing ones, and can accommodate the forecasted increase in enrolments brought by the new certificate. The full proposal and supporting documentation, including a decanal statement of support, is attached as Appendix A.

Approvals: LA&PS Faculty Council 12 March 2018 • ASCP 7 March 2018[1] • APPRC (Concurrence 15 March 2018)

2. **Establishment of a Disciplinary Certificate in Advocacy & Public Engagement • Department of Anthropology • Faculty of Liberal Arts & Professional Studies**

ASCP recommends,

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[1] ASCP approval was contingent upon Faculty Council approval.

Academic Standards, Curriculum and Pedagogy Committee
Report to Senate

That Senate approve the establishment of a Disciplinary Certificate in Advocacy & Public Engagement, housed in the Department of Anthropology, Faculty of Liberal Arts & Professional Studies, as set out in Appendix B.

Rationale

The impetus to develop programming in applied anthropology has its genesis in the 2010 undergraduate program review, and the 2017 cyclical program review exercise solidified the Department's plan to develop new options toward that end. The proposed Certificate and Honours Minor degree option (Item 3 below) in Advocacy & Public Engagement are the manifestation of the curriculum planning. The new initiatives draw on the Department's strength in applied – or public – anthropology, the high demand for the existing courses in this area, and the growing demand for graduates with applied anthropology degrees. As articulated in the proposal, the programming "offers training that employs anthropological perspectives that bridge the academic and non-academic sectors. Recognizing the value of anthropological insights and methods for solving today's complex social, economic, and environmental topics, the program offers a choice of theoretical informed perspectives on issues and movements related to mental health/disability, the environment, human rights, reproductive rights, refugees/migration, First Nations, race/racism, gender and sexuality." As such the certificate and the Minor will be unique undergraduate programs in Canada.

A set of shared learning outcomes for the certificate and Minor has been defined and mapped to the requirements. Emphasis has been placed on an experiential education community based research component, which will see students apply anthropology skills in a real world context. The requirements include a work placement within a wide array of settings, including banks, marketing companies, heritage organizations, and health and social service providers that are specifically seeking anthropology student interns. It is a feature that is expected to draw student interest and equip them with valuable ethnographic research skills.

All of the courses supporting the Certificate and Minor are existing ones with capacity for additional enrolments and, as such, the office of the Dean has confirmed that minimal resources will be needed to offer the new and innovative programming. ASCP confirmed that arrangements with host partners for the student placements are in place.

The committee is pleased to recommend the new options that respond to student interest, and align with the external landscape and UAP goals.

Approvals: LA&PS Faculty Council 12 March 2018 • ASCP 7 March 2018[2] • APPRC (Concurrence 15 March 2018)

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[2] ASCP approval was contingent upon Faculty Council approval.

Academic Standards, Curriculum and Pedagogy Committee
Report to Senate

3. **Establishment of an Honours Minor Degree Option in Advocacy & Public Engagement • Department of Anthropology • Faculty of Liberal Arts & Professional Studies**

ASCP recommends,

> That Senate approve the establishment of an Honours Minor degree option in Advocacy & Public Engagement anchored in the BA program in Anthropology, Department of Anthropology, Faculty of Liberal Arts & Professional Studies.

Rationale

As above, Item 2.

Consent Agenda

4. **Establishment of a Privacy and Cybersecurity Specialization in the Professional LLM Program • Osgoode Hall Law School / Faculty of Graduate Studies**

ASCP recommends,

> That Senate approve the establishment of a Privacy and Cybersecurity Specialization within the Professional LLM program, anchored in the Osgoode Hall Law School

Rationale

The proposed new specialization in Privacy and Cybersecurity is consistent with the format and requirements of the existing specialty offerings within the professional LLM program, and complements the suite of specializations currently available. The new option is designed to engage students in focused study, practical application and innovative research in this increasingly significant field. Completion of the specialization will equip students with a sophisticated set of skills and knowledge required for practice in the area of privacy and cybersecurity. The full set of learning outcomes for the specialization and the mapping to the requirements are set out in the proposal attached as Appendix C.

The learning outcomes of the specialization make clear that it is differentiated from both the non-degree Certificates in Cyber Security Fundamentals and Advanced Cybersecurity housed in the School of Continuing Studies, and the BA and BSc degree programs in Computer Security offered by the Lassonde School of Engineering.

Anchored in the Osgoode Professional Development unit, the resources are in place to add the specialization.

Approvals: FGS Faculty Council 1 February 2018 • ASCP 28 February 2018

Academic Standards, Curriculum and Pedagogy Committee
Report to Senate

5. Changes to Degree Requirements for the Masters in Environmental Studies Program • Faculty of Environmental Studies / Faculty of Graduate Studies

ASCP recommends,

That Senate approve changes to the degree requirements for the Masters in Environmental Studies program as follows:

- Reduction in the number of coursework credits from 72 to 38

- Addition of a mandatory methods and/or research design course within the first three terms of the MES program

- Addition of ENVS 6102 as a required course in term four (except for students in the joint MES/JD program)

Rationale
The collection of changes to the requirements will enhance MES students' preparation for the research component of the program, streamline heavy course/credit loads and reduce time to completion. They have been guided by recommendations from its recent cyclical program review (CPR). The Faculty is satisfied that the revised requirements continue to support the achievement of the existing MES degree level expectations, while also contributing to the UAP priorities of improving program quality, intensifying research achievements and applying a student-centric lens. The program modifications will trim the demanding administrative processes supporting it, allowing faculty and staff resources to shift as needed to the undergraduate and doctoral programs; the latter being a need identified by the CPR reviewers.

Approvals: FGS Faculty Council 1 February 2018 • ASCP 28 February 2018

For Information

a. Minor Modifications
Minor program changes were approved for the following:

Graduate Studies
Change to degree requirements for Finance Field in the PhD program in Business Administration

Lassonde School of Engineering
Change to degree requirements for the BEng program in Geomatics Engineering
Change to degree requirements for the BEng program in Space Engineering
Change to degree requirements for the Geomatics Science Stream within the Specialized Honours BSc program in Earth and Atmospheric Science

Academic Standards, Curriculum and Pedagogy Committee
Report to Senate

Liberal Arts & Professional Studies
Change to degree requirements for the BA program in Sociology
Change to degree requirements for the BA program in Anthropology
Change to degree requirements for the BA program in English

Schulich School of Business
Change to the name of the Certificate in Managing International Trade and Investment to Certificate in International Management, and minor change to its requirements

Kim Michasiw
Chair

York University

New Program Brief

Cross-Disciplinary Certificate in

Culture, Medicine & Health

Housed in the Department of Anthropology

Faculty of Liberal Arts & Professional Studies

Revised Submission: March 2018

1. Introduction

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

Medical anthropology is a field in socio-cultural anthropology, and has become one of the largest sections of the American Anthropology Association; similarly, it is one of the largest networks in the Canadian Anthropology Society. The Department of Anthropology has offered a broad range of Medical Anthropology courses for more than two decades; we offer a breadth of courses few other departments in Canada can match. We began offering the first minor in Medical Anthropology in Canada in 2015, and now offer an average of 30 credits of medical anthropology per year; all of these courses have high student demand and enrolment. Sociology and Social Science offer a further 9 credits each of cognate courses at third and fourth year. The Departments of Anthropology, Sociology and Social Science thus propose a cross-disciplinary certificate in "Culture, Medicine & Health" that offers a critical social science perspective on the cross-cultural and social valuations of bio-medical practices in health-care delivery. The certificate will be housed in the Department of Anthropology, and offered as both Concurrent and Consecutive options.

The certificate is predicated upon Anthropology's ethnographic research methodology. The required core of the certificate is shared with the minor in Medical Anthropology and thus has a clear and well developed pedagogy and set of ELOs and UUDLEs; this core is supplemented with a range of electives from Anthropology, Sociology and Social Science that focus on the ethnographic approach. As this is a cross-disciplinary certificate, the title has been broadened beyond Medical Anthropology to descriptively include the its major areas of focus: culture and medicine.

This certificate aims to broaden the availability of the minor in Medical Anthropology to students in professional programs who, due to the demands of accreditation, have difficulty adding a minor or double major. This certificate will be of particular use to Social Work, Disaster & Emergency Management and other programs in the Faculty of Health. This would be especially relevant to students in these programs who may require supplementary specialization and accreditation in critical and reflexive social science knowledge of cultural models of health care delivery.

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

The certificate proposal has been a subject of discussion within the Department of Anthropology since it became evident that students in professional programs were taking multiple medical anthropology courses, but were unable to take advantage of the minor. Anthropology's plan for a certificate was discussed with the LA&PS Dean and the members of the Health & Society (HESO) program as part of a consultation on the promotion of a HESO major/Medical Anthropology minor combined program; at that point, the variety of structural obstacles to adding the minor were addressed, including credit counts and the year level at which students were being introduced to Medical Anthropology. The certificate option was one means by which third year students just being introduced to Medical Anthropology as a HESO major elective could add this specialization. Further consultation with professional programs

such as Social Work and Disaster and Emergency Management then confirmed the usefulness of this option to them as well.

1.4 Indicate the Faculty/unit in which the program will be housed (for undergraduate programs).

Faculty of Liberal Arts & Professional Studies, Department of Anthropology

2. General Objectives of the Program

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

The objectives of the certificate in "Culture, Medicine and Health" are to provide students majoring in health-related disciplines with critical anthropological/social science perspectives on western biomedical knowledge and practices; and of the diverse health challenges and healing systems around the world. The cross-cultural perspective offered will provide students in health-related fields with complementary social science understandings of health and illness. The certificate will thus complement student's in programs such as Social Work, Disaster and Emergency Management, International Development Studies, and Global Health in the Faculty of Health. It will provide the subsidiary critical social science skill set required by students aspiring to graduate degrees in Public Health including those who intend to work in the NGO sector.

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

The new certificate builds on York's Strategic Mandate commitment to growth in programs devoted to Healthy Individuals and Communities.

The Department of Anthropology has been careful to align itself with the UAP priority on interdisciplinarity and has developed this certificate to complement interdisciplinary major programs in Social Work, Disaster & Emergency Management, and a variety of Social Science programs such as International Development Studies, which require certification in critical social science approaches to medical systems in a global cross-cultural context.

3. Need and Demand

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

No cognate certificate exists in either LA&PS or the Faculty of Health. No similar certificate is offered by the University of Toronto's School of Continuing Studies.

As far as can be determined this is the only certificate program in Ontario aimed at providing professional degree students with the critical social science perspective required to work effectively in the health delivery system in a global, cross-cultural context.

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

Medical Anthropology provides an anthropological perspective on health and illness processes and the socio-cultural factors that shape the experience of illness, patterns of health and disease, and access to health care services. The AAA Society for Medical Anthropology section encompasses special interest groups focusing on HIV/AIDS, Alcohol & Addiction, Mental Health, Global Health, Food and Nutrition, Complementary and Alternative Medicine, Reproduction, and Disability. There is thus a broad range of spheres of application for this certificate. Medical Anthropology falls within the applied anthropology field, and students with this specialization also go on to other professional programs such as medicine, nursing and public health where their research and critical thinking skills in the analysis and interpretation of biomedical knowledge is appreciated in the context of a rapid increase in cultural diversity of those entering the health care delivery system. They also go on to fields such as institutional design where new culturally sensitive implementations of new health delivery programs are required.

4. Program Content and Curriculum

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

This Cross-Disciplinary Certificate is composed of 24 credits of which 18 are at the 3000 level and above, with a requirement of a 4.0 GPA.

The required core courses of the certificate are (15 credits):
- *ANTH 2330 6.0 Anthropology and Infectious Diseases: An Exploration of the Social Networks of Microbes.* This course differentiates social science approaches to illness and healing from the dominant bio-medical discourses of the biological sciences.
- *ANTH 3330 6.0 Health & Illness in Cross Cultural Perspective: An Introduction to Medical Anthropology.* This course develops the basic principles introduced in second year and applies them in a number of subject areas in a cross-cultural context.
- ANTH 4330 3.0 Critical Issues in Medical Anthropology. This capstone course applies the theories and practice of earlier courses at an advanced level.

4.2 Provide a list of courses that will be offered in support of the program. The list of courses must indicate the unit responsible for offering the course (including cross-lists and integrations, as appropriate), the course number, the credit value, the short course description, and whether or not it is an existing or new course. For existing courses, the frequency of offering should be noted. For new courses, full course proposals are required and should be included in the proposal as an appendix.

Core Course Requirements:
ANTH 2330 6.0 Anthropology and Infectious Diseases: An exploration of the Social Networks of Microbes
This course introduces students to medical anthropology through specific examples of the inter-relationship between microbes and people. Students will explore how and why

anthropologists study infectious diseases, how concepts such as risk are constructed, how human activities and ideas lead to the spread of disease, and various ways in which political and economic practices are implicated in disease transmission. Microbes, the bacteria, viruses, and parasites which can be transmitted from one person to another, are an intimate part of the "social fabric" of our lives. In this course, we will explore that interconnection, focusing primarily on the human social and cultural activities that affect and impact the emergence, spread, and/or eradication of pathogenic microbes such as malaria, Ebola, tuberculosis, HIV/AIDS, or H1N1. The course will begin with an introduction to medical anthropology and its foundational concepts, including critical thinking, medicine as a cultural phenomenon, and the relevance of cross-cultural explorations of illness and health. The course materials will guide students through the social, cultural, and/or historic relationship between infectious diseases and their human impacts and effects.

Students will have a unique entry point critical anthropological inquiry and the development of core skills in qualitative research and analysis. By the end of this course students will understand and explain the key concepts, methodologies, and some of the theoretical approaches that comprise the field of medical anthropology, including critical thinking, analytical skills and ways these skills can be applied.

ANTH 3330 6.0 Health & Illness in Cross Cultural Perspective: An Introduction to Medical Anthropology
"Health and illness are not merely biological states, but are conditions which are ultimately related to and constituted by the social nature of human life" (Lock & Gordon). Using critical and cross-cultural perspectives, we will examine the diverse ways in which individuals and societies understand, express, and manage illness and health. In doing so, we will see that medical anthropology offers a window into the relationship between our bodies and our social, cultural and political worlds. Through this course you learn the central early and contemporary theories and methods of medical anthropology. This foundational underpinning will guide your critical study of health and illness, which will include topics such as: the diversity of medical beliefs and practices; the relationship between healers and patients; the national & international health arenas; the life cycle, gender and health; and the social implications of the new technologies of biomedicine.

ANTH 4330 3.0 Critical Issues in Medical Anthropology
Comparative perspectives on health, illness and medical systems are studied from the viewpoint of anthropology and related disciplines. Emphasis is placed on understanding the roles of the practitioner and patient in their social and cultural contexts and the importance of applied medical anthropology to the wider community.

And 9 elective credits chosen from the following courses:
ANTH 3190 3.0 Nutritional Anthropology: Food and Eating in Cross-Cultural Perspective
This course examines nutritional anthropology from a biocultural perspective, stressing the social and cultural determinants of food use in industrial and developing societies. It examines the linkages between food, health and ethnic identity in the context of globalization.

ANTH 3200 3.0 The Anthropology of International Health
Emphasizing the interplay of culture, history and political economy, this course explores
health problems in the developing world. Topics include analyses of international health
development ideology and practice, and case studies in infectious diseases, maternal
mortality, child survival, hunger and malnutrition.

ANTH 3280 6.0 Psychiatric Anthropology & Social Stress
This course is concerned with furthering the dialogue and mutual engagement between
Medical Anthropology and Cultural Psychiatry - in the context of localized communities,
multicultural societies, and global networks alike. Applying a pluralized concept of
psychiatry, the course will investigate prevalent practices in clinical psychiatry alongside
other culturally and historically formulated strategies of coming to terms with locally
defined states of mental disorder. It will explore a diversity of modes of experiencing,
expressing, recognizing, interpreting, and addressing mental distress, providing
participants with a solid theoretical and conceptual basis while, at the same time,
exploring a large body of specific empirical case studies. In so doing, the course offers
well-contextualized insights into a number of current issues including the
pharmaceutical commodification of mental health, the medicalization of difference,
personhood and notions of a 'normal' human condition, stigma and idioms of distress,
migration and trauma, psychiatric epidemiology and global mental health policy, and
symbolic forms of healing. Engaging with ongoing controversies and debates, it
encourages new and critical views onto the practical realities and structural challenges
of mental disorder and suffering in Canada and beyond.

ANTH 4160 3.0 Anthropology and Indigenous Peoples' Health
Contemporary and historical First Nations and Indigenous health issues are explored
from a medical anthropological perspective. Using ethnographies, case studies and
media-related resources, and focussing primarily within Canada, students critically
analyse the cultural, political, and social contexts of First Nations health and illness.

ANTH 4430 6.0 The Anthropology of Reproduction, Personhood and Citizenship
Explores the complex relationships between human reproduction, personhood, and
citizenship, through anthropological studies of contemporary and historical issues.
Topics include: maternity care in North America, new reproductive and genetic
technologies at home and abroad, the problem of maternal mortality in the developing
world, birth place and citizenship issues worldwide, and colonial interventions in family
planning.

ANTH 4570 3.0/SOSC 4145 3.0 The Brain, Self & Society
This course is designed for fourth year students in social sciences interested in
neurosciences and psychiatry. It introduces students to different disciplinary
perspectives on neurosciences, the self, neuropsychiatry, and narratives of the brain in
contemporary biomedicine. This seminar leads advanced students through explorations
of epistemological and ontological shifts in neurosciences and personhood, in both the
global South and the North.

SOCI 3820 6.0 Sociology of Health and Health Care
Social factors related to health and physical and mental illness will be discussed,
including comparative examinations of the healing process. The social organization of

systems of health care will be explored, including recruitment and socialization of health care personnel, hospitals as social institutions, stratification in medicine, emergence of professional medicine and alternatives to it and development of the health promotion perspective.

SOCI 4300 3.0 Sociology of Health Care Systems
The course examines the theoretical models sociologists employ in analyzing relationships within the health-care system. It shows how the medical and other health professions have developed in Canada within the context of the growth and change of the medicare system, its organization and administration.

4.3 For undergraduate programs, comment on the anticipated class sizes.

Class sizes will follow our departmental workload standard: a maximum of 150 per course at second year, 50 at third year, and 25 at fourth year.

4.4 As an appendix, provide a copy of the program requirements as they will appear in the Undergraduate Calendar as appropriate.

Certificate in "Culture, Medicine & Health":
Graduating with a certificate: except where otherwise stated, a minimum cumulative grade point average of 4.00 is required to satisfy certificate requirements. Students must also submit application to graduate from a certificate program. Applications should be obtained from and filed with the unit administering the certificate program. Transcript notation that the requirements for a certificate have been completed will be made once the Registrar's Office has received notice from the unit administering the program. Certificates will not be conferred until candidates have successfully completed an undergraduate degree program if they are simultaneously enrolled in a degree and a certificate program. The Faculty does not award certificates retroactively. Refer to the Academic Standards section for details of the undergraduate certificate minimum standards.

Requirements: 24 credits including at least three credits at the 4000-level.

(i) Core Courses: 15 credits (compulsory):
AP/ANTH 2330 6.00
AP/ANTH 3330 6.00
AP/ANTH 4330 3.00

(ii) 9 additional credits at the 3000 or 4000-level chosen from: AP/ANTH 3190 3.0, 3200 3.0, 3280 6.0, 4160 3.0, 4430 6.0, 4570 3.00/SOSC 4145 3.0, SOCI 3820 6.0, SOCI 4300 3.0.

5. Program Structure, Learning Outcomes and Assessment

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

and/or be able to do by the end of a defined period of time and how that knowledge, methodology and/or skill will be supported and demonstrated.

5.1 Provide a detailed description of the program learning outcomes and indicate how the program learning outcomes are appropriate and align with the relevant degree level expectations.

A detailed description of the Program learning outcomes is appended in Appendix 1: Program UUDLEs.

5.2 Address how the program curriculum and structure supports achievement of the program learning outcomes. For undergraduate programs, comment on the nature and suitability of students' final-year academic achievement in the program.

The program's progressive curriculum is composed of a set of courses that provides for the staged learning and application of medical anthropology knowledge. As the program UUDLEs outline, basic knowledge and skills are introduced at the second-year level, and developed in third and fourth year core courses. A capstone small seminar encourages small group discussion of the academic theory and ethics of medical anthropology at an advanced level.

5.3 Address how the methods and criteria for assessing student achievement are appropriate and effective relative to the program learning outcomes and Degree Level Expectations.

The Degree Level Expectations assessed in this program measure student ability in the required skills of Medical Anthropology.

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

6. Admission Requirements

6.1 Describe the program admission requirements, including how these requirements are appropriately aligned with the program learning outcomes.

For the Concurrent Certificate (pursued simultaneously with an undergraduate degree program): Admissions requirements are the same as the Honours BA Major program in Anthropology, as follows:
- Ontario Secondary School Diploma (OSSD)
- ENG4U
- Five additional 4U or M courses

For the Consecutive Certificate: candidates must hold a degree or have significant post-secondary education, and be admissible to York according to Faculty and University policies. Students seeking direct entry to a consecutive certificate program must submit a written application when applying for admission to the University.

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

Not applicable.

7. Resources

7.1 Comment on the areas of strength and expertise of the faculty who will actively participate in delivering the program, focusing on its current status, as well as any plans in place to provide the resources necessary to implement and/or sustain the program.

The faculty teaching this certificate are those who are currently teaching our minor in Medical Anthropology. No new resources are required.

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

No faculty teaching in this program are expected to retire in the next few years; one is a new appointment, and another has just achieved tenure. The program currently uses a CLA to cover for one faculty member who was on administrative secondment. Contract instructors are used to teach specialized electives.

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

N/A.

7.4 As appropriate, provide information on the office, laboratory and general research space available that will be available for faculty, undergraduate and/or graduate students; the availability of common rooms for faculty and graduate students; administrative space; as well as any commitments/plans (if any) for the next five years.

N/A.

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

N/A.

7.7 For undergraduate programs, indicate anticipated class sizes and capacity for supervision of experiential learning opportunities, as appropriate.

Expected intake is approximately 25 students per year. One elective that will be open to participants is a high impact experiential 4th year work placement course.

Table 1 – Listing of Faculty

For undergraduate programs: Identify all full-time faculty who will actively participate in delivering the program, as follows.

Faculty Name & Rank	Home Unit	Area(s) of Specialization
Adelson, Naomi - Professor	Anthropology	Medical Anthropology
MacDonald, Margaret – Associate Professor	Anthropology	Medical Anthropology
Widmer, Sandra – Assistant Professor	Anthropology	Medical Anthropology
Elliot, Denielle – Associate Professor	Social Science	Medical Anthropology
Mykhalovskiy, Eric – Associate Professor	Sociology	Sociology

8. Enrolment Projections

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

We anticipate 25 new enrolments per year, which, with attrition, should result in approx. 65 certificate students in the program, in total, after the fifth year of program implementation.

9. Support Statements

Support statements are attached from the following:
- The Dean of the Faculty of Liberal Arts & Professional Studies, with respect to the adequacy of existing human (administrative and faculty), physical and financial resources necessary to support the program
- Relevant units/programs confirming consultation on/support for the proposed program

Faculty of Liberal Arts and Professional Studies
York University

Degree-Level Expectations for Programs	

Program:	**Medical Anthropology**
Degree Type:	**BA** *(e.g. BA; BAS; BDEM; BHRM; BPA; BSW; etc.)*
Degree(s):	**Honours Minor (120 credits)** *(e.g. Specialized Honours (120 credits); Honours (120 credits); Bachelor (90 credits); etc.)*
Department/School:	**Anthropology**
Submission Date:	

Instructions:

1. On page 1, please complete the information regarding:
   - the name of the program (e.g. Criminology; Public Administration; Sociology; etc.);
   - the degree type of the program (e.g. BA; BDEM; BAS; BHRM; BPA; BSW; etc.);
   - the degree options offered through the program (e.g. *Specialized Honours (120 credits); Honours (120 credits); Bachelor (90 credits); etc.); and*
   - the name of the Department/School that offers the program.

2. For each of the <u>six (6) University Undergraduate Degree Level Expectations (UUDLEs)</u> listed in the chart below, please:
   a) define the relevant degree-level expectations (i.e. describe what is demonstrated by students who are awarded the degree);
   b) describe the relevant program learning objectives/student learning outcomes for each degree-level expectation (i.e., what students should know and/or be able to do by the end of the program); and
   c) align the relevant courses and assessment methods/activities with the program learning objectives/ student learning outcomes. *Note: when a program has a long list of electives, the Unit may include the details on the specific requirement (i.e. students have to choose X courses from the list of Y electives) in the chart below and append the full list of applicable elective courses at the end of this document.*

3. <u>For each program</u> offered by the Department/School, please submit (via email) one completed *Degree-Level Expectations for Programs* document.
   - Email address for submissions: apccps@yorku.ca
   - Submission deadline: **July 31, 2012**

	a) Degree-Level Expectation *This degree is awarded to students who have demonstrated the following:*	b) Program Learning Objectives (with assessment embedded in outcomes) *By the end of this program, students will be able to:*	c) Appropriate Degree Requirement & Assessment *Align courses and assessment methods/activities with the program learning objectives.*
1. Depth and Breadth of Knowledge	1. General knowledge of how to understand and explain the key concepts, methodologies, theoretical approaches and technologies that comprise the field of social/cultural anthropology. 2. General comprehension of critical thinking, analytical skills and be able to apply their learning to solve problem 3. General knowledge and understanding of: key approaches, methods, theories of medical anthropology	1. Understand and explain the key concepts, methodologies, theoretical approaches and technologies that comprise the field of social/cultural anthropology. 2. Demonstrate – in classroom discussions and in written assignments - a general comprehension of critical thinking, analytical skills and be able to apply their learning to solve probl 3. Understand and explain the key concepts, methodologies, theoretical approaches and technologies that comprise the field of medical anthropology.	1. At the 2000 level, ANTH2110 Core concepts in Anthropology introduces the key concepts, methodologies, theoretical approaches and te comprise the field of social/cultural anthropology. ANTH2170 Sex, Gender & the Body introduces the key concepts, methodologies, theoretical approaches and technologies that comprise the field of medical anthropology. Assessments include a combination of short (2-3 page), medium (4-5 page) and long (6-10 page) critical, analytical essay assignments. Students are evaluated for participation in group discussions, and through comprehensive exams. 2. At the 3000 level, ANTH3330 6.0 Health and Illness in Cross-Cultural Perspectives introduces specialized knowledge in medical anthropology that builds on second year knowledge with a focus on more detailed critical exercises and case studies. Assessments include a combination of short (2-3 page), medium (4-5 page) and long (6-10 page) critical, analytical essay assignments. Students are evaluated for participation in group discussions, and through comprehensive exams. 3. At the 4000 level, ANTH4330 3.0 is a specialized seminar to examine advanced case study material. Assessments include a combination of short (2-3 page), medium (4-5 page) and long (6-10 page) critical, analytical essay assignments. Students are evaluated for participation in group discussions, and through comprehensive exams.

2

	a) Degree-Level Expectation *This degree is awarded to students who have demonstrated the following:*	b) Program Learning Objectives (with assessment embedded in outcomes) *By the end of this program, students will be able to:*	c) Appropriate Degree Requirement & Assessment *Align courses and assessment methods/activities with the program learning objectives.*
2. **Knowledge of Methodologies**	1. Demonstrate an understanding of methods of inquiry in sociocultural anthropology. 2. Demonstrate an understanding of methods of inquiry in medical anthropology. 3. Evaluate the appropriateness of different theoretical approaches and research methodologies. 4. Learn to ask anthropological questions 5. Initiating, developing and carrying out a research project.	1. Demonstrate an understanding of methods of inquiry in sociocultural anthropology. 2. Demonstrate an understanding of methods of inquiry in medical anthropology. 3. Evaluate the appropriateness of different theoretical approaches and research methodologies. 4. Ask anthropological questions 5. Initiated, developed and carried out a research project.	1. At the 2000 level, ANTH2110 Core concepts in Anthropology introduces the methodologies of social/cultural anthropology. Assessments include a combination of short (2-3 page), medium (4-5 page) and long (6-10 page) critical, analytical essay assignments. Students are evaluated for participation in group discussions, and through comprehensive exams. ANTH2170 Sex, Gender & the Body introduces the methodologies of medical anthropology. Assessments include a combination of short (2-3 page), medium (4-5 page) and long (6-10 page) critical, analytical essay assignments. Students are evaluated for participation in group discussions, and through comprehensive exams. 2. At the 3000 level, ANTH3330 6.0 Health and Illness in Cross-Cultural Perspectives introduces specialized knowledge in medical anthropology, including an in-depth assessment of methods. Since These minors will not be taking ANTH3110 Acquiring Research Skills, this course will contain elements of that course with a medical anthropology focus. Assessment will include a research project in which the knowledge of appropriate theoretical approaches and methods will be assessed. 3. At the 4000 level, ANTH4330 3.0 is a specialized seminar to examine advanced case study material. Assessments include a combination of short (2-3 page), medium (4-5 page) and long (6-10 page) critical, analytical essay assignments. Students are evaluated for participation in group discussions, and through comprehensive exams.

3

	a) Degree-Level Expectation *This degree is awarded to students who have demonstrated the following:*	b) Program Learning Objectives (with assessment embedded in outcomes) *By the end of this program, students will be able to:*	c) Appropriate Degree Requirement & Assessment *Align courses and assessment methods/activities with the program learning objectives.*
3. Application of Knowledge	1. Make use of scholarly articles and primary sources of information as data**.** 2. Effectively review, present, and interpret qualitative studies. 3. Use a basic range of appropriate techniques to obtain and analyse information.	1. Make use of scholarly articles and primary sources of information as data**.** 2. Effectively review, present, and interpret qualitative studies. 3. Use a basic range of appropriate techniques to obtain and analyse information.	1. At the 2000 level, ANTH2110 Core concepts in Anthropology and ANTH2170 Sex, Gender & the Body teach how to make use of scholarly articles and primary sources of information as data and the skills of reviewing, presenting and interpreting qualitative studies**.** Assessments include a combination of short (2-3 page), medium (4-5 page) and long (6-10 page) critical, analytical essay assignments. Students are evaluated for participation in group discussions, and through comprehensive exams. 2. At the 3000 level, ANTH3330 6.0 Health and Illness in Cross-Cultural Perspectives teaches the more advanced skills of using a range of appropriate techniques to obtain and analyse data. The research project is the primary means of assessing skill level. 3. Elective courses in the program all reinforce the appropriate use of scholarly articles and primary sources of information as data and how to effectively review, present, and interpret qualitative studies. Assessments include a combination of short (2-3 page), medium (4-5 page) and long (6-10 page) critical, analytical essay assignments. 4. At the 4000 level, ANTH4330 3.0 is a specialized seminar where all these program learning objectives are assessed at an advanced level. Assessments include a long (6-10 page) critical, analytical essay assignment and comprehensive exams.

4

	a) Degree-Level Expectation *This degree is awarded to students who have demonstrated the following:*	b) Program Learning Objectives (with assessment embedded in outcomes) *By the end of this program, students will be able to:*	c) Appropriate Degree Requirement & Assessment *Align courses and assessment methods/activities with the program learning objectives.*
4. Communication Skills	1. Communicate accurately orally, and in writing. 2. Articulate medical anthropological arguments and analyse accurately and effectively, orally and 3. Synthesize and analyse information and arguments accurately and effectively, orally and in writing. 4. Synthesize and analyse information and arguments accurately and effectively, orally and in writing, to a range of audiences (academic and non-academic, governmental and non-governmental, etc).	1. Communicate accurately orally, and in writing. 2. Articulate medical anthropological arguments and analyse accurately and effectively, orally an 3. Synthesize and analyse information and arguments accurately and effectively, orally and in writing. 4. Synthesize and analyse information and arguments accurately and effectively, orally and in writing, to a range of audiences (academic and non-academic, governmental and non-governmental, etc).	1. At the 2000 level, ANTH2110 Core concepts in Anthropology and ANTH2170 Sex, Gender & the Body teach basic skills in communicating accurately orally and in writing. Assessments include a combination of short (2-3 page), medium (4-5 page) and long (6-10 page) critical, analytical essay assignments. Students are evaluated for participation in group discussions, and through comprehensive exams. 2. At the 3000 level, ANTH3330 6.0 Health and Illness in Cross-Cultural Perspectives introduces specialized techniques in communicating accurately orally and in writing on medical anthropology subjects that builds on second year knowledge with a focus on more detailed critical exercises and case studies. Assessments include a combination of short (2-3 page), medium (4-5 page) and long (6-10 page) critical, analytical essay assignments. Students are evaluated for participation in group discussions, and through comprehensive exams. 3. At the 4000 level, ANTH4330 3.0 is a specialized seminar where all these program learning objectives are assessed at an advanced level. Students are also assessed for their ability to write for a range of audiences. Assessments include a combination of short (2-3 page), medium (4-5 page) and long (6-10 page) critical, analytical essay assignments. Students are evaluated for participation in group discussions, and through comprehensive exams.

	a) Degree-Level Expectation *This degree is awarded to students who have demonstrated the following:*	b) Program Learning Objectives (with assessment embedded in outcomes) *By the end of this program, students will be able to:*	c) Appropriate Degree Requirement & Assessment *Align courses and assessment methods/activities with the program learning objectives.*
5. Awareness of Limits of Knowledge	1. Understand how knowledges are produced by social relations and culture. 2. By extension, understand that our own knowledge is constructed and limited by social relations and culture, and understand the limits to their own knowledge. 3. Demonstrate an understanding of how knowledges and actions are constructed and limited by social relations and culture, and demonstrate an understanding of the limits of their own knowledge.	1. Understand how knowledges are produced by social relations and culture. 2. By extension, understand that our own knowledge is constructed and limited by social relations and culture, and understand the limits to their own knowledge. 3. Demonstrate an understanding of how knowledges and actions are constructed and limited by social relations and culture, and demonstrate an understanding of the limits of their own knowledge.	The Anthropological core of this minor program (i.e. the anthropological aspect of all courses) is dedicated towards creating an understanding of how knowledges are produced by social relations and culture and hence understanding that our own knowledge is constructed and limited by social relations and culture. Students will demonstrate an understanding of how knowledges and actions are constructed and limited by social relations and culture, and demonstrate an understanding of the limits of their own knowledge through: 1. Assessments include a combination of short (2-3 page), medium (4-5 page) and long (6-10 page) critical, analytical essay assignments. Students are evaluated for participation in group discussions, and through comprehensive exams. 2. The Research Methods element of ANTH3330 6.0 Health and Illness in Cross-Cultural Perspectives highlights the manner in which the research process actively constructs knowledge. Students are evaluated for this methodological perspective in their research project.

	a) Degree-Level Expectation *This degree is awarded to students who have demonstrated the following:*	b) Program Learning Objectives (with assessment embedded in outcomes) *By the end of this program, students will be able to:*	c) Appropriate Degree Requirement & Assessment *Align courses and assessment methods/activities with the program learning objectives.*
6. Autonomy and Professional Capacity	1. Learn and adhere to the principles of academic integrity. 2. Demonstrate transferable skills necessary for decision-making in complex contexts; in particular, further study, employment, community involvement. 3. Demonstrate an ability to learn independently.	1. Learn and adhere to the principles of academic integrity. 2. Demonstrate transferable skills necessary for decision-making in complex contexts; in particular, further study, employment, community involvement. 3. Demonstrate an ability to learn independently.	1. Students will all participate in the academic honesty tutorial. 2. At the 2000 level, ANTH2110 Core concepts in Anthropology and ANTH2170 Sex, Gender & the Body will be taught transferable skills in critical reading, writing and thinking necessary for decision-making in complex contexts.

			These skills build upon the basics taught in their General Education courses. Assessments include a combination of short (2-3 page), medium (4-5 page) and long (6-10 page) critical, analytical essay assignments. Students are evaluated for participation in group discussions, and through comprehensive exams.
			3. At the 3000 level, ANTH3330 6.0 Health and Illness in Cross-Cultural Perspectives will, through its research project component, provide an opportunity for students to learn independently.
			4. At the 4000 level, Students will take part in an internship in which they demonstrate transferable skills necessary for decision-making in complex contexts; in particular, further study, employment, and community involvement.

FACULTY OF
LIBERAL ARTS &
PROFESSIONAL STUDIES

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February 23, 2018

Professor Albert Schrauwers
Department of Anthropology
2054 E Vari Hall

schrauwe@yorku.ca

Dear Professor Schrauwers:

On behalf of Ananya Mukherjee-Reed, Dean of the Faculty of Liberal Arts &
Professional Studies, I am writing in support of the proposal for a cross-disciplinary
undergraduate certificate in Culture, Medicine and Health within the Department of
Anthropology. I have reviewed the proposal and I am satisfied that the certificate
is timely, innovative, interdisciplinary and likely to draw student interest.

The Dean's office does not believe the creation of the certificate will require
extensive additional resources.

This is a quality proposal and the Dean's office is in full support.

Sincerely,

John-Justin McMurtry
Associate Dean, Programs

cc: Committee on Curriculum, Curricular Policy and Standards

York University

New Program Brief for the

Honours Minor Degree Option

and

Disciplinary Certificate in Advocacy & Public Engagement Training

Housed in the Department of Anthropology

Faculty of Liberal Arts & Professional Studies

1. Introduction

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

Being proposed are two distinct programs:
- an Honours Minor degree option in Advocacy and Public Engagement Training; and
- a Disciplinary Certificate in Advocacy and Public Engagement Training, offered as both Concurrent and Consecutive options

The Minor and Certificate in Advocacy and Public Engagement Training affirm the role of students and scholars as active citizens, community leaders, and partners in empowerment. This Minor draws on the Department's long-standing strengths in Applied Anthropology, or Public Anthropology as it is more generally known today. This sub-field encourages student activism by offering a critical, cross-cultural perspective on major public issues, and demonstrates how to effect change by drawing on political forces outside the discipline. This department strength was established by two of the Department's Full Professors who were subsequently awarded the lifetime achievement award in Applied Anthropology (the Weaver-Tremblay Award) by the Canadian Anthropological Society. "ANTH 3210 6.0 Advocacy & Public Engagement," will become the keystone course for this minor; it has been a consistent winner of the annual student award of the Center for a Public Anthropology, a US NGO that "that encourages scholars and their students to address public problems in public ways."

The proposed degree designation is in keeping with current usage by the Practicing and Applied Anthropologists network of the Canadian Anthropological Association (CASCA), the European Association of Social Anthropologists Applied Anthropology Network, and the Center for a Public Anthropology (University of Hawaii). The sub-discipline is supported by the journals, <u>Human Organization</u> and <u>Practicing Anthropology</u> from the Society of Applied Anthropologists, a subsection of the American Anthropological Association.

While over 50 universities in North America offer courses in Applied Anthropology, most programs are offered at the graduate level. This will be the only undergraduate program in Canada.

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

The possibility of a degree program in applied anthropology was first discussed in our 2010 Cyclical Program Review. Since that time, the Department has developed a series of applied anthropology courses which have demonstrated consistent student demand (ANTH 2210, 4130, 4340). We have used the 2017 Program Review to assess student interest through our self-study student survey in a degree program that would pedagogically consolidate our offerings; the result is the preparation of this program proposal.

1.4 Indicate the Faculty/unit in which the program will be housed (for undergraduate programs).

Faculty of Liberal Arts & Professional Studies, Department of Anthropology

2. General Objectives of the Program

2.1 Provide a brief description of the general objectives of the program.
The Minor and Certificate in Advocacy and Public Engagement Training offers training that employs anthropological perspectives that bridge the academic and non-academic sectors. Recognizing the value of anthropological insights and methods for solving today's complex social, economic, and environmental topics, the program offers a choice of theoretical informed perspectives on issues and movements related to mental health/disability, the environment, human rights, reproductive rights, refugees/migration, First Nations, race/racism, gender and sexuality. Throughout the program, emphasis is placed upon high impact experiential education (EE) training, including ethnographic community based research and a capstone work placement in an non-governmental organization (NGO) or civil society association context.

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

The Department of Anthropology has been careful to align itself with the UAP priorities on experiential education and interdisciplinarity. This minor and certificate, in particular, place the emphasis on experiential education, and specifically addresses the student question: "What can I do with a degree in anthropology?" This applied anthropology ~~minor~~ programming is also meant to enhance a series of interdisciplinary majors; the research and advocacy skills they learn will enable students to critically apply the knowledge derived in their major in real world advocacy and public engagement. These skills will be of use to graduates of Area Studies programs, programs in Social Science, Gender & Women's Studies, Human Rights & Equity Studies, and the Humanities.

3. Need and Demand

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

This program is unique in the Ontario University system; nor is there another program at York like this. There is peripheral duplication with the Department of Equity Studies Certificate in "Anti-Racist Research and Practice", specifically in some parts of the skill set. However, that certificate is focused on the issue of racism, whereas this minor/certificate is focused upon a broader set of social challenges, movements and advocacy environments. The proposed certificate is intended for those seeking to engage the public through advocacy on environmental issues, gender & sexuality, human rights, refugee and migration issues.

3.2 Provide brief description of the need and demand for the proposed program, focusing as appropriate on student interest, social need, potential employment

opportunities for graduates, and/or needs expressed by professional associations, government agencies or policy bodies.

The 2017 Cyclical Program Review ISR Student survey reported that 88% of our students had an interest in an applied degree program; and a review of the occupations pursued by 600 graduates of the current program supports the potential applied opportunities of the discipline's skill set. In seeking placement options for what will become the capstone course of this degree, ANTH 4130: The Professional Anthropologist, we found a wide array of work settings, including banks, marketing companies, heritage organizations, and health and social service providers that specifically sought anthropology student interns. This demand is reflected in a variety of print media, such as the Harvard Business Review, who write on "The Rise in Corporate Anthropology".

A study by the American Anthropology Association Committee on Practicing, Applied, and Public Interest Anthropology entitled the "Changing Face of Anthropology" suggested that joint degrees combining an applied Anthropology degree with other programs were highly valued by students as they provided training in "specialized areas of research, communication skills such as writing and speaking, community based research methods, and the areas of health, business, environment, history, education, international development, and public administration" (AAA 2009: 56).

The theoretical coursework, ethnographic research skills and experiential education components on activism, advocacy, and/or community outreach will prepare students for careers which may include: working in community relations and development; for government departments and non-governmental organizations, unions, civic associations and international bodies; or in the field of cultural resources management.

4. Program Content and Curriculum

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

The minor and certificate programs seek to provide intensive training in the required skills of applied anthropology:
- the ethics of advocacy and advocacy-based research;
- formulating advocacy-based research questions;
- the ethnographic/qualitative field methods to investigate these issues; and
- the public engagement skills by which critical interventions on the basis of that research may be made.

This Honours Minor and Certificate programs in Applied or "Engaged" Anthropology require 30 credits of which 24 credits are required courses. The program provides two high impact Experiential Education Community Based Research opportunities in which the applied anthropology skill set can be applied in real world context. There is one required course at each year level (2 through 4) plus an additional work placement capstone experience. The list of Learning Sites that have Agreements with York University to host students in the Minor and Certificate programs for the placement requirement is attached in Appendix 1.

The required core courses of the Minor degree option and Certificate are:

ANTH 2210 6.0   Advocacy & Public Engagement which introduces the field and skill set of applied Anthropology.

ANTH 3110 6.0   Acquiring Research Skills provides experiential training in Community-Based Research.

ANTH 4340 6.0   Advocacy & Social Movements provides a capstone small seminar experience focused on the advanced academic theory of social mobilization in a wide variety of institutional context.

ANTH 4130 6.0   The Professional Anthropologist is a final placement experience in which the skills and theories acquired in the core coursework is applied in a real world context.

4.2 Provide a list of courses that will be offered in support of the program. The list of courses must indicate the unit responsible for offering the course (including cross-lists and integrations, as appropriate), the course number, the credit value, the short course description, and whether or not it is an existing or new course. For existing courses, the frequency of offering should be noted. For new courses, full course proposals are required and should be included in the proposal as an appendix.

CORE COURSES (required; 12 credits):

ANTH 2210 6.0 Advocacy & Public Engagement (existing course, formerly titled "ANTH 3210 Public Anthropology". Offered alternately at second and third years since created 2004-05, except 2006-07, 2015-16)

This course brings anthropology into the public sphere to "make knowledge count" by looking at key issues, questions, and challenges involved when anthropologists advocate for the peoples and communities they study. Issues to be covered will include aboriginal land claims, urban and international health policy, immigration and multiculturalism, and military interventions.

ANTH 4340 6.0 Advocacy & Social Movements (existing course. Offered yearly since created 2000-2001)

This course examines how modern forms of communication have totally transformed the nature of advocacy and the social construction of knowledge in modern society. Specifically, it examines ways in which cultural norms are modified by the activities of social movements.

REQUIRED METHODS AND PLACEMENT COURSES (12 credits of high impact EE opportunities)

ANTH 3110 6.0 Acquiring Research Skills (existing course. Offered yearly since created 2000-2001)

This introduction to the experience and practice of research in anthropology focuses on learning qualitative research skills within the context of a project design and implementation. Fieldwork methods, project design, ethics and analysis, as the tools of anthropological research, are explored in this course.

ANTH 4130 6.0 The Professional Anthropologist: The Anthropologist as Practitioner (existing course. Offered 2014-15, 2017-18)

Applied Anthropology uses the theory and methods of anthropology in the analysis and solution of practical, legal and policy problems for non-academic clients such as governments, development agencies, NGOs, tribal and ethnic associations, advocacy groups, social-service and educational agencies, and businesses. This course discusses the different set of ethical considerations, research constraints and report formats confronting Applied anthropologists as professionals.

ELECTIVES (6 credits): **Advocacy & Public Engagement subject areas**

Racism:

ANTH 3020 6.0 Race, Racism & Popular Culture (existing course. Offered yearly since created 2000-2001)

This course concentrates on race and racism as a major source of conflict, particularly in Canadian, British and American societies. The theoretical literature on racism as well as applied models developed to reduce racial conflict will be studied in depth.

ANTH 3030 3.0 Discourses of Colonialism (existing course. Offered yearly since created 2002-03)

This course explores the cultural and political significance of colonial discourse in the past and in the present, including an examination of the construction of Euro-American forms of knowledge about other peoples and how these understandings continue to shape global relations of power.

ANTH 3410 6.0 Race, Ethnicity and Nationalism: Us and Them (existing course. Offered yearly since created 2012-13)

This course examines the significance and perceptions of race, ethnicity and of nationalism as concepts and as modes of configuring identity and organizing social life cross-culturally.

Mental Health & Disability:

ANTH 3080 6.0 Modes of Enablement: A Cultural Perspective on Physical Disability (existing course. Offered yearly 2002-2006, 2009-2013)

A comparative look at visible and non-visible disabilities, the relationship between the disabled and others. Topics include the symbolic and behavioural correlates of physical disability, relationships between the disabled, their support persons and the health professionals.

ANTH 3280 6.0 Anthropology & Psychiatry in Global Context (existing course. Offered yearly since created 2000-01)

This course is concerned with furthering the dialogue and mutual engagement between Medical Anthropology and Cultural Psychiatry - in the context of localized communities, multicultural societies, and global networks alike. Applying a pluralized concept of psychiatry, the course will investigate prevalent practices in clinical psychiatry alongside other culturally and historically formulated strategies of coming to terms with locally defined states of mental disorder. It will explore a diversity of modes of experiencing, expressing, recognizing, interpreting, and addressing mental distress, providing participants with a solid theoretical and conceptual basis while, at the same time, exploring a large body of specific empirical case studies. In so doing, the course offers well-contextualized insights into a number of current issues including the pharmaceutical commodification of mental health, the medicalization of difference, personhood and notions of a 'normal' human condition, stigma and idioms of distress, migration and trauma, psychiatric epidemiology and global mental health policy, and symbolic forms of healing. Engaging with ongoing controversies and debates, it encourages new and critical views onto the practical realities and structural challenges of mental disorder and suffering in Canada and beyond.

ANTH 4330 3.0 Critical Issues in Medical Anthropology (existing course. Offered 2004-, 2006, 2013-present. Between 2007-2012 offered as ANTH 3330)

Comparative perspectives on health, illness and medical systems are studied from the viewpoint of anthropology and related disciplines. Emphasis is placed on understanding the roles of the practitioner and patient in their social and cultural contexts and the importance of applied medical anthropology to the wider community.

Sexuality:

ANTH 3240 6.0 Sexing the Subject: Sexuality from a Cross-Cultural Perspective (existing course. Offered yearly since created 2003-04)

This course examines sexuality from a cross-cultural perspective in order to better understand how sexual practices, moralities and identities are constructed, contested and transformed in relation to cultural, political and economic forces.

Indigeneity:

ANTH 3420 6.0 Indigenous Peoples & Indigenous Rights (existing course. Offered 2002-03, 2008-09, 2017-18)

Who are indigenous peoples, how are indigenous peoples defined and who defines them? Is there a universally accepted definition of indigeneity? What are the conditions under which people seek to be identified as indigenous? What rights do indigenous peoples have and how do these relate to human rights more generally? How have economic globalization, the use of new information and communications technologies, and international environmental movements shaped indigenous politics?

ANTH 4160 6.0 Anthropology and Indigenous People's Health (existing course. Offered yearly since created 2010-11)

Contemporary and historical First Nations and Indigenous health issues are explored from a medical anthropological perspective. Using ethnographies, case studies and media-related resources, and focusing primarily within Canada, students critically analyze the cultural, political, and social contexts of First Nations health and illness.

Refugees:

ANTH 3630 3.0 The Anthropology of Illicit Networks (existing course. Offered every other year since created 2013-14)

The rise of globalization has been accompanied by an intensification in both documented and, increasingly, undocumented migration. As the global political economy continues to create conditions of friction, violence and disconnection around the world, illicit networks engaged in the movement of everything from everyday consumer items to live human bodies are proliferating. Migrants are coming to rely on dangerous and elaborate networks of recruiters, transporters and corrupt officials to help them reach places of perceived safety and opportunity. Drawing on recent ethnography on transnationalism, migration, and the informal economy, this course explores the role illicit networks play in global markets, the broader sociocultural transformations illicit networks are bringing about in the places where they operate, and the subjective experience of participating in illicit networks. Among the central questions we will ask are: how and to what degree does globalization spur undocumented migration; how do illicit networks shore-up or undermine modern nation-states; what constellations of power shape these networks; what kinds of human subjects does undocumented migration produce; and what imaginaries are created and/or disrupted by migrants en route and in place.

ANTH 4420 3.0 The Gendered Politics of War (existing course. Offered yearly since created 2009-10)

This course explores how gender relations have been deployed in sites of militarized conflict to incite, exacerbate and fuel violence; the reasons for and the ways in which war is increasingly waged on the bodies of unarmed civilians; the massive scale of displacement and the gendered experience of both conflict and asylum, among other topics.

Human Rights:

ANTH 4410 3.0 The Anthropology of Human Rights (existing course. Offered 2009-10, to 2012-13)

This course surveys anthropology's attempts to confront, analyze, and reframe claims about the nature of human beings implicit in the discourse of human rights.

ANTH 3420 6.0 Indigenous Peoples & Indigenous Rights (existing course. Offered 2002-03 , 2005-06, 2008-09, 2017-18)

Who are indigenous peoples, how are indigenous peoples defined and who defines them? Is there a universally accepted definition of indigeneity? What are the conditions under which people seek to be identified as indigenous? What rights do indigenous peoples have and how do these relate to human rights more generally? How have economic globalization, the use of new information and communications technologies, and international environmental movements shaped indigenous politics?

ANTH 3400 6.0 The Politics of Recognition: Citizenship & Civil Society (existing course. Offered yearly since created 2002-03 to 2012-13)

The idea of civil society has stirred social imaginations and political aspirations across the globe in recent years. This course analyzes those contexts where debates over civil society, citizenship, power and the state are located and contested.

Environment:

ANTH 3560 3.0 Anthropology of the Senses (Existing course. Offered 2011-12, 2012-13, 2015-16, 2017-18)

This course explores how humans make and understand the world through their senses, the history of the senses in a variety of systems of thought and experience, and the meanings and uses of the senses in a range of contexts. Students critically examine and evaluate particular aspects of the senses as they relate to theories and methods of sociocultural anthropology through lectures, demonstrations and experimentation.

ANTH 4240 3.0 Nature, Politics, Difference: Anthropology of Social/Natures (existing course. Offered 2005-06, 2011-12, 2012-13)

This course provides an anthropological perspective on the cultural politics of environment and development. Drawing on ethnographic case studies from diverse geographical contexts, the course examines the cultural practices, ideologies and discourses that inform environmental struggles and affect the livelihoods of marginal peoples across the globe.

Reproductive Rights:

ANTH 4430 6.0 The Anthropology of Reproduction, Personhood & Citizenship (existing course. Offered 2010-2014)

Explores the complex relationships between human reproduction, personhood, and citizenship, through anthropological studies of contemporary and historical issues. Topics include: maternity care in North America, new reproductive and genetic technologies at home and abroad, the problem of maternal mortality in the developing world, birth place and citizenship issues worldwide, and colonial interventions in family planning.

4.3 For undergraduate programs, comment on the anticipated class sizes.

Class sizes will follow our departmental workload standard: a maximum of 150 per course at second year, 50 at third year, and 25 at fourth year.

4.4 As an appendix, provide a copy of the program requirements as they will appear in the Undergraduate Calendar as appropriate.

Honours (Minor/Major) BA Program in Advocacy & Public Engagement Training
(Students have to complete 30 Credits in Anthropology and a total of 120 credits.)

The Honours Minor in "Advocacy & Public Engagement Training" must be **pursued jointly** with an Honours BA program in the Faculty of Liberal Arts & Professional Studies or any other Faculty outside of LA&PS. The Honours Minor in "Advocacy & Public Engagement Training" comprises of at least 30 credits including:
- AP/ANTH 2210 6.0 Advocacy & Public Engagement
- AP/ANTH 3110 6.0 Acquiring Research Skills
- AP/ANTH 4340 6.0 Advocacy & Social Movements
- AP/ANTH 4130 6.0 The Professional Anthropologist
- six additional credits in anthropology from among AP/ANTH 3020, 3030, 3080, 3240, 3280, 3560, 3400, 3410, 3420 3.0, 3420 6.0, 3630, 4160, 4240,4330, 4410, 4420, 4430.

Disciplinary Certificate in Advocacy & Public Engagement Training
The Certificate in "Advocacy & Public Engagement Training" comprises of at least 30 credits including:
- AP/ANTH 2210 6.0 Advocacy & Public Engagement
- AP/ANTH 3110 6.0 Acquiring Research Skills
- AP/ANTH 4340 6.0 Advocacy & Social Movements
- AP/ANTH 4130 6.0 The Professional Anthropologist
- six additional credits in anthropology from among AP/ANTH 3020, 3030, 3080, 3240, 3280, 3560, 3400, 3410, 3420 3.0, 3420 6.0, 3630, 4160, 4240,4330, 4410, 4420, 4430.

5. Program Structure, Learning Outcomes and Assessment

5.1 Provide a detailed description of the program learning outcomes and indicate how the program learning outcomes are appropriate and align with the relevant degree level expectations.

A detailed description of the Program learning outcomes is appended in Appendix 1: Program UUDLEs.

5.2 Address how the program curriculum and structure supports achievement of the program learning outcomes. For undergraduate programs, comment on the nature and suitability of students' final-year academic achievement in the program.
The program curriculum is composed of a set of staged experiential education opportunities that provides for the progressive learning and application of applied anthropology skills. As

the program UUDLEs outline, basic knowledge and skills are introduced at the second-year level, and developed through two high impact experiential education opportunities at the third and fourth year. At third year, this opportunity provides the ethnographic research skills to conduct Community-Based Research; at fourth year, these research skills are applied in a work placement to underscore real world applications. A capstone small seminar encourages small group discussion of the academic theory and ethics of advocacy and public engagement at an advanced level using the practical experience they have gained in the experiential education opportunities.

5.3 Address how the methods and criteria for assessing student achievement are appropriate and effective relative to the program learning outcomes and Degree Level Expectations.

The Degree Level Expectations assessed in this program measure student ability in the required skills of applied anthropology, i.e.:
- the ethics of advocacy and advocacy-based research;
- formulating advocacy-based research questions;
- the ethnographic/qualitative field methods to investigate these issues; and
- the public engagement skills by which critical interventions on the basis of that research may be made.

The methods and criteria of student assessment utilized in this program are predicated upon experiential learning opportunities in specific local communities; as an applied degree option, they seeks to match student appraisal with that student's ability to engage those communities and produce reports in a variety of formats that display evidence of the specific skill set taught in their academic courses.

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

This is discussed in the previous two sections.

6. Admission Requirements

6.1 Describe the program admission requirements, including how these requirements are appropriately aligned with the program learning outcomes.

For the Concurrent Certificate: Admissions requirements are the same as for our Anthropology major program. They are:
- Ontario Secondary School Diploma (OSSD)
- ENG4U
- Five additional 4U or M courses

For the Consecutive Certificate: candidates must hold a degree or have significant post-secondary education, and be admissible to York according to Faculty and University policies. Students seeking direct entry to a consecutive certificate program must submit a written application when applying for admission to the University.

6.2 Explain any alternative requirements, if any, for admission into an undergraduate, graduate or second-entry program.

Not applicable.

7. Resources

7.1 Comment on the areas of strength and expertise of the faculty who will actively participate in delivering the program, focusing on its current status, as well as any plans in place to provide the resources necessary to implement and/or sustain the program.

As has been noted in the introduction, teaching Engaged Anthropology is a Departmental strength. This is reflected in the range of elective courses for this program, all of which have strong experiential education and advocacy & public engagement elements. The list of faculty in Table 1 note the specific areas of specialization that give specificity to the general skill set in public engagement taught in the core courses. All faculty members are capable of teaching the 4 core courses. All the courses composing this degree option are existing courses and hence do not require any new resources.

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

As noted, these are existing courses that have been taught by a wide range of instructors, including Full-Time and Contract Instructors. Retirees (or more likely, those working beyond the "normal" age of retirement) will continue to play an important role.

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

No lab space is required.

7.4 As appropriate, provide information on the office, laboratory and general research space available that will be available for faculty, undergraduate and/or graduate students; the availability of common rooms for faculty and graduate students; administrative space; as well as any commitments/plans (if any) for the next five years.

The Department has two teaching spaces (a seminar room, and small meeting room) that can be made available for special exercises.

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

No exception academic supports are required, beyond that provided by LA&PS in support of the placement option.

7.7 For undergraduate programs, indicate anticipated class sizes and capacity for supervision of experiential learning opportunities, as appropriate.

We anticipate 100 to 150 students in the second year intake class. The third year methods course has a class size of 100, and is a shared core course with the anthropology major. The two fourth year courses have maximal enrolments of 25.

Table 1 – Listing of Faculty

For undergraduate programs: Identify all full-time faculty who will actively participate in delivering the program, as follows.

Faculty Name & Rank	Home Unit	Area(s) of Specialization
Adelson, Naomi - Professor	Anthropology	Indigeneity
Alexandrakis, Othon – Assoc. Prof.	Anthropology	Refugees
Coombe, Rosemary - Professor	Anthropology	Human Rights
Denning, Kathryn – Assoc. Prof.	Anthropology	Indigeneity
Giles, Wenona – Professor	Anthropology	Refugees
Gururani, Shubhra – Assoc. Prof.	Anthropology	Environment
Hirji, Zulfikar – Assoc. Prof.	Anthropology	Methods
Holmes, Teresa – Assoc. Prof.	Anthropology	Racism
Little, Ken – Assoc. Prof.	Anthropology	Methods
MacDonald, Margaret – Assoc. Prof.	Anthropology	Reproductive Rights
McAllister, Carlotta – Assoc. Prof.	Anthropology	Human Rights
Murray, David – Professor	Anthropology	Sexuality
Myers, Natasha – Assoc. Prof.	Anthropology	Environment
Schrauwers, Albert – Assoc. Prof.	Anthropology	Sexuality
Widmer, Sandra – Assist. Prof.	Anthropology	Reproductive Rights
Winland, Daphne – Assoc. Prof.	Anthropology	Racism
Yon, Daniel – Assoc. Prof.	Anthropology	Racism

8. Enrolment Projections

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

We anticipate 30 new enrolments per year, which, with attrition, should result in approx. 75 minors in the program, in total, after the fifth year of program implementation.

9. Support Statements

Support statements are attached from the following:
- The Dean of the Faculty of Liberal Arts & Professional Studies, with respect to the adequacy of existing human (administrative and faculty), physical and financial resources necessary to support the program
- Relevant units/programs confirming consultation on/support for the proposed program

List of Placement Agreements for the course ANTH 4130 6.0

Name of Learning Site	Agreement Effective	Agreement Expiry	Duration of Agreement
TD Canada Trust	1-Sep-17	31-Aug-2020	3 Years
InWithForward	1-Sep-17	31-Aug-2020	3 Years
Idea Couture	1-Sep-17	31-Aug-2020	3 Years
Office of Councillor Ana Bailão *(City of Toronto Omnibus Agreement)*	1-Sep-17	1-Sep-2018	1 Year
Frontier College	1-Sep-17	31-Aug-2018	1 Year
PACT Urban Peace Program	1-Sep-17	31-Aug-2020	3 Years
Peel Family Mediation Services	1-Sep-17	31-Aug-2020	3 Years
Partners in Health, Canada	1-Sep-2017	31-Aug-2018	1 Year
Human Branding Inc.	7-Nov-2017	6-Nov-2020	3 Years

Degree Level Expectations, Program Learning Outcomes and Degree Requirements and Assessments

Minor in Advocacy and Public Engagement Training (Anthropology)

	a) Degree-Level Expectation *This degree is awarded to students who have demonstrated the following:*	**b) Program Learning Objectives** **(with assessment embedded in outcomes)** *By the end of this program, students will be able to:*	**c) Appropriate Degree Requirement &** **Assessment** *Align courses and assessment methods/activities with the program learning objectives.*
1. **Depth and Breadth of Knowledge**	a) General knowledge and understanding of the key concepts, methodologies, ethical concerns, theoretical approaches and assumptions of applied anthropology; b) Broad understanding of socio-cultural anthropology, including how the discipline may intersect with fields in related disciplines; c) Ability to gather, review, evaluate and interpret information relevant to applied anthropology; d) Some detailed knowledge of the anthropological perspective on mental health/disability, the environment, human rights, reproductive rights, refugees/migration, First Nations, race/racism, gender and sexuality; e) Critical thinking and analytical skills inside and outside the discipline; and f) Ability to apply learning from their major outside the discipline.	a) demonstrate an understanding of the key concepts, methodologies, ethical concerns, theoretical approaches and assumptions of applied anthropology; b) demonstrate a broad understanding of socio-cultural anthropology, including how the discipline may intersect with fields in related disciplines; c) demonstrate an ability to gather, review, evaluate and interpret information relevant to applied anthropology; d) demonstrate detailed knowledge of the anthropological perspective on mental health/disability, the environment, human rights, reproductive rights, refugees/migration, First Nations, race/racism, gender and sexuality; e) demonstrate critical thinking and analytical skills inside and outside the discipline; f) demonstrate an ability to apply learning from their major outside the discipline to their community based research project and student placement.	ANTH 2210 6.0 Advocacy & Public Engagement a) introduces the general knowledge and understanding of the key concepts, methodologies, ethical concerns, theoretical approaches and assumptions of applied anthropology assessed through discussion, essays and tests. b) provides broad understanding of socio-cultural anthropology, including how the discipline may intersect with fields in related disciplines assessed through discussion, essays and tests. e) introduces critical thinking and analytical skills inside and outside the discipline assessed through discussion, essays and tests. ANTH 3110 6.0 Acquiring Research Skills c) introduces the ability to gather, review, evaluate and interpret information relevant to applied anthropology through a community based research project. e) develops critical thinking and analytical skills inside and outside the discipline assessed through a community based research project. f) develops the ability to apply learning from their major outside the discipline assessed through a community based research project. ANTH 4130 6.0 The Professional Anthropologist: The Anthropologist as

Degree Level Expectations, Program Learning Outcomes and Degree Requirements and Assessments

Minor in Advocacy and Public Engagement Training (Anthropology)

			Practitioner a) develops general knowledge and understanding of the key concepts, methodologies, ethical concerns, theoretical approaches and assumptions of applied anthropology assessed through reports on their community placement; e) develops and assesses critical thinking and analytical skills inside and outside the discipline through their community based research project and student placement; f) develops and assesses the ability to apply learning from their major outside the discipline to their community based research project and student placement. ANTH 4340 6.0 Advocacy & Social Movements a) develops the general knowledge and understanding of the key concepts, methodologies, ethical concerns, theoretical approaches and assumptions of applied anthropology at an advanced level assessed through discussion, essays and tests. b) develops broad understanding of socio-cultural anthropology, including how the discipline may intersect with fields in related disciplines at an advanced level assessed through discussion, essays and tests. d) develops detailed knowledge of the anthropological perspective on mental health/disability, the environment, human rights, reproductive rights, refugees/migration, First Nations, race/racism, gender and sexuality at an advanced level assessed through discussion, essays and tests. e) develops critical thinking and analytical skills inside and outside the discipline at an advanced level assessed through discussion,

2

Degree Level Expectations, Program Learning Outcomes and Degree Requirements and Assessments

Minor in Advocacy and Public Engagement Training (Anthropology)

			essays and tests Elective Anthropology courses c) develop the ability to gather, review, evaluate and interpret information relevant to applied anthropology assessed through discussion, essays and tests. d) will develop detailed knowledge of the anthropological perspective on mental health/disability, the environment, human rights, reproductive rights, refugees/migration, First Nations, race/racism, gender and sexuality assessed through discussion, essays and tests. f) will develop their ability to apply learning from their major outside the discipline assessed through discussion, essays and tests.

	a) Degree-Level Expectation *This degree is awarded to students who have demonstrated the following:*	b) Program Learning Objectives (with assessment embedded in outcomes) *By the end of this program, students will be able to:*	c) Appropriate Degree Requirement & Assessment *Align courses and assessment methods/activities with the program learning objectives.*
2. Knowledge of Methodologies	An understanding of methods of enquiry in their primary area of study that enables the student to: a) evaluate the appropriateness of different approaches to solving problems using well established ideas and techniques of applied anthropology; and b) devise and sustain arguments or solve problems using these methods.	a) demonstrate the appropriateness of different approaches to solving problems using well established ideas and techniques of applied anthropology; and b) devise and sustain arguments or solve problems using these methods.	ANTH 2210 6.0 Advocacy & Public Engagement a) introduces different approaches to solving problems and their appropriateness using well established ideas and techniques assessed through discussion, essays and tests. b) introduces ability to devise and sustain arguments or solve problems using these methods assessed through discussion, essays and tests. ANTH 3110 6.0 Acquiring Research Skills a) develops approaches to solving problems and their appropriateness using well

3

		established ideas and techniques assessed through a community based research project. b) develops ability to devise and sustain arguments or solve problems using these methods assessed through a community based research project. ANTH 4130 6.0 The Professional Anthropologist: The Anthropologist as Practitioner a) develops approaches to solving problems and their appropriateness using well established ideas and techniques assessed through reports on their community placement; b) develops ability to devise and sustain arguments or solve problems using these methods assessed through reports on their community placement. ANTH 4340 6.0 Advocacy & Social Movements a) develops approaches to solving problems and their appropriateness using well established ideas and techniques at an advanced level assessed through discussion, essays and tests; b) develops ability to devise and sustain arguments or solve problems using these methods at an advanced level assessed through discussion, essays and tests.

a) Degree-Level Expectation *This degree is awarded to students who have demonstrated the following:*	b) Program Learning Objectives (with assessment embedded in outcomes) *By the end of this program, students will be able to:*	c) Appropriate Degree Requirement & Assessment *Align courses and assessment methods/activities with the program learning objectives.*

4

Degree Level Expectations, Program Learning Outcomes and Degree Requirements and Assessments

Minor in Advocacy and Public Engagement Training (Anthropology)

3. **Application of Knowledge**	The ability to review, present, and interpret quantitative and qualitative information to: a) develop lines of argument; b) make sound judgments in accordance with the major theories, concepts and methods of applied anthropology; and The ability to use a basic range of established techniques to: a) analyze information; b) evaluate appropriateness of different approaches to solving problems related to applied anthropology; c) propose solutions; and d) make use of scholarly reviews and primary sources.	a) demonstrate an ability to review, present, and interpret quantitative and qualitative information to develop lines of argument; b) demonstrate an ability to review, present, and interpret quantitative and qualitative information to make sound judgments in accordance with the major theories, concepts and methods of applied anthropology; c) demonstrate the ability to use a basic range of established techniques to analyze information; d) demonstrate the ability to use a basic range of established techniques to evaluate appropriateness of different approaches to solving problems related to applied anthropology; e) demonstrate the ability to use a basic range of established techniques to propose solutions; and f) demonstrate the ability to use a basic range of established techniques to make use of scholarly reviews and primary sources.	ANTH 2210 6.0 Advocacy & Public Engagement a) introduce the skills to develop lines of argument through the review, presentation, and interpretation of quantitative and qualitative information assessed by discussion, essays and tests; c) introduce the skills to use a basic range of established techniques to analyze information assessed by discussion, essays and tests; d) introduce the skills to use a basic range of established techniques to evaluate appropriateness of different approaches to solving problems related to applied anthropology assessed by discussion, essays and tests; e) introduce the skills to use a basic range of established techniques to propose solutions assessed by discussion, essays and tests; f) introduce the skills to use a basic range of established techniques to make use of scholarly reviews and primary sources assessed by discussion, essays and tests. ANTH 3110 6.0 Acquiring Research Skills a) develop the skills to develop lines of argument through the review, presentation, and interpretation of quantitative and qualitative information assessed through a community based research project; b) introduce the skills to review, present, and interpret quantitative and qualitative information to make sound judgments in accordance with the major theories, concepts and methods of applied anthropology assessed through a community based research project. c) develop the skills to use a basic range of

5

| | | | established techniques to analyze information assessed through a community based research project;
d) develop the skills to use a basic range of established techniques to evaluate appropriateness of different approaches to solving problems related to applied anthropology assessed through a community based research project;
e) develop the skills to use a basic range of established techniques to propose solutions assessed through a community based research project;
f) develop the skills to use a basic range of established techniques to make use of scholarly reviews and primary sources assessed through a community based research project.

ANTH 4130 6.0 The Professional Anthropologist: The Anthropologist as Practitioner
a) develop the skills to develop lines of argument through the review, presentation, and interpretation of quantitative and qualitative information assessed through reports on their community placement.
b) introduce the skills to review, present, and interpret quantitative and qualitative information to make sound judgments in accordance with the major theories, concepts and methods of applied anthropology assessed through reports on their community placement.
c) develop the skills to use a basic range of established techniques to analyze information assessed through reports on their community placement.
d) develop the skills to use a basic range of |

			established techniques to evaluate appropriateness of different approaches to solving problems related to applied anthropology assessed through reports on their community placement. e) develop the skills to use a basic range of established techniques to propose solutions assessed through reports on their community placement. f) develop the skills to use a basic range of established techniques to make use of scholarly reviews and primary sources assessed through reports on their community placement. ANTH 4340 6.0 Advocacy & Social Movements a) develop the skills to develop lines of argument through the review, presentation, and interpretation of quantitative and qualitative information at an advanced level assessed by discussion, essays and tests; c) develop the skills to use a basic range of established techniques to analyze information at an advanced level assessed by discussion, essays and tests; d) develop the skills to use a basic range of established techniques to evaluate appropriateness of different approaches to solving problems related to applied anthropology at an advanced level assessed by discussion, essays and tests; e) develop the skills to use a basic range of established techniques to propose solutions at an advanced level assessed by discussion, essays and tests; f) develop the skills to use a basic range of established techniques to make use of scholarly reviews and primary sources at an

7

	a) Degree-Level Expectation *This degree is awarded to students who have demonstrated the following:*	b) Program Learning Objectives (with assessment embedded in outcomes) *By the end of this program, students will be able to:*	c) Appropriate Degree Requirement & Assessment *Align courses and assessment methods/activities with the program learning objectives.*
			advanced level assessed by discussion, essays and tests.
4. Communication Skills	The ability to communicate accurately and reliably, orally and in writing to a range of audiences including non-academic clients such as governments, development agencies, NGOs, tribal and ethnic associations, advocacy groups, social-service and educational agencies, and businesses.	Demonstrate an ability to communicate accurately and reliably, orally and in writing to a range of audiences including non-academic clients such as governments, development agencies, NGOs, tribal and ethnic associations, advocacy groups, social-service and educational agencies, and businesses.	ANTH 2210 6.0 Advocacy & Public Engagement a) introduces the formats of writing for a range of audiences including non-academic clients such as governments, development agencies, NGOs, tribal and ethnic associations, advocacy groups, social-service and educational agencies, and businesses assessed by discussion, essays and tests; b) introduces basic writing skills a range of formats that allow for communicating accurately and reliably assessed by essays and tests; c) introduces basic oral presentation skills for a range of audiences including non-academic clients such as governments, development agencies, NGOs, tribal and ethnic associations, advocacy groups, social-service and educational agencies, and businesses assessed by class presentations. ANTH 3110 6.0 Acquiring Research Skills a) develops further knowledge of the formats of writing for a range of audiences including non-academic clients such as governments, development agencies, NGOs, tribal and

8

			ethnic associations, advocacy groups, social-service and educational agencies, and businesses assessed through a community based research project; b) develops writing skills a range of formats that allow for communicating accurately and reliably assessed through a community based research project; c) develops oral presentation skills for a range of audiences including non-academic clients such as governments, development agencies, NGOs, tribal and ethnic associations, advocacy groups, social-service and educational agencies, and businesses assessed through a community based research project. ANTH 4130 6.0 The Professional Anthropologist: The Anthropologist as Practitioner a) develops further knowledge of the formats of writing for a range of audiences including non-academic clients such as governments, development agencies, NGOs, tribal and ethnic associations, advocacy groups, social-service and educational agencies, and businesses assessed through reports on their community placement; b) develops writing skills a range of formats that allow for communicating accurately and reliably assessed through reports on their community placement; c) develops oral presentation skills for a range of audiences including non-academic clients such as governments, development agencies, NGOs, tribal and ethnic associations, advocacy groups, social-service and educational agencies, and businesses assessed through reports on their community

9

		placement.
		ANTH 4340 6.0 Advocacy & Social Movements
		a) develops knowledge of the formats of writing for a range of audiences including non-academic clients such as governments, development agencies, NGOs, tribal and ethnic associations, advocacy groups, social-service and educational agencies, and businesses at an advanced level assessed by discussion, essays and tests;
		b) develops basic writing skills a range of formats that allow for communicating accurately and reliably at an advanced level assessed by essays and tests;
		c) develops basic oral presentation skills for a range of audiences including non-academic clients such as governments, development agencies, NGOs, tribal and ethnic associations, advocacy groups, social-service and educational agencies, and businesses at an advanced level assessed by class presentations.

a) Degree-Level Expectation *This degree is awarded to students who have demonstrated the following:*	b) Program Learning Objectives (with assessment embedded in outcomes) *By the end of this program, students will be able to:*	c) Appropriate Degree Requirement & Assessment *Align courses and assessment methods/activities with the program learning objectives.*

Degree Level Expectations, Program Learning Outcomes and Degree Requirements and Assessments

Minor in Advocacy and Public Engagement Training (Anthropology)

| 5. Awareness of Limits of Knowledge | Understand how knowledges are produced by social relations and culture.
a) By extension, understand that our own knowledge is constructed and limited by social relations and culture, and understand the limits to their own knowledge.
b) Demonstrate an understanding of how knowledges and actions of others are constructed and limited by social relations and culture, and demonstrate an understanding of the limits of their own knowledge. | a) Demonstrate how knowledges are produced by social relations and culture and by extension, understand that our own knowledge is constructed and limited by social relations and culture, and understand the limits to their own knowledge.
b) Demonstrate an understanding of how knowledges and actions of others are constructed and limited by social relations and culture, and demonstrate an understanding of the limits of their own knowledge. | ANTH 2210 6.0 Advocacy & Public Engagement
a) introduce how knowledges are produced by social relations and culture and by extension, understand that our own knowledge is constructed and limited by social relations and culture, and understand the limits to their own knowledge assessed by discussion, essays and tests;.
b) introduce an understanding of how knowledges and actions of others are constructed and limited by social relations and culture, and demonstrate an understanding of the limits of their own knowledge assessed by discussion, essays and tests.

ANTH 3110 6.0 Acquiring Research Skills
a) Develop the awareness of how knowledges are produced by social relations and culture and by extension, understand that our own knowledge is constructed and limited by social relations and culture, and understand the limits to their own knowledge assessed through a community based research project;
b) Develop the awareness of how knowledges and actions of others are constructed and limited by social relations and culture, and demonstrate an understanding of the limits of their own knowledge assessed through a community based research project.

ANTH 4130 6.0 The Professional |

11

			Anthropologist: The Anthropologist as Practitioner a) Develop the awareness of how knowledges are produced by social relations and culture and by extension, understand that our own knowledge is constructed and limited by social relations and culture, and understand the limits to their own knowledge assessed through reports on their community placement; b) Develop the awareness of how knowledges and actions of others are constructed and limited by social relations and culture, and demonstrate an understanding of the limits of their own knowledge assessed through reports on their community placement. ANTH 4340 6.0 Advocacy & Social Movements a) Develop the awareness of how knowledges are produced by social relations and culture and by extension, understand that our own knowledge is constructed and limited by social relations and culture, and understand the limits to their own knowledge at an advanced level assessed by discussion, essays and tests. b) Develop the awareness of how knowledges and actions of others are constructed and limited by social relations and culture, and demonstrate an understanding of the limits of their own knowledge at an advanced level assessed by discussion, essays and tests.

12

Degree Level Expectations, Program Learning Outcomes and Degree Requirements and Assessments

Minor in Advocacy and Public Engagement Training (Anthropology)

	a) Degree-Level Expectation *This degree is awarded to students who have demonstrated the following:*	b) Program Learning Objectives (with assessment embedded in outcomes) *By the end of this program, students will be able to:*	c) Appropriate Degree Requirement & Assessment *Align courses and assessment methods/activities with the program learning objectives.*
6. **Autonomy and Professional Capacity**	Qualities and transferable skills necessary for further study, employment, community involvement and other activities requiring: a) the exercise of personal responsibility and decision-making; b) working effectively with others; c) the ability to identify and address their own learning needs in changing circumstances and to select an appropriate program of further study; and d) behaviour consistent with academic integrity and social responsibility.	Demonstrate the qualities and transferable skills necessary for further study, employment, community involvement and other activities requiring: a) the exercise of personal responsibility and decision-making; b) working effectively with others; c) the ability to identify and address their own learning needs in changing circumstances and to select an appropriate program of further study; and d) behaviour consistent with academic integrity and social responsibility.	ANTH 2210 6.0 Advocacy & Public Engagement a) introduce the context and need for the exercise of personal responsibility and decision-making assessed by discussion, essays and tests; b) introduce the context and need working effectively with others assessed by discussion, essays and tests; c) introduce the skills to identify and address their own learning needs in changing circumstances and to select an appropriate program of further study assessed by discussion, essays and tests; d) introduce the standards of behaviour consistent with academic integrity and social responsibility assessed by discussion, essays and tests. ANTH 3110 6.0 Acquiring Research Skills a) develop further the exercise of personal responsibility and decision-making assessed through a community based research project; b) develop further the skills for working

13

			effectively with others assessed through a community based research project; c) develop further the skills to identify and address their own learning needs in changing circumstances and to select an appropriate program of further study assessed through a community based research project; d) develop further the standards of behaviour consistent with academic integrity and social responsibility assessed through a community based research project. ANTH 4130 6.0 The Professional Anthropologist: The Anthropologist as Practitioner a) develop further the exercise of personal responsibility and decision-making assessed through reports on their community placement; b) develop further the skills for working effectively with others assessed through reports on their community placement; c) develop further the skills to identify and address their own learning needs in changing circumstances and to select an appropriate program of further study assessed through reports on their community placement; d) develop further the standards of behaviour consistent with academic integrity and social responsibility assessed through reports on their community placement. ANTH 4340 6.0 Advocacy & Social Movements a) develop further the exercise of personal responsibility and decision-making at an advanced level assessed by discussion, essays and tests; b) develop further the skills for working

14

			effectively with others at an advanced level assessed by discussion, essays and tests; c) develop further the skills to identify and address their own learning needs in changing circumstances and to select an appropriate program of further study at an advanced level assessed by discussion, essays and tests; d) develop further the standards of behaviour consistent with academic integrity and social responsibility at an advanced level assessed by discussion, essays and tests.

15

FACULTY OF
LIBERAL ARTS &
PROFESSIONAL STUDIES

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February 23, 2018

Professor Albert Schrauwers
Department of Anthropology
2054 E Vari Hall

schrauwe@yorku.ca

Dear Professor Schrauwers:

On behalf of Ananya Mukherjee-Reed, Dean of the Faculty of Liberal Arts & Professional Studies, I am writing in support of the proposal for an undergraduate certificate and minor program in Advocacy and Public Engagement Training within the Department of Anthropology. I have reviewed the proposal and I am satisfied that the certificate and minor are timely, innovative, interdisciplinary and likely to draw student interest.

The Dean's office does not believe the creation of the certificate or the minor will require extensive additional resources.

This is a quality proposal and the Dean's office is in full support.

Sincerely,

John-Justin McMurtry
Associate Dean, Programs

cc: Committee on Curriculum, Curricular Policy and Standards

Major Modifications Proposal Guidelines

1. **Program: Specialization in the Professional LLM:** Privacy and Cybersecurity Law

2. **Degree Designation**: LL.M.

3. **Type of Modification**: This is the addition of a new specialization within an existing graduate program

4. **Effective Date:** Winter 2018

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

This proposal is for new course offerings within the established Professional LLM Program, specializing in Privacy and Cybersecurity Law.

6. **Provide the rationale for the proposed changes.**

The goal of this program is to provide graduate students with a unique opportunity to take specialized courses, obtain practical experience and conduct innovative research in this cutting-edge field. It helps graduate students to understand how courts and parliament seek to protect information privacy as new technologies and new institutional practices emerge. It will provide students exposure to the key legal and policy issues related to cybersecurity, including the legal authorities and obligations of both the government and the private sector with respect to protecting computer systems and networks, as well as the national security aspects of the cyber domain including authorities related to offensive activities in cyberspace. The program looks at recent controversies involving domestic surveillance, identification systems, social networking sites, and video surveillance. The program also considers the impact of the European privacy directive, the growth of the Internet and the availability of cryptography and other Privacy Enhancing Technologies on the future of privacy law in Canada. This course focuses on the challenges of regulating information in the modern era where institutions and 'data subjects' need and reveal information constantly, but also seek basic dignity and safety from harm.

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

The Privacy and Cybersecurity Law specialization equips students with the analytical framework required for practice in privacy, cybersecurity and data protection law by providing a sophisticated set of appropriate legal skills and knowledge. This specialization further diversifies Osgoode's Professional LLM offerings and complements a number of York University's existing specializations.

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.**

   a. See Curriculum Map
   b. Degree Requirements

Required Course(s)

Code	Title	Weight
6161P	Privacy and Data Security from a Legal, Business and Technological Perspective	6.0
6162P	Privacy Law in Canada	3.0
6163P	Internet Censorship and Global Surveillance	3.0
6164P	The Law of Confidential Information	3.0
6165P	Special Topics in Laws Governing Data Use and Data Disclosure	3.0

Degree Requirements
Option I: Coursework and Major Research Paper [36 credits]
- The required courses for Privacy & Cybersecurity LLM [18 credits];
- 18 additional credits of coursework, at least 12 of which must be courses from the Privacy and Cybersecurity Law-related electives;
- A Major Research Paper (70 pages) in the Administrative Law field [6 credits]; and
- Advanced Legal Research Workshop. Please note that this will not count towards the 36 credits required to complete the degree.

Option II: Coursework Only [36 credits]
- The required courses for Administrative Law [18 credits];
- 18 additional credits of coursework, all of which must be courses from the Privacy and Cybersecurity Law-related electives;
- A Significant Research Paper (30 pages) as a means of evaluation for one of the Administrative Law required courses or related electives.

The Advanced Legal Research Workshop is not required for students writing a Significant Research Paper but is strongly recommended in order for students to review writing and research skills.

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.**

There are two similar offerings at York; however, these programs are directed at different students and have minimal overlap but potential collaboration.

a. The School of Continuing Studies offers non-degree Certificates in Cyber Security Fundamentals and Advanced Cybersecurity. These are programs for tech professionals to prepare them for the Certified Information Systems Security Professional (CISSP) designation and to work in tech security jobs. Cyber security refers to the protection of digital environments and assets from internal and external threats and the guarding of intellectual property. The programs cover industry risk management, engineering, communications, identity protection, assessing and testing, operations and software development.

This submission is for a new Specialization within the established Professional LLM Program. This offering is a Specialization in Privacy and Cybersecurity Law for legal professionals and

lawyers, as well as other qualified professionals who deal with legal obligations and risks in their jobs.

Distinct from a sole focus in digital environments, this offering is designed to give students the analytical framework required for practice and policy development in privacy, cybersecurity and data protection law, by providing a sophisticated set of appropriate legal skills and knowledge at the graduate level.

The SCS's written feedback confirms that they consider this program to provide more opportunities for collaboration than competition. Our admission criteria require a JD or similar degree, which is not the degree background of the majority of SCS's students. However, we may make exceptions to let non-law graduates into our program, which could lead to a laddering opportunity for some of the SCS's students.

b. The Lassonde Faculty of Engineering offers a degree in Computer Security. However, this is not an overlapping degree with the proposed LLM. The Computer Security program is a specialized degree that focuses on understanding threat to computer security and the techniques for combating those threats. It requires in-depth education in areas such as computer networks, cryptography, operating systems, database and software engineering techniques as well as specialized courses in computer security. In contrast, our program is designed to provide both a practical orientation and challenging theoretical focus. The purpose of this proposed program is to give lawyers the analytical framework required for practice in privacy, cybersecurity and data protection law, by providing a sophisticated set of appropriate legal skills and knowledge, rather than computer security skills.

In the course of our discussions about the LLM program, we met with the Lassonde Faculty of Engineering about providing instructors or otherwise collaborating in some way in this program. We anticipate that the curriculum will include at least one 6 credit course on technology and digital environments that will require instructors with an Engineering background. Lassonde is open to collaboration if there is opportunity to do so. Also, the proposed program may provide an attractive graduate opportunity for Lassonde students who qualify for admission on an exceptional basis.

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.

Changes to the program's admission requirements are not contemplated.

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.

No new resources are required, and it is not necessary to reallocate resources. All of the Professional LLM programs are self-funded, and as such, resource implications are a matter of internal budgeting. We are confident that we have the resources to mount the additional five courses with existing tuition revenue from the program.

The additional courses will not have any adverse effect on faculty resources at Osgoode Hall Law School. All the instruction in the program is provided by expert practitioners and academics

from outside Osgoode Hall Law School on a contract basis.

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.**

The mode of delivery of the program is not changing. The program will provide synchronous video-conferencing; however, this does not revise the delivery method.

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.**

The assessment of teaching and learning is not changing within the program.

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

There are no students currently enrolled in the program and hence, there is no requirement to accommodate them.

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.**

N/A

Part-time LLM Specializing in Privacy & Cybersecurity

PROGRAM LEVEL LEARNING OUTCOMES	Data Security & Privacy from a Legal Perspective		Internet Censorship and Global Surveillance		The Law of Confidential Information		Privacy Law in Canada		Special Topics in Laws Governing Data use and Data Disclosure
1. Depth and Breadth of Knowledge									
An ability to identify and explain the major theoretical and conceptual frameworks on which the student's area(s) of specialization is based;	I/R	A	I/R	A	M	A	A		M
Knowledge of, and the ability to critically analyze, the main sources of law, legal principles and rules governing privacy and cybersecurity;	I		I		R		I	A	M
2. Research and Scholarship									
Critically evaluate current legal research, theory and scholarship in the area of privacy and cybersecurity	I	A	I	A	M	A	I		M
Competently employ techniques of legal reasoning and argument, such as case analysis and statutory interpretation, to analyze complex and advanced legal issues	R/A		R/A		R	A	R/A		M/A
Competently apply research methodologies;			R	A	R				R

3. Level of Application of Knowledge							
An ability to apply intellectual, practical and problem solving skills to critically assess and formulate sound solutions to complex legal problems in the student's area(s) of specialization;	I	I	R	A	M	A	M
An ability to apply an existing body of knowledge in the critical analysis of a new legal question or of a specific legal problem or issue in a new setting; and	I	I	R	A	R	A	A
An ability to identify, formulate and critically evaluate legal reform proposals.	I	I	M	A			
4. Professional Capacity/ Autonomy							
An ability to address his/her own learning and professional objectives and to select an appropriate plan of study;	I	I				I	R
Reasoned and autonomous decision making when presented with complex legal, professional and ethical situations, especially related to responsibilities lawyers assume as members of the legal profession;	I	I				I	M
Behaviour consistent with academic integrity and high professional standards in planning, implementing and completing academic work	I	I	R				R/A

5. Level of Communication Skills									
An ability to effectively formulate and present well-reasoned legal arguments	R	A	R	A	R	A	R	A	M
An ability to present and communicate ideas, issues and conclusions clearly, precisely and persuasively.	R	A	R	A	R	A	R	A	M
6. Awareness of the Limits of Knowledge									
Awareness of the limits of his/her own knowledge and how this might influence his/her legal analyses, interpretations and conclusions.	I		I				I		M

Abbreviations Key

I: Introduced

A: Assessed

R: Reinforced

M: Mastered

Academic Policy, Planning and Research Committee

Report to Senate

At its meeting of March 23, 2018

FOR INFORMATION

1. Strategic Research Plan: Senate Consultation

At its meeting of March 1, 2018 the Committee reviewed the draft Strategic Research Plan that is now the subject of community-wide consultations. The Committee provided feedback on the draft, including suggestions on wording and further steps. APPRC is grateful to Vice-President Haché and all those who have contributed to date for a sensitive reading of York's strengths and opportunities. The process remains on track for a recommendation to Senate in May.

As for today, what are Senators' thoughts on the draft?

Documentation is attached as Appendix A.

2. Task Force to Explore CV Management

The Committee took note of comments at the February meeting of Senate on the opportunity to offer software pan-University for faculty members' management of CVs. APPRC remains mindful of the need to ensure that data collection does not violate collective agreement stipulations regarding CV utilization. The Committee has endorsed the establishment of a task force to examine possibilities in this domain.

3. February Forum of Ideas: Members' Reflections and Suggestions for Further Steps

The well-attended APPRC-ASCP Forum of Ideas on February 15 proved to be an informative, stimulating and constructive event. The Committees will look for ways to share the knowledge gained at the forum as they seek to advance UAP objectives concerning quality and innovation.

4. Towards Incomparable Metrics

The Chair and Secretary collaborated on a summary of the discussion at Senate's meeting of February 15, 2018, when positive comments helped to deepen understanding of the value of creating a narrative that will reflect the fullest possible range of scholarly activities at York. The Chair has embarked on consultations that will include Faculty Councils and the York University Libraries.

5. Faculty Planning Submissions: Status and Goals

APPRC has been studying the planning submissions of the Deans, Principal and University Librarian and is now focused on sorting the ideas presented around UAP priority areas. We hope this stage will be completed in March at which time we will re-animate the conversation. In the meantime, we urge our correspondents to share their submissions with colleagues through Faculty Council engagement.

Academic Policy, Planning and Research Committee

Report to Senate (cont'd)

6. Markham Centre Campus Planning

In her most recent update Provost Philipps advised that the Faculty of Science is considering the possibility of establishing a new department to house its proposed Bio-Technology program. This does not mean that all activities at Markham will be housed in new, discrete units. Rather, the governance model is polycentric and other Faculties with a presence on site will manage affairs through other auspices.

T. Loebel, Chair of APPRC

York University Strategic Research Plan: 2018-2023

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Table of Contents

Executive Summary

to be completed

Research Vision

York University is committed to excellence in research and scholarship in all its forms. Informed by a strong commitment to shared values, including the promotion of social justice and the public good, we aspire through our research to better understand the human condition and the world around us and to employ the knowledge we gain in the service of society. Intensive engagement in research is a core institutional value that permeates the fabric of the University, and it is this foundation on which York's vibrant and exciting academic environment is built.

Introduction

York University acknowledges its presence on the traditional territory of many Indigenous Nations. The area known as Tkaronto has been care taken by the Anishinabek Nation, the Haudenosaunee Confederacy, the Huron-Wendat, and the Métis. It is now home to many Indigenous Peoples. We acknowledge the current treaty holders, the Mississaugas of the New Credit First Nation. This territory is subject of the Dish With One Spoon Wampum Belt Convenant, an agreement to peaceably share and care for the Great Lakes region.

A strong commitment to acknowledging our colonial history and exploring indigenous ways of knowing are central to York's contribution to building a stronger, more inclusive, Canada.

Expanding Critically Engaged Scholarship with Increasing Impact on Communities and Society

As York University approaches its sixtieth birthday, research, scholarship and related creative activity have never been more vibrant or more prominent amongst the University's ambitions. There is a sense of excitement at York surrounding its engagement in critical scholarship that is fueled by its growing success and recognition as an internationally leading research intensive comprehensive university emphasizing real world impacts. From modest beginnings 59 years ago within a small liberal arts college, research at York has evolved with a unique perspective and strong commitment to working across disciplines that is essential to solving the most complex, intractable problems of 21st century society.

The growth of research scholarship and related creative activity has accelerated markedly over the past decade. Never has there been greater opportunity, success, or challenges facing scholarship at York. The expanding bedrock of world leading scholarship in the social sciences, humanities, education, law, science, and business has been accompanied by rapidly growing new leadership in health and engineering research that is broadening and deepening York's impact on communities. As York prepares to welcome a new campus in 2021, together with multiple new investments in research and research infrastructure across the Keele and Glendon campuses, the future of critically engaged scholarship at York has never been brighter. At the same time, while external supports for research, as well as opportunities for engagement and impact, continue to grow, increasing competition and complexity

3

within the Canadian and Ontario postsecondary system means the challenges facing researchers have never been greater.

York's strong planning environment and strategic commitment to support its research base, while investing broadly to grow research strengths and more specific areas of research opportunity, provides a strong institutional framework upon which to grow individual and collaborative research success. The prominence of *Advancing Exploration, Innovation and Achievement in Scholarship, Research and related Creative Activities* in York's Academic Plan (2015-2020) emphasizes the importance of continued growth and success in this area to the overall success of the institution. York's academic plan:

> highlights primary goals of research intensification and recognition driven through international standards of peer review, with an emphasis on research cultures, and the advancement of partnerships locally, regionally and internationally

The Academic Plan makes strong commitments in ten areas to growing the success of research at York over the next five years from a commitment to increase the base of research engagement and scholarly outputs across disciplinary boundaries, increasing external research partnership and community engagement, to growing and enhancing student and postdoctoral fellow engagement and establishing York as an innovation hub that combines research translation and entrepreneurship with a focus on social justice and impacts on communities.

Similarly, Research and Innovation feature prominently in York's Strategic Mandate 2 that formalizes ambitions and expectations for York with the province of Ontario for 2017-2020. Here the government recognizes York as:

> "*a global centre for interdisciplinary scholarship based on a commitment to comprehensive and STEAM programming as fundamentally important knowledge and experience to meeting the needs of a global knowledge economy in the 21st century*".

Thus, the importance and prominence of research, scholarship and related creative activities has never being higher at York. This Strategic Research plan provides the next level of detail in articulating our plans for translating research ambition into research success and research impact.

Over the next five years York is committed to increasing recognition of our research, scholarly and creative work through broadly based increased participation in research across the institution by full time faculty and trainees at all levels, accelerated growth in the number and diversity of our scholarly outputs and research funding base, and growing the impact of our work through broadening and deepening our external partnerships and engagement in the generation and sharing of knowledge. Our goal is to show international leadership in research, scholarship and associated creative activity as one of Canada's and Ontario's leading research universities.

A Plan Developed through a Broad Process of Collegial Engagement.

The success of academic plans depends on the engagement of the academic community in the planning process. From the announcement of the strategic research planning process in the fall of 2017 through the presentation of the plan for Senate approval in the spring of 2018, the York community has

4

undergone an intensively open and attentive discussion about the role of research, our valuation of research and our aspirations for the future of research at York. Guided throughout the process by an active and dedicated advisory committee with representatives from the University and the broader community, the Office of the Vice-President of Research and Innovation has actively reached out to solicit input from the York community, emphasizing the broadest possible level of consultation in keeping with York's practice of collegial governance. The input from faculty members, students and staff was invited through a series of open fora and community consultations on campus and through an active web portal that invited engagement in the planning process, posting summaries of what was said at all events, as well as a page for comments and suggestions. Essential inputs into the plan's development were provided directly by the Faculties through their councils and advisory committee representatives, as well as through the Academic Policy, Planning and Research Committee of the Senate and other research leadership bodies.

Once again, the York community has shown an enthusiastic response to the planning process that has highlighted our valuation of and aspirations for research at York in the context of the overall academic mandate of the University. This plan takes up those aspirations in providing guidance for the growth and development of research at York for the next five years.

A Commitment to Quality, Academic Freedom, Inclusion and Social Justice

York strives for the highest academic standards and its strong commitments to academic freedom and social justice and responsibility are woven into the University's fabric. It is the unwavering support of these values by every member of the York community from which the institution derives its strength. The support for these values is a foundational principle of the Strategic Research Plan. It is critical to York's overall success that faculty continue to enjoy maximal liberty in the choice and pursuit of their scholarly work. By holding research and advancement of knowledge across the full spectrum of disciplinary and interdisciplinary activities as essential and integral to our academic mission, York contributes to critical inquiry, scientific discovery and the social and economic development of Canada and beyond. Informed and supported by the consultation process, the values and core principles shared by our research community serve to strengthen and underpin our research priorities.

York is intensifying and building on our research strengths across traditional and non-traditional areas of research, scholarship and creative activity, as reflected by international standards of peer review. We recognize as a community that individual research and scholarship is the foundation upon which the research enterprise at York is built. Only with this solid foundation can we expect to successfully expand our reputation for research excellence. As a community, we acknowledge the importance of graduate students and postdoctoral fellows to the success of our research and scholarship and we are committed to providing them with the best possible supports as they pursue their training.

At the same time, the York community understands the value of collaborative research and the importance of translating discovery into action. We seek to engage the world around us in collaborative, participatory, and partnered research that is inclusive, builds long term relationships and brings tangible benefits to the communities with which we work. York has seized on the opportunities provided within a comprehensive institution to make long-term investments in supporting participatory and collaborative research and scholarship that cross the boundaries of traditional disciplines and that reach out into York

5

Region, Canada and the world. York's emphasis on interdisciplinarity in its strategic research development provides national and international leadership in the promotion of new approaches to research and scholarship. In particular, York is committed to working with Indigenous communities and York-based Indigenous scholars to deepen our understandings of respectful forms of research engagement, development and application.   Additionally, the last five years have seen the emergence of a strong culture of entrepreneurship and innovation across the University led by student engagement that is emphasizing the translation of ideas and research outcomes into tangible cultural, environmental and economic benefits to communities and society.

Comprehensive Research Excellence <mark>with International Reach</mark>

York researchers have played key roles in many of the most important scholarship and discoveries of the past half century. They include discovery of the Higgs boson and the exploration of Mars; changing the way we think about youth marginalization and homelessness; developing novel approaches to health care delivery; developing insight into social and political history of Canada and understanding the environmental changes brought about by colonial expansion on indigenous societies; advancements in computer and biological vision and probing the impacts of digital gameplay; studying the formation and development of language policy in Canada; generating new insights into brain development in children with autism and intellectual disabilities across the lifespan; and discovering that lifelong learning involves adaptations that are linked to the brain's performance; encouraging civic dialogue through performance and public art; working to improve the global plight of refugees and exploring immigration solutions; shaping future thought on suburbanization and today's ecological crisis; mapping the spread of infectious diseases through mathematical modelling; and studying virus-resistant plants to bolster the survival of agricultural crops and combat the effects of climate change.

Research at York is strongly engaged internationally and has demonstrable and meaningfully global impact. Indeed, over the past five years, York has led all Ontario Universities, with over 55% of publications resulting from the collaboration of two or more authors having at least one author from outside of Canada. York has over 200 active research partnerships with international institutions that form the basis of much of the collaboration and which enable the movement and exchange of researchers and trainees.

Leading examples of the international reach of York's research include: the York-led Refugee Research, bringing together Canadian and international scholars in the study of refugee and forced migration issues, and engaging policy makers, non-governmental organizations, and communities of practice in the pursuit of real-world solutions to the needs of refugees and displaced persons: Vision Science To Application (VISTA), York's Canada First Research Excellence Fund program is engaging over a dozen international partner that are key to the impact of the program; the Advanced Disaster and Emergency and Rapid Response Simulation (ADERSIM) program is collaborating with academic institutions and governments internationally to develop preparedness for emergency response and to understand the migration of disease across borders. Similarly, current big science projects involving York researchers, such as Conseil Européen pour la Recherche Nucléaire (CERN), NASA and the European Space Agency, and Brain Research through Advancing Innovative Neurotechnologies (BRAIN), are driven by international research collaboration.

6

York scholars have achieved the highest standing and recognition in their fields, including over 80 Royal Society and College of New Scholars, Artists and Scientist members, Killam Professors, Humboldt Fellows, Fulbright Scholars, Steacie Medalists, Trudeau Foundation Fellows, Governor General Award winners, and 25 Distinguished Research Professors. York faculty also regularly received prizes and recognition for their work through disciplinary honorifics and prizes for the books, lectures and other scholarly achievements. With a growing allocation of over 35 Canada Research chairs complemented by over 30 York Research Chairs and over 35 Named Chairs and Professorships, and a recently reinforced mechanism to broadly enhance research engagement, York is broadly supporting the research engagement of its faculty across disciplines.

Through York's integrated approach to teaching and research, undergraduate and graduate students, as well as postdoctoral fellows, enjoy the active mentorship of internationally recognized scholars, access to cutting-edge research infrastructure and an exciting and engaged environment for the pursuit of discovery. York hosts one of the largest cohorts of graduate students in the country, and York's graduate students and postdoctoral fellows are key drivers of the University's research excellence and scholarly success. Students and fellows come to York from around the globe and are supported through prestigious national and international research scholarships and fellowships. York is committed to enabling our students to acquire, advance and apply their skills and knowledge and to providing exceptional supervision, engagement and instruction that supports a high quality educational experience.

Comprehensive Research Engagement across the Institution

When examined through a lens that cuts across disciplines, research strengths where York is bringing national and international leadership clusters across six broad themes:

> *Advancing Fundamental Inquiry and Critical Knowledge*
> *Analyzing Cultures and Mobilizing Creativity*
> *Building Healthy Lives, Communities and Environments*
> *Exploring and Interrogating the Frontiers of Science and Technology*
> *Forging a Just and Equitable World*
> *Integrating Entrepreneurial Innovation and the Public Good*

York is committed to continuing to invest strongly in support of this base of research strength across the institution to enhance the impact and recognition of our scholarship and creative activities.

7

Advancing Fundamental <mark>Inquiry</mark> and Critical Knowledge

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➢ Whether in the humanities, social sciences, fine arts, natural sciences or beyond, pure curiosity-driven research is emphasized across York as foundational to realizing humanity's greatest aspirations.

➢ Many of the greatest advances in the arts, humanities, social, natural and medical sciences are due to exemplary individual contributions. University-based research must provide ample space for scholars to explore unchartered territory in their areas of expertise.

➢ The advancement of knowledge entails the examination and critique of existing structures and thinking, as well as the creation of new forms and expressions. Universities must nurture the drivers of innovative and critical ideas.

➢ We strive for international recognition of ground-breaking research that is contributing to fundamental advance of knowledge.

Discovery of our world provides valuable insights into our potential as human beings. Throughout the university, scholars are investigating the world that surrounds us: from the study of moral, political and legal philosophy to pure mathematics; from investigation of molecular and subatomic interactions to exploring the human brain; from poetic representations of data and generative systems in light and sound installations to the novel use of artificial agents in interactive environments; from the study of the Indigenous life, cultures and traditions to the origins of government, the development of political institutions and non-state systems of government; from the study of chromosomes to the understanding of the cosmos.

The engagement in pure, inquiry-motivated research is a particular privilege for and responsibility of the University's faculty and students. York seeks national and international intellectual leadership as a result of such engagement. The quality and recognition of this foundational research is validated peer review, as well as prizes and awards that recognize the University's work and that provide funding in support of it.

In the social sciences and humanities, a critical approach embraces reflective assessments of society, cultural change and ways of knowing. To advance critical social and cultural theory, researchers are exploring historical change; political activism; the social and economic transformations of societies within Canada and around the world; and how culture has been and continues to be a crucial means of expression and avenue for creative problem solving. York researchers explore a range of moral, political, feminist, indigenous and legal philosophies and ethics, and are expanding the critical analyses of gender, sexuality, age and ability. Across disciplines, the profound dedication to equity is reflected in research devoted to understanding and transforming attitudes towards constructs of race, class, identity, gender and power differentials in a range of social, political, educational and economic formations. Researchers are exploring language acquisition and theories of linguistic variation, change and educational models so that we can understand more clearly the role and impact of language in multicultural societies. By pushing the boundaries of innovative form and expression in the visual and performing arts, researchers probe cultural attitudes towards race, sexual identity and marginalized groups. Through a critical lens,

8

researchers at York are exploring the impacts and effects of the global movement of people, by displacement or through growing diasporas. They are at the forefront in the study of the effects on society of political, social and cultural inequities, injustices and human rights violations. When we enhance our understanding of world religions, ancient and current cultural practices, and the exigencies of political and economic powers, we can make better sense of a complex world. At the same time, research into the role of archivization in knowledge dissemination and preservation informs the communication of new knowledge. Critical inquiry allows us to hear voices otherwise silenced by historical or contemporary injustice or marginalization.

York displays strong research leadership in discovery science across physics, chemistry, mathematics and biology, psychology and other disciplines. Astrophysics researchers use observations and theory to study the origin and evolution of structure in the Universe, including the role that dark matter plays and how galaxies like our own Milky Way take shape.   Using lasers to trap and hold individual atoms, quantum optics researchers are measuring atomic energy states with unprecedented precision, so that even the constancy of fundamental constants can be tested.   York's high-energy physicists are bringing leadership to large-scale international initiatives through TRIUMF (Canada's National Laboratory for Particle and Nuclear Physics), the ATLAS collaboration at CERN (the European Organization for Nuclear Research), and the T2K collaboration in Japan that are seeking out and studying the elementary particles of which everything is comprised, including neutrinos, the Higgs boson, and magnetic monopoles. Laser and high-energy physics researchers are seeking to understand antimatter and its role in the Universe, while astrophysics and high-energy physics researchers are working towards explaining the nature of dark matter.

Biological research at York extends from molecules to cells, organisms, populations and ecosystems. York researchers are pushing the boundaries of genomics and proteomics to more fully understand how the expression of genes is regulated and to determine the structure and function of proteins and other factors encoded by the genome. Researchers have developed innovative approaches to investigate the diversity and functionality of the proteome resulting from alternative splicing and post-translation modifications. Physiological, metabolic, behavioural, biochemical and genetic processes are being investigated in different model systems, including yeast, filamentous fungi, insects, fish and mice. Researchers in chemistry and biology are elucidating the structure of molecules and proteins by nuclear magnetic resonance spectroscopy X-ray crystallography and mass spectrometry, and are making seminal contributions to chemical biology, organic, inorganic and physical chemistry, while others are exploring the fundamentals of animal behavior, including migrations patterns and how animals adapt to and interact with their environments.

Pure mathematics is another example of a field where a researcher often proceeds into new territory driven by the desire to probe fundamental theory. Innovative and critical advances in pure mathematics often find application only decades after their conception and in ways never anticipated by their originators.

9

Analyzing Cultures and Mobilizing Creativity

- This theme explores culture and creativity at the intersections of social innovation and tradition.
- It addresses directly York's diverse and strong expertise in the fine arts, including dance, design, film, music, theatre, creative writing, visual arts and digital arts, as well as a broad spectrum of research in liberal-arts based disciplines that include literature, languages, linguistics, education humanities and social sciences.
- Research in this area includes a focus on the intersection between indigenous ways of knowing and modern technologies.
- We are committed achieving a growing the profile and impact of installation, performance and community engagement for our scholarship.

York University is a major contributor to the advancement of creative work and scholarship in arts and culture in Canada and an emerging global leader in cultural production and creative research. This dynamic creativity is complemented by critical analysis of both culture and cultural production.

The significant breadth and scope of scholarship in communications and cultural studies, fine arts, digital arts and arts-based education, philosophy and environmental studies, languages, literature and linguistics, technical and creative writing, and translation draw together a community of researchers that cut across traditional disciplinary boundaries to facilitate dynamic collaborations. Critical and creative features are mutually informative and often interwoven through scholarly publications and the practice-based production of artists, designers and performers in York's studio programs.

York's research in the areas of culture and creativity influences a range of social, cultural and technological development across sectors and communities. This research draws on internationally leading expertise at the intersection of arts and digital technologies, including digital humanities, education, languages, linguistics, literature and culture. York's researchers are investigating the future of narrative, emerging forms of cultural expression, interactive storytelling, mobile media, gallery installations, and interactive cinema, including 3D cinema and stereography.

 Through York's Motion Media Studio @ Cinespace, researchers are driving the development of innovative, cross-platform production for Toronto's film and digital media industry. Researchers are constructing responsive artificial worlds through mixed/hybrid reality technologies, including virtual and augmented reality and are pushing the boundaries of human-computer interaction, in areas including critical technology design and interactive graphics. Artists and designers are exploring new screen technologies, approaches and techniques through production and theoretical study of augmented reality as an emerging medium. Research in these areas depends increasingly on deep learning and other aspects of artificial intelligence (AI) and is complemented and enhanced by AI research conducted in computer engineering, information systems and mathematics. Other researchers across the University are pushing the boundaries of cinema and media studies through exploring the intersections of cinema and media with technology, art and, while York's legal scholars are exploring IP law and policy issues predicted from the next generation of digital technologies.

10

York's research librarians and archivists are active stewards of the University's research assets and advance our research culture and reputation by providing research leadership in evolving data-driven research methodologies used in the digital humanities. York University Libraries are actively exploring how to better extend this infrastructure into new modes of capturing, organizing and exploiting information and large sets of data and developing new ways to present, visualize and understand this data supporting new forms of cultural expression. This includes curating and digitizing existing archival holdings to better raise their visibility and profile as well as supporting exhibits, communications and digitization with a variety of cultural community partners.

At York, creative cultural production is complemented by the critical study of cultural traditions, cultural production and performance practices including Indigenous narrative and forms of cultural expression and storytelling. Scholars excel in all genres, from the earliest expressions to today's global spectrum of voices. In anthropology, researchers critically explore how people are subjected to, participate in and contest the processes of living in a world that is interconnected by powerful economic, cultural and technological forces. Historical scholars examine the forces and thinking that shaped cultures in the past as a starting point for acting and thinking in the present while the politics of contemporary, popular and more traditional forms of cultural expression are examined from a current political science and communications perspective. Digital storytelling is helping to advance the understanding of Indigenous student achievement and the processes of decolonizing and indigenizing schools. Linguists have been assisting in the development of language policy as it affects public education in Nunavut and are providing insight on its impact and the threats experienced by francophone cultures in Ontario and Quebec, and internationally. In theatre, York researchers have traced the genealogical development of performance studies in Canada and are providing leadership in major international research projects from Bali to South Africa, focused on the history of theatrical design and understanding the traditional narrative of theatre.

Researchers are exploring art, digital media and globalization to better understand how artists in different cities contribute to the development of new cultural and information landscapes. Scholars in this area are documenting new cultural formations and community-based cultures – from urban parks to transitory performances in neighbourhoods to virtual spaces on the Internet. Research outcomes include exhibitions, curatorial interventions, performances and publications. Design researchers imagine new intelligent user interfaces for the future that inform our understanding of communications technology in the world today. Dance researchers are focusing on dance science, including the psychological aspects of injury as well as prevention research, and motor learning and motor control. Additional scholarship focuses on dance history and criticism. York's music scholars are engaging in highly recognized investigations, integrating academic studies and studio training across a wide range of musical cultures and traditions. For example, ethnomusicological research is exploring the lived experience and the ongoing significance of music in defining self and community within a context of global destabilization.

11

Building Healthy Lives, Communities <mark>and Environments</mark>

➢ This theme encompasses the study of health, from age-related ailments and disease prevention, through cognitive and physical health, to the influence of income inequality, the social determinants of health as well as the health of communities and global health.

➢ It includes but is not limited to needed changes in health policy, services and systems, as well as research in the biomedical and clinical sciences and population health.

➢ It speaks to the nature of well-being and the study of how to achieve high-quality, lifelong well-being for individuals and for society, including physical, mental and social well-being.

➢ We strive for policy impacts and the development of technologies, tools and methods that promote wellness and promote healthy environments.

➢ The growth and impact of research in this theme also advances York broader ambitions of proactively working towards a medical school that focuses on integrative clinical and preventive medicine, interdisciplinary service delivery and health promotion.

York researchers are focusing on improving health outcomes and bridging new knowledge and applications to improve the understanding, prevention and treatment of disease and injuries and to provide healthier environments for individuals and communities. Initiatives include: biomedical exploration; the study of the social determinants of health and age-related ailments; Indigenous understandings of healthy environments; the promotion of mental, creative and physical health; critical examinations of disabilities; analyses of global health and global health governance; health data mining and management; exploring bullying behaviours; and situating wellness in the contexts of history, culture and the lived environment. This interdisciplinary approach to health research is making a significant contribution towards improving the overall health and well-being of individuals, communities and environments. Researchers at York are exploring the effectiveness of strategies that address health-related inequalities for all people, including those who are marginalized and face increased health risks, with both a national and global view. York's growing reputation as a leader in health research has been reflected since 2017 in the hosting of Canadian Institutes of Health Research's Institute of Population and Public Health.

With support from the Canada First Research Excellence Fund, through VISTA: Vision Science to Application, researchers from across the university are advancing understanding of how the brain works, linking visual neuroscience with computer vision, making connections across the health care sector contributing to new innovations including rehabilitation, neurotechnology, robotics, virtual reality, navigation and other novel interventions based on deep-brain stimulation, image-guided surgery and screening techniques for clinical populations.

In the biomedical sciences, research ranges from bioengineering that is improving medical device technology and improving diagnosis and screening to broad interdisciplinary approaches to improving understanding and treatment of severely debilitating and chronic conditions including diabetes, cancer

12

autism, Parkinson's, Huntington's and concussion and dementia. Others are exploring critical questions involving muscle health and its contribution to metabolism, mobility and the quality of life and healthy aging. With a focus on promoting wellness and improving quality of life through physical activity diet and memory training, research at York is improving the lives and living of patients.

York scholars are partnering with public organizations and private sector industries to advance mobile personalized healthcare technologies with integrated electronic health records, as well as developing new medical devices and big data platforms, providing health solutions to improve outcomes for patients- all while lowering sector costs. Other partnerships are working to improve vaccine development and delivery and exploring ways improve safety in the health care system through enhancing patient-centered care.

Linking policy to care is a particular strength. Researchers are delivering policy-relevant suggestions around best practices and prevention of emerging health challenges such as disease migration and antibiotic resistance. Through an approach that extends from precise mathematical modelling of disease, to the study of global health governance, social engagement and social justice in overcoming health inequities between the global north and south, researchers at York are contributing to solutions improving global responses to emerging and persistent health challenges and improving the lives of the disadvantaged including persons with disabilities.

Building healthy communities and Environments depends a complex interaction between social, biological, political, behavioural, environmental, economic, cultural and historical factors. Researchers are studying the health implications of homelessness, youth culture and community development within urban settings. They are studying how concepts of health have changed over time and how humans have responded historically to epidemics and other health challenges in a variety of geographical settings. Others are focusing on enhancing literacy and educational involvement and well-being among marginalized populations, including Indigenous peoples.

Researchers are providing a critical voice in the debate over health care reform in Canada. They are addressing privatization, healthy aging, the erosion of universal health care, and inequities in health care. Innovative research on lifelong well-being and work/life balance highlights a comprehensive approach to the study of health that places an emphasis on community engagement, social justice and critical theory. Another area of key research focuses on the contribution of the creative arts to health and social well-being and the balance of health care equity for different groups such as Indigenous communities, women, rural populations, persons with disabilities, economically disadvantaged groups, immigrants and ethnic and cultural minorities, such as an international research initiative led by York researchers is enabling deaf children to develop better societal understanding and more advanced social negotiation skills, leading to more intuitive written skills. We are exploring key issues in global women's health and Indigenous health as part of a larger critical exploration of biomedical knowledge in cultural, social and historic contexts.

Our focus on child and youth research produces leading scholarship on youth homelessness, mental health, education and marginalized youth, relationships and development of infants, children, adolescents and families. Other areas of health-related research include the influences of air and water

quality and atmospheric particulate matter on human health; the association of sustainable growth on individual and population health; the use of biomolecular interactions to diagnose and treat diseases; and women's health, sexuality, including the intersection of LGBTQ sexuality, gender, and human rights.

External partnerships are integral to York's health-focused research. We have local partnerships with industry leaders, regional hospitals, family health teams, public health and the Central LHIN (Local Health Integration Network). Internationally, we have partnerships with organizations in the United States and Western Europe, India, the Middle East, Eastern Europe, China, South America and Africa, sharing with each the mutual goal of helping people live healthier lives and co-creating rejuvenated health systems.

Exploring and Interrogating the Frontiers of Science and Technology

> This theme explores the complexity of science and engineering, technological innovation and the fundamental challenges arising in our global ecosystem.

> The projects in this theme focus on research and development in biology, psychology, chemistry, physics, computer science and engineering and often include industrially relevant discoveries and innovations.

> Disciplines included in this theme are mathematical and information sciences, humanities and social sciences, health sciences, law, environmental studies, and science and technology studies.

> We strive to be at the forefront of scientific discovery and to lead Canadian Universities in technological innovation for the benefit of society.

Researchers work across the sciences and engineering, with a particular emphasis on research that cuts across the disciplines. Researchers in vision research are at the leading edge of developing and applying technology in the areas of computational vision and robotics and are supported in this effort through the VISTA CFREF program. Researchers are integrating the fields of visual psychology, computer vision, robotics and visual neuroscience as they investigate new models of human visual mechanisms and the ways these could lead to visually intelligent machines. York's Advanced Disaster Emergency and Rapid Response Simulation (ADERSIM) is Canada's first academic-industry partnership to address disaster and emergency management at scale, using deep analytics and big data to enhance disaster and emergency planning through leading-edge modeling and simulation technology. Translating big data into actionable discoveries is also the focus of The Big Data Research, Analytics and Information Network Alliance, a diverse network of universities and public and private institutions, led by York researchers to address challenges in big data analytics and visualization. Research in the development of next generation intelligent and interactive systems is bringing together researchers addressing issues with the computation basis of intelligence and mediation between human and computer systems. York's high-powered team of researchers and industry partners are developing end-to-end intelligent systems that involve expertise from computer vision and geomatics to transportation engineering to urban planning. York's Interdisciplinary Digital Media Program is the only research program in the Greater Toronto Area

14

that combines a rich blend of technology, media and communication that is drawn from the strengths of the computer science, fine arts, cultural studies and social sciences.

York is an international leader in space science research, which provides leadership in collaborations with Canadian, American and European space agencies. Research includes the development and testing of concepts for space flight instruments. Researchers are leading Canada in contributing instruments for international space exploration missions. Ongoing projects include the OSIRIS –REx Laser Altimeter (OLA), a laser terrain mapping instrument that maps the surface of the asteroid, create a 3D model, and guide the spacecraft to a safe landing spot where it will grab a sample to bring back to earth for the NASA mission to the asteroid Bennu. The Canadian Planetary Simulator (CAPS) facility will allow for the simulation and investigation of extreme terrestrial and other planetary environments as well as the development and testing of instruments suited to these environments- the only facility of its kind. York is also supporting the designing, building and operating of instrumentation and payloads for suborbital missions for environmental monitoring. Space Science research includes an emphasis on climate science, including monitoring the atmosphere and sea ice, which complements the University's broad range of environmental monitoring research in air, water, biodiversity, bioanalytical and atmospheric chemistry and geomatics.

Scholars in the humanities and social sciences expand our critical understanding of science and technology by exploring their social, cultural, political, philosophical and material dimensions. This research offers unique interdisciplinary perspectives on both the historical development and contemporary challenges of scientific and technological practices and discourses. Researchers from across the university are collaborating on projects in the development of technologies in the digital arts, computing and engineering. Further, with the development of new technologies come new legal issues and rapidly evolving legal and social norms. York's legal scholars are exploring the complex legal and governance issues surrounding intellectual property, artificial intelligence and technology law, and interacting with their colleagues in sciences and engineering.

In mathematics and statistics, researchers are undertaking leading-edge studies that focus on applications for the sciences and health sciences. They are developing new mathematical models for the prediction of disease transmission and the geo-stimulation of how a disease spreads, and they are coordinating a number of academic-industrial collaborations in data mining, neural networks, pattern recognition and vaccine mathematics, modelling and manufacturing. Significant contributions to this research are being made by researchers in the life sciences, with particular emphasis on biochemistry and molecular biology, cell biology, ecology and population biology, genetics and animal and plant science. Researchers in chemical and physical sciences are pushing the boundaries of nanotechnology and advancing the fields of synthetic chemistry, proteomics and materials science.

➢ Research in this theme extends from understanding the global and international environment to exploring identity, human rights, citizenship and the movement of peoples.

➢ Research focuses on challenges posed by the social, economic and environmental transitions shaping human activity, focusing on local and international policy making, with an emphasis on environmental sustainability and climate change, urbanization, socio-political systems, the international political economy, history, security, governance, education and law.

➢ This theme explores public and international affairs and a broader examination of Canadian public institutions and the international environments in which they function, with emphasis on Canada's bilingual heritage, emerging multilingual contexts and Indigenous peoples.

➢ Research in this theme is providing leadership in policy discussions nationally and internationally surrounding issues of equity, justice and sustainability.

Our leading political, environmental and sustainability research programs are asking critical questions, developing new knowledge and awareness, and challenging existing paradigms. Their findings inform the development of equitable public policy and encourage equitable socio-economic advancement. They are engaged in collaborative international research spanning the social sciences, law, business and engineering. Their research focuses on transnational issues such as globalization, post-colonial criticism, security, gender, human rights and refugees. Their studies also incorporate research related to Indigenous peoples and nations, Indigenous understandings of responsibilities, Indigenous thought, legal scholarship, and language, and highlights York's strength in Canadian and international affairs. Researchers in this area are actively pursuing scholarship that bridges disciplines concerned with the natural and built environments and social justice.

Forging a just and equitable world features scholarship that offers new insights into areas cutting across borders and populations and effectively responding to the challenges shaping human activity and changing the way we live. This includes significant capacity in environmental monitoring research, including oil and gas sector impacts, and a broad spectrum of expertise in air, water and biodiversity monitoring. York researchers are exploring climatic and environmental change in Europe, North America and Asia across various historical periods and showing how this has had profound social, economic and political effects over time.

Through its Sustainability Energy Initiative (SEI), research is leading the development of technologies and policy applications that are advancing sustainable energy solutions. York's researchers lead tool and process development of reducing Canada's overall carbon footprint and advancing sustainable energy sources of the future. This includes advances in materials for green infrastructure, including micro-and nano-structure bio-materials, flexible and light-weight smart polymers. Research in automotive engineering is focused on reducing emissions and on ensuring the next generation of vehicles is safe, durable and fuel efficient.

Further, York researchers are leading the investigation of threats to natural resources and habitats-studying water quality in Canadian lakes; examining the health impact of climate on vector-borne and waterborne diseases; making predictions of climate change by way of insect sub-fossils; monitoring migratory patterns and health of forest songbirds; studying invasive insects; examining the molecular biology of plants; and studying bee biodiversity vital to the pollination of wild plants and crops. Ecologists study the effects of multiple environmental stressors on different ecosystems and develop computer models to predict these effects. These studies advance our understanding of the impact of climate change, acid rain, mineral levels and invading species on the North American landscape and on the biodiversity that is essential to our existence.

Examination of issues related to urban sprawl and political ecology are bridging ecological research and public policy. Researchers are closely examining how non-human agents affect urban societies both in the past and in contemporary global suburban areas. As well, they are conducting studies into worldwide suburban development to examine governance models, land use, immigration, infrastructure and daily life. York's researchers are examining migration and settlement in both suburban settings and urban immigration gateways, looking to improve settlement outcomes in the face of economic, social, political and cultural challenges. Researchers also are exploring issues of cultural citizenship, community and the environment through a range of experimental and creative practices that emphasize public art installations and scholarly publications that examine urban development, Inuit culture and climate change. Ultimately, this research will promote improved understanding of the state of the environment and enhance our knowledge of how to counter the cumulative effects of environmental changes, including the future effects of multiple stressors.

The nature and scale of our societal and environmental problems require the application of a broad spectrum of approaches in seeking solutions in multiple settings. In particular, York researchers are pursuing collaborative, integrative and solution-oriented research on environmental issues in multiple settings and environments. Here, York's EcoCampus within the Las Nubes Biological Reserve in Costa Rica provides a living laboratory where issues of neo-tropical conservation, education and eco-health are studied and explored.

There is considerable scholarship probing important environmental and equity and human rights issues as reflected in Canadian and global environmental law, including those related to Indigenous peoples and the environment. This complemented by research on natural resources law, the impact of resource development on Indigenous treaty rights, ethical investment, governance for sustainability and sustainable finance. Questions of security, sovereignty and jurisdiction are central to equality and the politics of the environment, which are especially relevant to York's Northern and Arctic research, but also apply to other world regions that are experiencing similar pressures and entitlement issues, including culture, ethnicity, gender, sexuality, subnational divisions, civil society, and migration and borders.

York researchers are established world leaders in the inquiry into the origins, nature and consequences of inequalities and oppressions, both individually and at their intersections. These include economic policies of the developed world; the social structures of race, gender and colonialism; and varied physical, intellectual, educational and emotional abilities. Recognizing the pressures often associated

17

with displacement, migration and the movements of refugees, our researchers are examining the multifaceted dynamics of global migration and the complex issues surrounding refugee experiences. These studies focus on the displacement of populations and individuals across and within borders for reasons of persecution; expulsion; violence; violation of fundamental human rights; and the loss of essential human security and livelihood. York's refugee research is highly collaborative, with strong ties to research centres and organizations around the globe. Within refugee camps, York professors are working to improve the quality of teaching and education for children in the camps by developing mechanisms to deliver post-secondary education to refugees. The outcomes of this work play a strong role in informing public policy development and practice by international, governmental, advocacy and service organizations. Similarly, feminist researchers examine transnational issues and apply a highly interdisciplinary approach to exploring issues of gender, sexuality, employment and labour; health and spirituality; human rights; and equity in education.

International research at York is providing answers to questions on some of the most important and intractable issues around the globe, focusing on issues that are pertinent to understanding Canada and its place on the global stage. This work spans of topics including Canada in the North American and global political economy and the Canadian and international implications of key challenges. In public and international affairs, York's research focuses on analyzing the key challenges in Canadian public life, the Canadian economy, the politics of language and how Canada's public institutions function within domestic and international contexts.

Integrating Entrepreneurial Innovation and the Public Good

> ➢ Innovation relies on the entrepreneurial spirit and courage, but at York its practice and study is animated and framed by principles of social justice and the public good. York is uniquely positioned to meet this multifaceted challenge and bridge these two pursuits.

> ➢ Research under this theme involves disciplines such as business, engineering, ethics and law, corporate social responsibility, corporate governance, sustainable economic development and human rights.

> ➢ This theme is closely linked to "Forging a Just and Equitable World." The development of knowledge and good practices must be tested from the perspective of sustainability.

York offers a unique professional school environment where research emphasizes technological development and market alignment that is aligned with the increasingly entrepreneurial nature of the university, with entrepreneurship a key driver of many experiential curricular and cocurricular learning activities. This exists within a broader community setting that emphasizes social justice and critical discourse linking to social entrepreneurship for the public good. In particular, our exploration of capitalism, corporatization and business management is balanced by research that questions presumptions of market capitalism, political models, Eurocentrism and bourgeois culture. A number of the world's leading critics of contemporary capitalist society are exploring the violence of capitalist, colonial and patriarchal states, societies and economic systems, and the nature of the structures of governance from the local to the global that instantiate and sustain these violent inequities. While these

18

two areas may seem more oppositional than compatible, the result is a critical discourse that offers a unique perspective on the development and implementation of innovation that promotes social consciousness and sustainability.

Entrepreneurship has clear ties to a business model for knowledge transfer. Entrepreneurial innovation moves beyond goals driven only by profit motives to the search for ethical ways to conduct develop and conduct business in ways that engage the university. Scholars are researching the reasons that underlie successful entrepreneurship and long-term management and are seeking deeper insights into the dynamics between consumer behaviour and government policy. At the same time, York is recognized as a world leader for our research into corporate social responsibility and for our leadership in responsible business – dedicated to triple-bottom-line thinking that is focused on creating new knowledge about the social, ethical, environmental and political responsibilities of business. This same leadership informs our research into extractive industry practices, the adoption of new technologies including AI, international intellectual property regulation, trade and investment agreements, and corporate governance. Still other initiatives examine labour standards and labour relations and probe how public policy can promote social equality for workers both in Canada and abroad. Research in venture capital, private equity, real estate and infrastructure, and business finance is complemented by research into the cultural, social and economic challenges of human migration, settlement and diasporas. The major emphasis on the development of the "renaissance" engineer, who brings a sense of the public interest and corporate responsibility to professional practice is reflected in the development of research programs that explore transportation networks, energy solutions and development of new devices and technologies, embracing social responsibility and cultural diversity while emphasizing sustainability and a green economy.

York researchers are known for putting critical insight to practical use through dynamic interactions with decision makers in the public and private sectors. From economic policy consultations to gender analysis of budgets, to assessing intellectual property protections and creating informed dialogue on urban transit, we serve as drivers and catalysts for more intelligent public policy. For example, York researchers are helping to frame intellectual property law and related technology discussions in Canada, and they are introducing useful policy options aimed at providing balance in policy- and law-making processes. Our hosting of the Law Commission of Ontario is a further example of our hands-on policy engagement, as is our leadership of the Canadian Observatory for Homelessness and the Refugee Research Network. Our contributions to policy and economics of renewable energy through the Sustainable Energy Initiative are another strong example. A common thread through all of York's initiatives is our collaborative approach to knowledge creation and social and commercial innovation, in which academic researchers work with community partners, the private sector and policy makers to advance and promote social consciousness and enhance business and economic practices. York researchers exhibit leadership that fosters innovation and enhances society's capacity building for sustainable livelihoods and supporting the public good.

19

Fostering Individual Success and Investing in Existing Strengths

York is fully committed to the ongoing development and success of its areas of strength in research, scholarship and creative expression. Indeed, the majority of resources supporting research at York has been and will continue to be devoted to the broadly-based support of excellence in engaged individual and collaborative research and scholarship that forms the basis for the University's recognition as a leading Canadian research institution. The increasing engagement and success of our current researchers, the recruitment of outstanding new researchers and students and expanding cutting-edge research infrastructure, are the primary means through which we achieve our ambitious objectives for the development and recognition of our research, scholarship and associated creative activities. Currently York is recognized as an international leader in over 200 areas of subject prominence, with nearly 35% of our publications in the top 10% of journals worldwide. Within the next five years we expect to increase the scope of our international leadership recognition by at least 10% and make significant progress with respect to rankings across all areas of international prominence

Compelling Opportunities for the Strategic Development of Research

Within the breadth and diversity of cutting-edge scholarship at York are many areas where scholars have coalesced to provide enhanced opportunities for leadership and recognition through strategic investment in more focused collaborative activities. These are complemented by emerging areas of research that are underpinned by a strong vision of the York community achieving new levels of research leadership in ways that bring a unique York perspective to providing answers to some of the world most compelling challenges. Some opportunities are driven by new frontiers of fundamental inquiry, while others reflect the convergence of strong academic interest and external opportunities for translational impact on society. All reflect the ability of York to make a unique contribution. Development of these opportunities brings together varied perspectives, disciplines and understandings that deliver innovative achievements and address emerging challenges. Strategically, by committing to supporting and building these areas of opportunity, we are positioning ourselves to further enhance the profile and recognition of York for its ground-breaking scholarship that informs our academic programming. Some opportunities continue from the past plan with strong progress being complemented by strong continuing opportunity to further enhance our profile and impact. Others are new opportunities, that reflect the progress of scholarship and the evolution of the world around us in areas where York researchers have the potential to excel. Both are approached with foresight and a focus on anticipating the future.

Digital Cultures

The breathtaking pace of digital adoption and expansion underlies most of the technological development of third industrial revolution of the late 20th and early 21st century. The complexity of penetration and volume of activity continues to accelerate as ever larger data sets and more complex algorithms expand the art of the possible. The expansion of digital has enabled vast new industries and underpins and enables the development and implementation of artificial intelligence. With the

20

transformation of ways of communicating and of cultural industries, digital has fundamentally disrupted human culture with impacts that are just beginning to be realized. There is both tremendous need and opportunity for research on digital at the intersection of arts and science, pushing technological boundaries, while critically investigating the social and cultural impacts and the ways in which they are shaping and changing human activity and interaction.

Over the past five years, York researchers have driven the development and application of digital technologies through initiatives such as the Motion Media Studio @ Cinespace, VISTA, the Big data Research, Analytics and Information Network (BRAIN). They have also explored how the increasingly digital world is impacting the way we live, interact and do business, creating whole new online cultures and transforming the cultural identities of peoples,

York researchers have been addressing digital from multiple perspectives, from work exploring the impact of digital penetration and possibility in Indigenous communities, to learning how digital gaming can inform education, how digital has changed the concept of ownership, and understanding how personalized digital marketing and digital data analytics are changing business practice. They have also been creating and analyzing big data sets based in immigration documents, creating apps aimed at chronic pain management and the mental health interventions for students, leading critical analyses of the use of the internet to exploit child labour and examining digital considerations of climate change

Over the next five years there is the opportunity for York researchers to grow its national and international profile for its leadership in critically exploring the development and impact of digital activity within a range of cultures. This is an inherently integrative and diverse area of research, supporting new applications, interfaces and content creation, scientific inquiry, design, policy development and critical discourse in digital media. Among the opportunities in this area is guiding the ethical, sociological and technical development of the rapidly expanding capacity in high-performance computing that are associated with the challenges of "big-data" and literacy facing our society today

We will we extend and expand our recognized leadership at the interface of an expanding cluster of creative industries in film, television, informatics, data visualization games and apps development. As well, we continue to accelerate York's profile in major arts organizations and festivals for which we have become well known. Coordinating investment and promoting interdisciplinary interactions will propel research and strengthen industry-academic collaboration. For example, through Sensorium researchers are promoting critical discourse in the digital media art, while in BRAIN they are creating new access to the analysis and visualization of big data. In doing so, we will build on our leading-edge digital arts and technology research and existing collaborations with some of Canada's largest digital media hardware and software companies. Support in this area will leverage York's current success in digital media and encourage continued innovation to drive our leadership forward.

Healthy Individuals, Healthy Communities and Global Health

Never has the health care system in Canada been under greater pressure. Aging and increasingly diverse populations, together with the growing complexity and personalization of health care are driving

21

the search for health care solutions that emphasize wellness and prevention, to minimize the need for intervention. Increasingly, medical advances are transforming acute conditions such as HIV infection and cancer into long term chronic conditions that must be treated and monitored over decades. The increasing complexity of life and longevity also has been accompanied by increasing challenges to mental health and cognitive function. Providing long term, cost effective solutions to these challenges is an opportunity that aligns directly with the strengths of York's health research, which focuses on wellness and community health and emphasizes York's commitments to equity and social justice.

At the same time health care in Canada remains health care for the privileged. Globally health inequities and challenges affect both far greater numbers and far greater percentages of people in the developing world. In addition to learning how to export and translate health care solutions globally to respond to challenges there is a pressing need to grow the partnership with developing nations to empower global health care solutions and breakdown historically vertical models for their transmission and adoption. In this work, the disciplines of public health (biostatistics, epidemiology, environment, social-behavioural science, health policy and management) intersect with the social sciences (demography, political economy, law and human rights, and sociology) to address problems that can arise locally but have interconnected global implications affecting health and health equity, while always being mindful of underlying cultural, social, legal, environmental and economic perspectives. These issues are further heightened through the large-scale migration of peoples driven by environmental and economic forces and conflict.

Health research has gained considerable momentum and recognition over the past five years both through the individual achievements of researchers and through the successful launch of major initiatives that include: VISTA, bringing together the visual sciences and their application and societal impacts; the Health Care Ecosphere, leading the development and commercialization of personalized health care solutions, and enterprise health technologies that move prevention and management out of traditional environments into new spaces; York University Centre for Aging Research and Education, pursing active and positive responses to changes and challenges throughout the aging process on a societal and individual level and; The Dahdelah Institute for Global Health Research, pursuing solutions to global health challenges with a focus on women, children, indigenous peoples, prevention and the governance, policy and management systems to fully realize benefits.

Over the next five years we are committed to continuing to grow research that focuses on health, health outcomes and the promotion of wellness. From the biomolecular to the health of populations, from biomedical to social work, and from healthy aging in communities to global child health, researchers will grow their individual success and will fully realize the potential of recently launched initiatives. In addition, we will pursue new partnerships across the health care, social services and global health sectors to extend the leadership and impact of our research. With the opening of a new campus in Markham in 2021, we expect a further enhanced focus on community health, while new directions in bio-engineering research will be launched with the continuing expansion of our engineering programs.

The development of our engaged health research programs is also building the positioning of York, to address Ontario's evolving and unmet clinical and community health needs through a new medical school focusing on integrated interdisciplinary care, family medicine, community health and wellness

22

through the lifespan. Demographics, healthcare gaps and the evolution of medicine are the drivers behind building a new kind of medical school that places emphasis on the generalist and on the integration of the physician within the context of the broader healthcare and wellness promotion teams. Implementation of a medical school and associated research programs at York will benefit from the tremendous wealth offered by the surrounding disciplines at the University which can provide unique perspectives and innovative approaches to solving some of the most pressing questions in health promotion, disease and injury prevention, and the delivery of healthcare.

Indigenous Futurities

> *"Deeply rooted in history, futurities recognizes that the future, despite its intangibility, is directly impacting us today."[1]*

In a time when questions about truth, reconciliation and justice are being raised, with continuing deep health, social and societal challenges faced by Indigenous communities in Canada and around the world, there has never been a greater need for research that imagines the future. Research, which draws on Indigenous ways of knowing, ways of being, worldviews and laws, will contribute to changing lives and will have significant impacts on nations, communities and individuals. A recognized global leader in socially engaged research and knowledge mobilization, York's commitments to engaged community partnerships in research and its pledge to *"facilitate research that is relevant to Indigenous life and respects Indigenous approaches to knowledge and learning"* [2] position researchers to make unique contributions to improving life and lives in Indigenous communities while enhancing cultural, economic and environmental sustainability. Never losing sight of history, this research opportunity simultaneously insists on consideration of our relationships to Indigenous futures and the ways they will continue to influence, shift and impact current research and innovation emphases.

York houses a large group of scholars, both Indigenous and non-Indigenous, whose research exists in relation to Indigeneity, engaging in a range of contexts and of topics from the epistemological to the environmental, from the mathematical to the methodological and necessary interrelations across disciplinary boundaries and borders.   Artistic productions and creations that explore Indigenous relationships with Canada, engaging youth in health promotion, legal and environmental interrogation of just and equitable relationships, the interactions between Indigenous and non-indigenous laws, histories of Métis, First Nation, Inuit and Native-American relationships with colonialism, Indigenous language policies, art and education, urban Indigenous education and communities are only a few of the areas York researchers have been actively engaging to date. Most significant, Indigenous researchers have made major contributions to the scholarship of Indigenous ways of knowing. This opportunity will

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[1] Paul Kuttner, 2017, Futurism, Futurity, and the Importance of the Existential Imagination. http://culturalorganizing.org/futurism-futurity/. Accessed February 11, 2018.
[2] The Indigenous Framework for York University: A Guide to Action. 2017. http://indigenous.yorku.ca/files/2017/08/Indigenous-Framework-for-York-University-A-Guide-to-Action.pdf
 Accessed February 11, 2018.

23

further support and enhance these existing initiatives and foster additional and deeper engagement with these and developing research foci.

Indigenous-related research consistently references community: whether within an urban context, a nation or a global/international community. Indigenous worldview insists that within community all relations matter and being in good relation to all of creation is foundational to healthy communities. As community-based research across a broad spectrum of lands and territories, Indigenous-related research further insists on acknowledging specificity of context. Notions of relationship-building, reciprocity of process and outcome, respectful engagement with each other and relevance of the work to those involved in the projects are integral to the research. This opportunity encompasses post-colonial interests, trans-Indigenous theory, and other community-referenced, reciprocally-beneficial research.

Going forward over the next five years, the focus of this research opportunity will be on Indigenous futurities including social, cultural, artistic, legal policy, economic and justice areas that holistically shape Indigenous experience. Collaboration in exploring Indigenous and non-Indigenous approaches in these areas, while understanding the need for Indigenous researchers to take the lead, will mark the distinctiveness of York's approach. Following this lead holds promise for futures that honour Indigenous ways of knowing and influence the direction of all our work within Indigenous communities, Canada as a nation, and beyond into global contexts. The intent of this opportunity is to ensure that Indigenous-related research includes a commitment to listening to and learning from Indigenous Peoples' knowledge, laws, ecology, spiritual practice and experiences. As researchers participate in imagining the future while never losing sight of the past, our present commitment to the import and role of research in creating the future we desire can only be enhanced.

Integration of Artificial Intelligence into Society

The current rapid evolution of technologies that are promoting the fusion of the physical, digital and biological is being called the fourth industrial revolution. At the heart this revolution is the development of independent decision making capacity, or artificial intelligence (AI), that free devices from dependence on human decision making, extending their functionality and independence from human control. Artificial intelligence is imagined in many forms and involves capacities ranging from visual and auditory perception, reading skill, the ability for accurate autonomous decision making based on existing pre-acquired information and the ability to continuously improve function as additional data and experience is acquired.

AI is predicted as the most disruptive technology ever invented, a technology that when fully adapted will fundamental transform our economic, social and cultural environments. With our shared focus on equity, social justice and business and technological development and fundamentally interdisciplinary approach to research cutting across from the scientific to the philosophical, York researchers are uniquely positioned to make contributions to the development and implementation of AI technology and to ensuring its equitable and moral adoption to maximize its benefits, while minimizing harm and unintended consequences.

24

On the scientific and technological side York is leading the development of visual perception technologies, working through VISTA to provide global research leadership at the intersection point between computational and biological vision. Other researchers are working at the cutting edge of autonomous robotics, remote sensing, intelligent information systems and cognitive analytics. On the human side, scholars from across the humanities, social sciences and health are studying the moral and ethical implications of AI adoption, the impacts on governments. labor markets, personal and national security, human health and health systems and the challenges to our individual senses of identity and collective sense of humanity.

The opportunity to be seized over the next five years is for York researchers to become leading intellectual voices in articulating the impacts and consequences of AI on culture and identity, guiding the adoption of AI in a manner that counters the prevalent tendencies towards increasing disparities between rich and poor, have and have nots, working to improve the human condition rather than diminishing it. Success will depend on a strong interdisciplinary approach in which technological innovation is informed by human impacts. Given the scope and scale of the opportunity and the intersection of research and academic programs with increasing training of graduates for the AI workforce, specific directions for research development will be further informed by the recommendations of a collegial AI task force being jointly sponsored in the spring of 2018 by the Offices of the Provost and Vice President Research and Innovation.

Public Engagement for a Just and Sustainable World

As growth in human activity continues, there are ever-greater pressures on our environment and societies from climate change, to the proliferation of disease, to the increasing inequality of peoples and continuing oppression and discrimination. Increasingly, the problems are acute and affecting larger and larger populations. Research in this area is foundational to the values and culture of the university, with researchers across disciplines recognized as world leaders in research of the origins, nature and consequences of inequalities and oppressions, and in addressing the origins and consequences of key environmental and societal challenges. Above all, research in this area strives to impact public policies and the behaviour of governments, public and private organizations and individuals.

The past five years has seen significant growth in individual scholarship in this area, through research provoking the status quo across disciplines. Broadly, scholarship has explored economic policies of the developed world and the social structures of race, gender and colonialism within local and international contexts, and the varied physical, intellectual and emotional abilities that shape and define oppression. Scholars have also been developing workable solutions to environmental challenges related to climate change, population growth, urbanization, industrialization and war, and are deeply committed to addressing the origins, nature and consequences of injustice and issues of inequality, oppression and unfair treatment with a focus on national and international human rights contexts.

 Collaboratively, researchers have come together in interdisciplinary teams that are tackling larger issues, from using big data to probe the political and social pressures on the migration of peoples and the challenges faced by refuges, to building a national network exploring relevant solutions for youth

25

homelessness and child welfare, to studying the evolving nature of work, employment and labour in the global economy, to the coordinated study of urban and suburban futures and associated environmental and public policy, to large scale study of transportation systems, to an exploration of business ethics, corporate social responsibility and sustainability. Researchers are also completing the development of an internationally leading simulation centre for the study of disaster and emergency management in response environmental and human emergencies that will position them at the forefront of best practice solutions and innovation for first response to the growing number of emergencies across sectors.

Building on this base over the next five years, research in this area will address and inform a range of challenges, from emerging issues in urban environments that include governance, planning, land use, infrastructure, economy, security, educational engagement, transportation, energy and quality of life, to responding to natural and manmade disasters including the progressive environmentally driven and acute migration of disease, to working toward the implementation of a national youth homeless strategy, and associated initiatives to improve equity, equality and environments for disadvantaged youth and adults. Additionally, the interaction of individuals and communities with their environments will be a major focus of the new Markham Campus. Dedicated to new ways of engagement, research at this campus will focus on directly engaging the surrounding community and developing and fostering collaborative partnerships with business, social services, secondary and elementary schools.

York is committed to growing our leadership in developing forward-looking solutions towards achieving and equitable and sustainable future.

Enabling Strategic Research Success

Achieving the ambitions articulated in this plan depend on an engaged research environment across the University and resources strategically invested to support research growth and development. This begins with commitments by Units, Faculties and the Institution to research and investments in faculty complement that lead research, scholarship and associated creative activities at the university, and in students and fellows that are the main research engine. Equally important is a strong research support infrastructure, both physical in terms of research facilities, libraries and IT infrastructure, and human, in the form of collegial mentorship, and a dedicated highly competent research support staff.

An Operational Plan to Support Research Development
In 2016, as part of the York's Integrated Institutional Resource Planning Process (IIRP), the office of the Vice President Research led the collegial development of PIER, Plan for the Intensification and enhancement of research[3]. PIER provides an operational framework for growing support of research across the university that is meant to enable the success of the strategic Research Plan in achieving the aspirations of the University Academic Plan. PIER contained 21 recommendations along five thematic categories:

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[3] http://pier.info.yorku.ca/

26

- Growing a Culture of Scholarly Inquiry
- Investing in and Promoting People
- Supporting Research Growth and Development
- Leadership in Research and Research Advocacy
- Building Research for the Future

Expanding participation in research scholarship and associated creative activity and increasing the expectations for engagement is broadly supporting the strategic development of research by building enthusiasm around areas of research strength and opportunity and helping to refocus priorities across the institution in favor of research development. As the forms of scholarship and their outputs have expanded dramatically in the digital age, one key component of building research culture and engagement is being able to fully capture and appreciate the outputs of our work. Increasingly challenging for individuals to fully track, at the institutional level collating research dissemination has become unmanageable. Public and commercial databases offer only partial coverage of classical academic outputs, while alternative metric databases designed to capture broader scholarship are still in their infancy. Additionally, researchers are being asked to communicate their achievements inside and outside the academy in a growing number of formats. To address this issue the Academic Policy, Planning and Research Subcommittee of Senate have requested that the Office of the Vice President Research to begin a collegial exercise to acquire and implement an electronic solution to assist individual researchers and trainees in capturing and organizing their scholarly achievements, as well as to promote institutional and external understanding of the full depth and breadth of research, scholarship and related creative activity at York.

Investing in our researchers is the key enabler of research success and time above all else is recognized as the most valuable commodity. Over the past five years York has accelerated faculty complement renewal and has increased supports for existing faculty as well as new hires. For example, a new more comprehensive research related release program was initiated in 2017 to enhance the amount of time available to faculty to engage in scholarly work. Alongside our growing number of Canada Research Chairs (CRCs) that have been used to build research capacity through external recruitment, York has redeveloped its policies to enable growth of named Chairs and Professorships and have initiated the York Research Chairs (YRC) Program as a recognition and retention tool for current researchers alongside our CRC program. As of July 2018, over 30 York faculty will be supported through the YRC program, including 20 chairs directly supported through the Office of the Vice President Research and Innovation. A recent four-year review of the YRC program reported that the YRC program has increased the visibility and recognition of the commitment to research at York, has enabled both increased researcher success and satisfaction, and is helping to build research leadership across the institutions. Over the next five years, through a variety of mechanisms, most notably including the University's current fundraising campaign, York is committed to continue to growth the supports for our researchers to enable their growing success.

York provides a vigorous environment for our largest cohort of researchers, our graduate students and postdoctoral fellows. We have one of the largest cohorts of graduate students in Canada and a growing number of postdoctoral trainees. Our graduate programs are growing in both numbers and quality, with

27

an increasing number of trainees supported through prestigious external awards awarded through the Canada Graduate Scholarships program, Tri-Council, MITACs, as well as through many other Canadian and International sources. York also has led Canadian Universities over the past five years in success in the NSERC Collaborative Research and Training Experience Program (CREATE) that provides embedded partnered research experiences to trainees. Likewise, our postdoctoral cohort is also growing in its recognition through national and international fellowship awards.

York also is committed to exposing all undergraduate students to the practice of research and creation by involving them in research projects and the production of artistic works as part of their curriculum, and by going beyond the curriculum to offer internships and other opportunities to participate in and develop research projects over longer periods of time, especially for students considering higher research-intensive degrees.

To support research growth and development there have been substantial investments in research infrastructure over the past five years. New construction at the University in Engineering, Science, the Liberal Arts, Law and Business have emphasized research spaces and research engagement for students and faculty. Planning for the Markham Campus has also emphasized interactive spaces for research and scholarship, with an emphasis on connectivity between researchers across disciplines. These University investments have been accompanied by the success of our researchers in bringing new research equipment and facilities to the University through the Canada Foundation for Innovation, NSERC and the Ontario Research Fund.

One way in which York strategically promotes the development of interdisciplinary research is through our network of Research Centres and Institutes (Organized Research Units: ORUs). These ORUs advance research and research collaboration across the University by providing a home for research development beyond traditional academic units. Steeped in York's tradition of collegial interdisciplinarity, ORUs serve as synergistic hubs for participatory research programs that bring together expertise from across disciplines. At the institutional level, ORUs are expected to align with the demonstrated strengths of York research and our strategic growth opportunities. Similarly, at the faculty level, ORUs are an overt expression of investment in specific research areas. With the current transition to a new activity-based budget model for the university, it is essential that our Research Institutes and Centers continue to enjoy strong Institutional and Faculty supports.

York's investments in research infrastructure will continue, with projects nearing completion in Science, business and Liberal Arts to be followed by new investments in Engineering, Health, Science and other disciplines over the next five years, in addition to the completion of the new Markham campus in 2021.

York's research programs and their outputs must be made available with the fewest possible restrictions. York actively supports accessibility in all areas of research, scholarship and associated creative activity, in particular with respect to scholarly communications and publishing, rights management and knowledge dissemination. Many York researchers provide leadership in the editing and production of nationally and internationally renowned scholarly journals. Over thirty of these journals are hosted directly through York and are freely available.

28

In working to further grow the international reach and impact of our research, scholarship and related creative activity, we are committed to increase our engagement in international research partnerships and exchanges, and to strongly growing or numbers of international graduate students and postdoctoral fellows. A new eco-campus in the Las Nubes Reserve in Costa Rica is driving research into stabilizing rain forest environments, while York's campus in Hyderabad India is promoting stronger research collaborations with Indian partners, particularly in business and engineering. We are in the process of expanding our infrastructure in support of international research engagement through the development of dedicated resources to support research partnership development and access to international research funding programs. We have also initiated the development of a new International Strategy for York University that will include and integrated focus on research engagement.

A Commitment to Working in Partnership, Translating Research into Action and Promoting Innovation and Entrepreneurship

Research at York is research in respectful partnership with communities, with impacts that improve lives within the communities. York is a global leader in the practice of community engaged research and in maximizing the benefits of that research for communities. Over the past five years York has continued to grow its cohort of scholars engaged in community or socially-partnered research, increased the numbers and depth of partnerships with communities, the not for profit and public sectors, and has extended its leadership in the Social Sciences and Humanities Research Council's flagship Program Partnership Research Grants Program.

At the same time, there has been an accelerated emphasis on the growth of partnerships between York researchers and the private sector, further broadening the engagement of the University and University researchers with the external partners. In part driven by growth of engineering and applied health and natural science, private sector partnerships have grown three-fold over the past five years.

Through individual and conjoint collaboration with partners from the non-profit, public and private sectors, York turns its research into action to benefit local and global citizens. Research partnerships and the transfer of knowledge into communities, the public and private sectors is supported through Innovation York, knowledge mobilization, research commercialization, industrial liaison and entrepreneurship group in the Office of the Vice President Research and Innovation. The rapid growth of Innovation York over the past five years tracks the strong increase in application of the benefits of research from across the academic community, and the development of new university accelerator and entrepreneurship spaces including YSpace, the LaunchYU-BEST Entrepreneurship hub and the new Markham Convergences Centre developed in partnership with IBM and ventureLAB, our regional innovation centre.

The Knowledge Mobilization Unit within Innovation York is Canada's leader, garnering extensive national and international recognition and numerous awards for its work in moving knowledge generated in the Social Sciences, Humanities, Art and Design (SSHAD) into the community and the economy. Industries that rely primarily on the SSHAD disciplines account for almost two-thirds of the Canadian economy. These industries are major agents of positive change within our communities, both in the mainstream and marginalized sectors. York's pan-university knowledge mobilization infrastructure supports multidirectional connections between researchers and research partners, encouraging the development

29

of knowledge and evidence that informs decisions about public policy and professional practice. Knowledge mobilization advances social innovation through engaged scholarship and assists our partners in the community, government and industry to address society's most persistent social, environmental and economic challenges. Working closely with partners in the community, from NGOs to the United Way York Region to local and international partners in government, York's Knowledge Mobilization Unit is one of the key supports of York's success in community and socially engaged research.

In keeping with our strong commitment to equity and social justice, entrepreneurship at York emphasizes the social and not for profit in addition to the traditional development of for profit enterprises. A social enterprise applies the discipline of business to a persistent unmet social need. A social enterprise can be a non-profit or a for-profit organization, or a blended corporation. Products and services developed by social enterprises can be lucrative, yet social benefits are put before profits and the profits are normally reinvested to further social benefits.

Having strongly invested in entrepreneurship and innovation infrastructure over the past five years and succeeded in growing a healthy and engaged entrepreneurship community in which over 2000 students, faculty and staff engage annually, our goal for the next five years is further double engagement and raise the profile of our achievement and innovation to the level already enjoyed for our knowledge mobilization activities, whose international profile we are also committed to grow further.

Summary and Expectations

Research, scholarship and creative activity are integral to the fabric of York. Their growth and development are amongst the highest priorities for the University. With a strong commitment to quality, academic freedom, social justice and responsibility, York delivers research that advances critical inquiry and scientific discovery, challenges our beliefs and perceptions, and affects the social, cultural and economic development of our country and beyond. This plan reflects York's commitment to research excellence and to the development of new knowledge and creative activities.

Progress against the plan in advancing York as one of Canada's top research universities will be monitored closely and feature an engaged collegial discussion of prioritizes and milestones. Success will be measured through demonstration of growth in the national and international recognition and impact of our research, scholarship and related creative activity, as measured through the success of our students and fellows, recognition of our faculty for their scholarly achievements, and through our impact on communities and society at large.

Executive Committee – Report to Senate

At its meeting of March 22, 2018

For Information

1. Actions Taken by the Committee Prior to and Since the Outset of the Disruption

Attached as Appendix A is a chronology of actions taken by Senate Executive prior to and since the beginning of the disruption that began on March 5.

2. Motions with Respect to the Suspension of Classes

After receiving a call by petition for a special meeting of Senate to discuss the role of Senate and Senate Policy in a strike (Rule IV.8.b), the Executive Committee also received motions as follows:

Mass Suspension Motion:

> That Senate immediately suspends all classes in the university, with minor exceptions for specific circumstances to be determined by Senate Executive, for the duration of the CUPE 3093 strike.

Glendon Motion (to be addressed if the mass suspension motion failed):

> It is the opinion of Senate that all classes on the Glendon campus should be suspended for the duration of the CUPE3903 strike.

> AND

> That Senate Executive suspend all classes on the Glendon Campus in the event of and for the duration of a CUPE 3903 strike, based on the previous motion.

Before calling the special meeting of Senate for Thursday, March 8, 2018, the Committee met to discuss the motions. It was noted that the motions presupposed that Senate could authorize blanket suspension of classes in the current context, something the Committee had already concluded it could not unilaterally undertake. It determined that the motions were premature for Senate consideration and should be deferred pending the general discussion about the role of Senate and Senate policy.

On Tuesday, March 13 the Committee met to address relevant issues under the Disruptions Policy and to further discuss the motions.   A variety of potential options for moving forward were discussed. It was recognized that the jurisdictional issue cannot be resolved by way of a motion and that engagement with the Board would be required.

Executive Committee – Report to Senate (cont'd)

Some preliminary ideas were shared as to how that could be undertaken while acknowledging that such an endeavour would require time to complete.

Given a need for additional time to address the issues, a second meeting was called for Thursday, March 15. In the interim, a new motion was received as follows:

> Senate hereby expresses its view that Senate, in conjunction with Senate Executive, has the authority to direct and determine that classes be suspended on the basis of academic integrity.

The proponents advised that the original mass suspension motion was being withdrawn but may be presented at a later date. The Committee reviewed the hortative motion and rationale and determined it should be added to the agenda for the March 22 regular meeting of Senate.

With respect to the Glendon motions, the Committee took note of the request for Senate Executive Committee to suspend all classes at Glendon. It referred back to its March 2 commentary that it did not have jurisdiction to do so and, in any event, endorsed the continuation of classes. With respect to the hortative motion, the Committee deliberated at length on its form and content, and received clarifications from the mover before agreeing to bring it to Senate. Also, the Committee has taken note of several hortative motions passed by some Faculty Councils on the same question, as well as statements communicated by some Senators and some departments.

The Committee noted the value in setting out the principal factors upon which the decision to continue as many classes as possible was based:

- The Disruptions Policy recognizes fairness to students as an imperative. Their right to freely elect whether or not to continue their academic activities should be respected.
- An increasingly diverse student body has increasingly complex needs (e.g. requirements for international students to return home, work and family obligations, housing considerations, etc.) that calls out for offering as many options as possible.
- Mass suspension has an adverse impact on several programs, particularly professional programs that must meet professional standards.
- Mass suspension does not accord with the principles set out in the Disruptions Policy which calls for as little diminution as possible of instructional or supervisory support .
- Experience gained in 2015 demonstrated the confusion and process challenges created by full suspension then resumption of classes. It also demonstrated that several Faculties and programs had critical masses of students with a desire to continue with their courses of instruction.
- More than 50 per cent of primary course meets are active.
- Sophisticated remediation frameworks guarantee alternative access and options to complete courses and finalize grades in all circumstances.

- The proximity to the end of term suggests that all courses that can continue should continue and that a wide range of options used in the past to complete courses are tenable.

3. Senate Rules and Procedures:

The Committee reflected on the procedural questions that arose during the special meeting of Senate of March 8. It is hoped that the following clarifications will assist Senators in understanding the conduct of meetings and ensure that procedural issues do not take away from the time to deal with substantive items.

Senate Rules are clear that the Executive Committee may withhold (defer, delay) an item of business originating with a committee or individual Senator. The Executive Committee has never been "challenged" exercising this responsibility and there is no provision for challenging such a decision. At a regular meeting, with the consent of 2/3 of those present and voting, an item that has been withheld could be dealt with under other business. At a special meeting, there is no pathway since there is no "other business."

It is not the case that there are only binary options when the Committee deals with action items, i.e., that a Chair must either rule them out of order or to allow them to be taken up. Senate itself may refer an item to an individual for clarifications or a committee for study, defer to a later date, amend, etc. and the Executive Committee has the authority and obligation to withhold items that are not ready for consideration.

When a question has been called – when a vote is in progress -- no intervention is permitted until the tally is completed and the results announced. The presiding officer will not acknowledge any Senator who indicates an interest in speaking.

Only the Senator moving a challenge and the Chair may speak to the challenge. While points of order *can* arise at any stage of Senate proceedings, they must be focused and direct. A point of order is an allegation that a rule of Senate has been breached. Such points must be made and dealt with promptly at the time when the breach is alleged to have occurred. There is no debate on a point of order. No other corroborating or counter arguments are permitted beyond those expressed by the challenger and Chair. Expressions of disapproval are not points of order; when a breach is alleged Senators must be clear about the rule that has allegedly been violated so that the Chair or presiding officer can rule with the necessary precision and promptness.

Senate Rules provide for points or order (which must be dealt with immediately) or points of privilege (which can be dealt with immediately or referred to the Executive for advice). Other "points" do not exist. For example, what is sometimes called a "point of information" or a "point of clarification" is, in York Senate parlance a question.

Documents can be distributed at Senate meetings but only with "the approval of Senate Executive, the Chair of Senate, or the Secretary of Senate."

Executive Committee – Report to Senate (cont'd)

A remark can be ruled out of order, if the Chair deems it to be irrelevant to the matter at hand. In the case of a meeting during a strike, the desire to make references to bargaining or disputes is perhaps understandable, but it ought not distract from the business at hand.

Senate is sovereign with respect to rules but changes are statutory in nature. There is no provision waiving a Senate rule (in parliamentary practice waiver of a rule is normally only possible with unanimous consent in the absence of another explicit threshold).

The definitive version of Senate's Rules, Procedures and Guidelines is housed on the University Secretariat Website on the Governance Documents tab. It was last updated in January to reflect the new designation of "Head" of Non-Faculty Colleges. A link to the old Senate "Handbook" has been severed.

4. Items In Progress

The press of business related to the disruption has resulted in delays in dealing with changes to rules and procedures forwarded to Senate Executive for review by three Faculty Councils. The Committee will resume consideration at the first opportunity. The Faculty of Education Council has transmitted a recommendation that the Committee consider allowing students to share membership. Background information is being compiled for the Committee.

5. Equity Sub-Committee Consultations

A priority for the Sub-Committee on Equity this year involves possible changes to the Guidelines and Procedures that accompany the Senate Policy on Accommodations for Students with Disabilities. The Sub-Committee has developed a consultation plan and has met with some stakeholders. The feedback received to date has been thoughtful and constructive. It is hoped that the renewal project will be completed by June.

6. Welcome to New Members

The Committee was pleased to welcome the following individuals to the Committee:

> María-Constanza Guzmán, Associate Professor, Translation, Glendon
> Mohammad Kiumarsi, BSc Candidate, Biomedical Science, Faculty of Science
> Adrienne Perry, Professor, Psychology, Health (Graduate Studies seat)

Arts, Media, Performance and Design has yet to nominate a Senator to serve on the Executive.

Lesley Beagrie, Chair
Franck van Breugel, Vice-Chair

Senate Executive – Chronology of Meetings and Actions, Disruption of March 2018

March 1	With a strike appearing possible within days ("imminent" in the words of the *Senate Policy on the Academic Implications of Disruptions or Cessations of University Business Due to Labour Disputes or Other Causes*), the Committee held a special meeting. At this meeting the Committee • reviewed the Policy • confirmed an understanding of the legislative framework governing the continuation of classes in the context of a disruption and agreed to issue a commentary explaining that understanding • signed off on communications to be issued when a strike appeared imminent (on March 2) and the first day of a strike if one commenced on March 5
March 2	In accordance with the S*enate Policy on the Academic Implications of Disruptions or Cessations of University Business Due to Labour Disputes or Other Causes*, the Committee issued a declaration that a disruption appeared imminent. The communication was posted on a dedicated page on the Senate Website and distributed on Senate and Secretariat-Faculty Council listservs. The Committee also transmitted to Senators a "Commentary on the Continuation of Classes" in which it described the legislative framework governing authority to cancel classes in the event of a disruption.
March 3	The Chair of Senate received a petition signed by 27 Senators calling for a special meeting to discuss the role of Senate and Senate policy in the context of the disruption expected to commence on March 5. The petitioners asked that a special meeting be held on March 5.
March 4-5	In an e-mail canvas, the Chair of Senate sought the advice of Senate Executive members as to the timing of a special meeting as requested in the March 3 petition. A majority concluded that the special meeting should be held on Thursday, March 8at 3:00, the normal meeting time of Senate, in order to maximize attendance.
March 5	On the first day of the strike by CUPE 3903, the Committee issued a formal declaration that there had been a significant disruption of academic activities. The Secretary received draft motions prepared for the special meeting of March 8. The Committee agreed to review them at a meeting on March 9 to determine if they are in order and ready for Senate consideration. The agenda for the March 8 Senate meeting was distributed to Senators.
March 6	The Committee held a special meeting to determine the status of draft motions submitted for consideration by Senate.
March 12	The Committee issued a communication declaring that the Disruption that began on March 5 had exceeded one week in length. It was noted that: • a disruption of one full week or more means that some adjustments to class schedules will be necessary for courses that have not continued • there will be modifications to normal academic regulations A set of options for completing courses and finalizing grades is in development and will be communicated shortly. Some of the options will depend on how long the disruption lasts.
March 13	At its regular March meeting the Committee: • received a statement submitted by members of the community on authority to

	suspend academic activities
	• heard an oral report from the Provost on the impact of the disruption
	• reviewed an updated report from Faculty Councils
	• agreed that the formal examination period for courses that have continued through the disruption – and students participating in those courses – would end no later than April 23
	• discussed draft motions on aspects of the disruption and the authority for the suspension of academic activities submitted for consideration by Senate
	• began discussing a fuller set of options for completing courses and finalizing grades
March 14	The Committee issued a communication conveying its decision that the last day of the formal examination period for classes that have continued and students participating in those classes would be no later than April 23.
March 16	At a special meeting the Committee • took note of statements and motions on the suspension of classes transmitted by units and Faculty Councils • received reports on the impact of the disruption from the Provost • agreed to a number of options for the completion of courses and finalization of grades to be announced on March 19 • agreed to include, as Other Business for Which Due Notice Has Been Given, a hortative motion concerning the authority to suspend academic activities on the agenda of the regular Senate meeting of March 22, 2018; in doing so it noted that another draft motion had been withdrawn; the Committee endeavored to clarify the status of a second hortative motion about the suspension of Glendon courses
March 17-March 18	In an e-mail consultation, members contributed to the development of the document "Completion of Courses and Finalization of Grades" consolidating decisions made on March 16 and as previously communicated.
March 18	The Committee issued a declaration that the disruption had reached its 14th day and explained the importance of this milestone.
March 19	The Committee issued the document "Completion of Courses and Finalization of Grades." Members were also canvassed for their advice about a draft hortative motion about Glendon courses submitted for Senate consideration. A special meeting was called for March 20.

Hortative Motion Submitted for Consideration by Senate at its Meeting of March 22, 2018

Hortative Motion

"It is the opinion of Senate that all classes on the Glendon campus should be suspended for the duration of the CUPE3903 strike."

Rationale

Glendon Faculty Council at its meeting of Friday March 2 passed the following two motions

> "For reasons set out in the rationale below, it is the opinion of Council that classes should not be held in the event of a CUPE 3903 strike."
>
> Rationale: Holding classes during a strike will compromise the academic integrity of our programmes. Safety and security of our students is a paramount concern. Uncertainty generates student and faculty anxiety and negatively impacts mental health. Therefore, the clarity provided by suspending all classes for the duration of the strike safeguards academic integrity, and promotes student safety and student and faculty mental health.
>
> AND
>
> "That Senate Executive suspend all classes on the Glendon Campus in the event of and for the duration of a CUPE 3903 strike, based on the previous motion."

Senator Willem Maas
Senator Marcia Macaulay

Hortative Motion Submitted for Consideration by Senate at its Meeting of March 22, 2018

Senate hereby expresses its view that Senate, in conjunction with Senate Executive, has the authority to direct and determine that classes be suspended on the basis of academic integrity.

Rationale

The above policy statement applies especially to the question of whether Senate, in conjunction with Senate Executive, has jurisdiction to suspend classes during a strike on grounds of academic integrity. It has always been understood (and pursued in practice) that Senate, in conjunction with Senate Executive, has responsibility for decisions to suspend classes during a labour dispute based on considerations of academic integrity and fairness to students. The advice of the administration and other bodies within the university has always been considered by Senate and Senate Executive, but the decision taken has always been understood as lying within the purview of Senate.

This policy is founded on the principle of Senate' s authority over academic policy as enshrined in the York Act, which is the governing legislation of the university, as well as the relevant policies on disruption and class cancellation. Indeed the York Act is clear that Senate has responsibility for academic policy and the policy on cancellations (made pursuant to that Act) clearly specifies that Senate has authority to cancel classes. Moreover, the disruptions policy assigns a role to both Senate and Senate Exec, and not to the senior administration, in managing and implementing academic policy related to disruptions in the context of labour disputes.

The senior administration and/or the Board of Governors are the primary employer-side labour relations protagonists when a union is on strike or may go on strike. Granting to these bodies authority or veto power over suspension decisions (or the exclusive right to call for such decisions) during a strike would raise doubts about whether such decisions are being guided primarily by the standards of academic integrity and fairness to students. Senate, on the other hand, is composed of multiple stakeholders (including members of the administration) and also has a responsibility to take a disinterested stance towards labour relations as well as procedures and practices to ensure that such disinterestedness or separation enforced. Hence Senate is in the best position to assign the highest priority to issues of academic integrity and fairness to students in such circumstances.

Senator Richard Wellen

PRESIDENT'S KUDOS REPORT

York University will participate in the Advanced Manufacturing Supercluster and is the academic lead for the microelectronics component of the overall project, a business-led initiative which seeks to position Canadian manufacturers as global leaders in technology and innovation. The Government of Canada has announced an investment of $950-million in the project, which the private sector will match.

York's Board of Governors approved the project budget for the design and construction of a new School of Continuing Studies building, which will accommodate significant growth and support the creation of even more innovative programs for recent graduates, working professionals, international students and new Canadians in the future. The School plans to break ground on the project in 2019.

The Indigenous Students Association of Glendon, in partnership with a number of campus partners, organized the hosting of The REDress Project on York's Keele and Glendon campuses, an art installation that uses donated red dresses to draw attention to the more than 1,000 unresolved cases of missing and murdered Indigenous women, girls and two-spirited persons in Canada.

The most recent graduates of the Internationally Educated Professionals (IEP) Bridging Program were honoured at a certificate presentation ceremony and reception. Funded by the Ontario Ministry of Citizenship and Immigration, the bridging programs in HR, Information Technology and Business offered by the Faculty of Liberal Arts & Professional Studies provide IEPs from 73 countries an understanding of Canadian work culture and education in the context of their respective professions.

On International Women's Day, alumna and staff member Talisha Ramsaroop was recognized with an inaugural Pam McConnell Young Women in Leadership Award for her dedication to causes the late Toronto Councillor also championed.

PhD candidate Lauren Gabrielle Fournier has been awarded the 6th Annual Middlebrook Prize for Young Canadian Curators for her project *epistemologies of the moon*, which engages with the symbolism and imagery of the moon as an historically feminine and, more recently, feminist symbol. The project will be presented at the Art Gallery of Guelph from September to December 2018.

Cross-appointed Canada Research Chair Deborah McGregor was highlighted as one of Canada's 'Women Leaders in STEM' in the 2018 Federal Budget. Professor McGregor was recognized for her work in advancing our understanding of environmental justice that integrates the law, environmental studies and traditional Indigenous knowledge systems to investigate sustainability, water governance and security, as well as First Nations land management.

The York Entrepreneurship Development Institute, which partners with the Schulich Executive Education Centre and with government and community organizations, was named the number one university-linked accelerator in the world for 2017-18 by UBI Global.

Student Philip Balke has been named the Toronto Football Club's first-ever esports athlete.
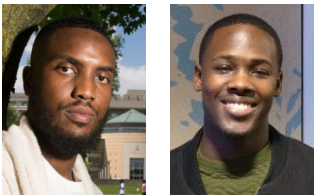
Generation Chosen, a youth program created and coordinated by York PhD candidate Joseph Smith and alumnus Dwayne Brown, was profiled by the CBC after winning a contest organized by Toronto's Black Business and Professional Association (BPPA). The program won tickets for youth to watch a private screening of Black Panther held by the BPPA to celebrate positive representations of people of color in mainstream media.

A team of Schulich delegates won first place in HEC Montreal's Corporate Responsibility Challenge, a rigorous annual case competition that challenges MBA candidates to explore the fields of social and environmental responsibility. Team members included:

- Catherine Sim
- Grishma Saheba
- Suran Ravi
- Abhilash Shashidharan
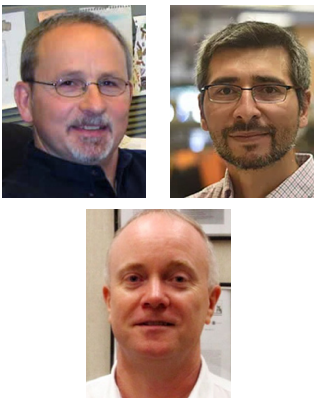
Three York professors received project grants from the Canadian Institutes of Health Research (CIHR), totaling over $1.9 million in funding, which will advance their research in areas such as cell health, diabetes treatment and heart health:

- Professor David Hood, Faculty of Health.
- Professor Arturo Orellana, Faculty of Science.
- Professor Gary Sweeney, Faculty of Science.

Sandy Hudson received the 2018 Lincoln Alexander Award from the Black Law Students Association of Osgoode Hall Law School for her contributions to the Black community and her advocacy against racial discrimination.

Professor Carla Lipsig-Mummé has been named the 2018 winner of the Sefton-Williams Award for Contributions to Labour Relations, which honours her significant contribution to the field of labour relations and human rights.

Faculty of Education staff members were recognized for their years of service and positive impact they have had at the Faculty and to the York community:

- Mary Clabassi, practicum assistant, Office of Academic Programs (Recipient of the Emily Tjimos Award for Service Excellence).
- Judith Davidson, student programs assistant.
- Brenda Fernandes, financial officer.
- Yolanda Reid, administrative secretary.
- Kate Singh, manager, Office of the Dean.
- Adam Trent, director, Information Technology Services.

Social Science Professor Caroline Hossein received a community leadership award for her research on Black social economies and community-based alternative markets. The award was presented at a Black History Month event organized by York alumnus Ahmed Hussen, Canada's Minister of Immigration, Refugees and Citizenship.

The Faculty of Science announced the launch of the bioanalytical core facility YSciCore, which will provide bioanalytical support to scientists at the University and to external clients using state-of-the-art equipment.

An Osgoode Hall Law School team composed of undergraduate student Julia Cecchetto and J.D. candidate Nicholas Hay won the 2018 Arnup Cup. Teams from law schools across Ontario participate in this annual competition to win the right to represent the province in the prestigious Sopinka Cup, Canada's national trial advocacy competition.

The Lassonde School of Engineering launched the new Specialization in Artificial Intelligence (AI) program as part of its Master's of Science in Computer Science. The new program will allow students to conduct their own research projects under faculty supervision and in collaboration with partners in the private or public sector, training them to apply AI to practical problems.
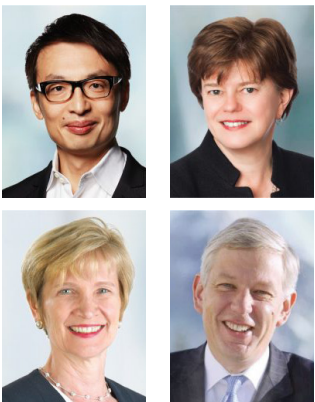
Professor Rebecca Pillai Riddell was awarded the Faculty of Graduate Studies Teaching Award for her achievements in graduate teaching and supervisory excellence.

Three members of the Lions women's volleyball team were named Ontario University Athletics (OUA) East Division second-team all-stars:

- Celeste Witzell
- Sarah Williams
- Heather Setka

The Schulich Alumni Recognition Awards celebrated the outstanding achievements of four distinguished Schulich graduates:

- Jasper Cheung (MBA '90) for Outstanding Executive Leadership.
- Jane Rowe (MBA '82) for Outstanding Progress & Achievement.
- M. Marianne Harris (MBA/JD '83) for Outstanding Public Contribution.
- Dominic Barton (Hon LLD '12) for Outstanding Contribution to the School.

A team from Osgoode Hall Law School will advance to the international round of the 2018 Price Media Law Moot Court Competition after winning the Americas round in New York City. Team members include:

- Nirvana Misir (winner of the Best Oralist award)
- Vuk Simeunovic
- Brent Mendiola
- Amanda Byrd
- Aravind Pillai

The Lions varsity program recognized the outstanding accomplishments of local high school students Geraldo Ulerio Feliz and Julie Ly from C.W. Jefferys Collegiate Institute with the presentation of the York Lions Shooting Start Awards.

Lassonde School grad student Matthew Tesfaldet was named to the inaugural cohort of the Vector Institute's Postgraduate Affiliate Program, which seeks to build a collaborative community of experts on machine learning and artificial intelligence.

Osgoode Professor Faisal Bhabha delivered the keynote speech, entitled "Building a Society Free from Discrimination: The Canadian Perspective," at Iceland's Gender Equality Forum in Reykjavik.
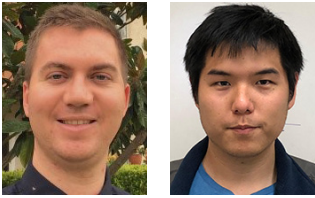
The Faculty of Science has recruited seven emerging researchers from around the world to its York Science Fellows program:

- Colin Bridges
- Willam Chen
- Dagoberto Contreras
- John Machacek
- Ramon Miranda-Quintana
- Christopher Schafhauser
- Jacob Lucero
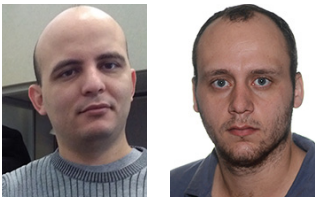
Osgoode PhD candidate Sara Ross was awarded a prestigious Killam Postdoctoral Research Fellowship from the University of British Columbia.

Professor Emeritus Brian Slattery is a finalist in the Canadian Society of Children's Authors, Illustrators and Performers (CANSCAIP) 2017 Writing for Children Competition for his book *I Am the Notorious Ninja Thief.*

Lions track and field student-athlete Nicholas Fyffe was named the Ontario University Athletics (OUA) field events most valuable performer.

Lions women's basketball player Lindsay Shotbolt was named the recipient of the Ontario University Athletics (OUA) Tracy MacLeod Award and earned first-team all-star honours.

York's entrepreneurship unit, LaunchYU, awarded one of its top ventures, Senior Care Connect, with the first $25,000 Aird & Berlis StartupSouce Market Entry Award.

Osgoode mooters Oyeyinka Oyelowo and Justin P'ng won Best Team at the 2018 Julius Alexander Isaac Diversity Moot, which was held at the Ontario Court of Appeal. Oyeyinka Oyelowo also won Best Oralist.
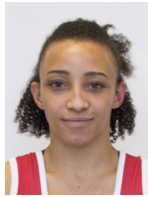
Lions wrestler Alexandria Town won silver at the U SPORTS championships, the best ever result for a York women's wrestler in program history.

A team made up of Osgoode students Karen Mann and Adam Voorberg won first place at the 2018 Canadian National Negotiation Competition. They will compete at the international competition in Cardiff, Wales this summer.

The Lions men's and women's track and field teams finished in fourth and fifth place, respectively, at the 2018 OUA championships.

An Osgoode team composed of two first-year students, Anna Morrish and Andrea McPhedran, placed third overall in the 2018 Canadian Client Consultation Competition.

York's Athletics & Recreation recognized its 10 graduating student-athletes from the men's and women's track and field teams prior to the squad's final regular-season home meet.

6

Four members of the Lions men's volleyball team were honoured with Ontario University Athletics (OUA) East Division awards:

- Spencer Dakin Kuiper, recipient of the Dale Iwanoczko Sportsman Award.
- Logan Mend, named to the OUA East first all-star team.
- Andrew Shotbolt, named to the OUA East first all-star team.
- Andrew Tauhid, named to the OUA East all-rookie team.

JD students Shakir Rahim and Maya Bretgoltz were named Third Place Team in 2018 Gale Cup Moot, Canada's premier bilingual law school mooting competition. Shakir Rahim also received the Dickson Medal for Exceptional Oralist Performance.

APPOINTMENTS

Osgoode alumnae, Justice Meghan McCreary and Justice Barbara J. Norell, were appointed to Her Majesty's Court of Queen's Bench for Saskatchewan in Regina and to the Supreme Court of British Colombia in New Westminster, respectively.

Alumna Helena Jaczek, previously the Minister of Community and Social Services, was appointed Ontario's Minister of Health and Long-Term Care, as well as Chair of Cabinet.

Previously a researcher at Osgoode and a member of the adjunct faculty at Schulich, Ena Chadha has been appointed the new Chair of the Human Rights Legal Support Centre in Ontario.

Alumna Britt McKee has been announced as the new Executive Director of EcoSource.

Osgoode Professor Mary Condon was appointed as an initial director of the proposed Capital Markets Regulatory Authority. Pending its establishment, Professor Condon has been appointed to the Board of Directors of the Capital Markets Authority Implementation Organization (CMAIO).

Angelina Mehta, who is currently pursuing a Master of Laws, was appointed director by Azimut Exploration Inc., a publicly traded Canadian mineral exploration company specializing in project generation supported by substantial exploration expertise.

Alumna Lindsay Bunce has been announced as the new Executive Director of Ontario EcoSchools.

Accenture, a global management consulting and professional services firm, appointed Schulich alumnus Ahmed Etman as managing director for its security practice in Canada.

The electric utility holding company Fortis Inc. announced the appointment of Osgoode adjunct professor James R. Reid as Executive Vice President, Chief Legal Officer and Corporate Secretary.

Osgoode Professor Jamie Cameron was appointed to the Nunavut Review Board, and reappointed to the Ontario Review Board.

Alumna Marlene Yakabuski was appointed the new President of the Ontario Road Builders' Association, the first woman to hold this role in the organization's history.

8

The Senate of York University – Minutes

Meeting: Thursday, February 15, 2018, 3:00 pm
Senate Chamber, N940 Ross

L. Beagrie (Chair)	L. Hammill	J. Podur
F. Van Breugel (Vice-Chair)	R. Hornsey	D. Priel
M. Armstrong (Secretary)	R. Innacito-Provenzano	M. Rajabi Paak
T. Abdullah	M. Jacobs	I. Roberge
H. Ali-Hassan	R. Jayawardhana	T. Sailsbury
J. Allen	R. Kenedy	L. Sanders
R. Allison	R. Koleszar-Green	A. Schrauwers
Y. Altamirano	J. Lazenby	L. Sergio
J. Amanatides	R. Lenton	D. Sinclair
I. Azari	C. Lewis	S. Slinn
K. Blake	D. Leyton-Brown	L. Sossin
H. Campbell	T. Loebel	L. Taylor
D. Clancy	W. Maas	G. Tourlakis
J. Clark	C. McAulay	E. van Rensburg
R. De Costa	M. McCall	G. Vanstone
W. Denton	A. Medovarski	R. Wellen
H. Edgell	M. Mekouar	J. Wu
C. Ehrlich	K. Michasiw	J. Yeomans
L. Farley	J. Michaud	M. Yimesghen
I. Ferrara	T. Moore	A. Zalik
N. Fisher-Stitt	J. Moores	
L. Fromowiz	D. Mutimer	
C. Germaine	J. O'Hagan	
A. Glasbeek	A. Perry	
J. Goldberg	L. Philipps	
R. Grinspun	B. Pilkington	
R. Hache	A. Pitt	
M. Hamadeh		

1. Chair's Remarks

The Chair of Senate, Professor Lesley Beagrie of the Faculty of Health, gave assurances that Senate Executive would live up to the letter and spirit of the Senate Policy on the Academic Implications of Disruptions.

A Senator criticized Senate Executive's actions during the disruption of 2015 and urged a discussion of the Committee's role so as to avoid missteps in future.

2. Minutes

At the request of a Senator, the minutes of the meeting of January 25, 2018 were moved to the regular agenda. Consideration was *deferred*.

The Senate of York University – Minutes

3. Business Arising from the Minutes

There was no business arising from the minutes.

4. Inquiries and Communications

There were no inquiries and communications.

5. President's Items

In her remarks President Lenton:

- acknowledged long-service faculty members honoured at a recent celebration
- provided an update on Sexual Violence on Campus initiatives, including a Campus Climate Survey growing out of the Ontario government's 2015 action plan, establishment of an advisory committee, and expansion of training and support for members of the community
- identified next steps in addressing Employee Engagement Survey results with particular emphasis on how the concept of excellence that is so prominent in University plans can be applied in workplaces throughout the University
- described the process for developing new decanal renewal guidelines and the thrust of changes that will be piloted over the next two years; guidelines for the renewal of the Deans / Principal are now under review

In response to questions, the President confirmed an understanding about the process for the possible renewal of Glendon's Principal. This will be a matter for further discussion with Glendon Faculty Council in March. The President will reflect on the eligibility of CUPE 3903 members for long-service recognition. It was argued that a lack of consultation with Senate before Decanal search procedures had been modified resulted in a fait accompli. A draft should be brought before the body for input that would enhance the chance for consensus and engagement. The President stressed that changes had been instituted so that new procedures could apply to searches in progress.

A question about student councils and health representatives was referred to the Vice-Provost Students. Concerns were expressed about deferred maintenance on the Glendon campus, and the President and Vice-President Finance and Administration described plans to seek additional funding that can be invested on the campuses. Consultations on the budget will also shed further light on allocations priorities.

A number of points were made about the prospect of a strike by CUPE 3903.

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

The Senate of York University – Minutes

Committee Reports

6. Executive Committee

a. Information Items

The Executive Committee's information items included the following:

- approval of members of Senate committees nominated by Faculty Councils
- a final call for expressions of interest in Senate Committee Membership and other positions elected by Senate
- concurrence with recommendations from the Sub-Committee on Honorary Degrees and Ceremonials, as a result of which four new candidates have been deemed eligible for honorary degrees and three have been approved for a further five year term; the Sub-Committee also has modified its guidelines such that individuals must be re-nominated to remain in the pool for more than ten years
- an action plan for the year developed by the Sub-Committee on Equity
- confirmation of the Committee's position about a request for discussion of senior appointments

Senate Executive was encouraged to set aside time for a discussion of the Decanal renewal guidelines in development and for the search procedures for other senior appointees.

7. Awards

The Awards Committee filed its annual report on undergraduate student awards distribution for 2016-2017. In response to a question about why it appeared that a substantially lower proportion of LA&PS students received support, the Chair agreed to obtain additional information.

8. Academic Standards, Curriculum and Pedagogy

a. Merger of 90-Credit degree programs in Mathematics & Statistics, Department of Mathematics & Statistics, Faculty of Science

It was moved, seconded and *carried* "**that Senate approve the merger of the seven existing 90-credit BA and BSc degree options within the Mathematics & Statistics Department into one 90-credit degree option in Applied Mathematics offered as both BA and BSc degrees**."

b. Establishment of the Black Canadian Studies Disciplinary Certificate, Department of Humanities, Faculty of Liberal Arts & Professional Studies

The Senate of York University – Minutes

It was moved, seconded and *carried* "**that Senate approve the establishment of the Black Canadian Studies Disciplinary Certificate within the Department of Humanities, Faculty of Liberal Arts & Professional Studies**."

c. Restructuring of the Indigenous Studies Stream, BA Program in Multicultural and Indigenous Studies, Department of Equity Studies, Faculty of Liberal Arts & Professional Studies

It was moved, seconded and *carried* "**that Senate approve restructuring the existing stream in Indigenous Studies within the BA program in Multicultural and Indigenous Studies to a BA degree program in Indigenous Studies housed in the Department of Equity Studies, Faculty of Liberal Arts and Professional Studies**."

d. Establishment of a Performance Creation Stream, BFA Program in Theatre, Department of Theatre, School of the Arts, Media, Performance and Design

It was moved, seconded and *carried* "**that Senate approve the establishment of a stream in Performance Creation within the BFA program in Theatre housed in the Department of Theatre, School of the Arts, Media, Performance and Design**."

e. Establishment of a Specialization in Artificial Intelligence in the MSc Program in Computer Science, Graduate Program in Electrical Engineering & Computer Science, Faculty of Graduate Studies

It was moved, seconded and *carried* "**that Senate approve the establishment of a Specialization in Artificial Intelligence within the MSc degree program in Computer Science, Graduate Program in Electrical Engineering & Computer Science, Faculty of Graduate Studies**."

f. Establishment of a Specialization in Data Science in the MA Program in Mathematics & Statistics, Graduate Program in Mathematics & Statistics, Faculty of Graduate Studies

It was moved, seconded and *carried* "**that Senate approve the establishment of a Specialization in Data Science within the MA degree program in Mathematics & Statistics, Graduate program in Mathematics & Statistics, Faculty of Graduate Studies, as set out in Appendix F**."

g. Information Items

ASCP reported that it had approved the following minor modifications:

Graduate Studies

Change of the International Business Law Specialization of the Professional LLM program from a duration of 4-terms to 3-terms (no change to requirements)

Change in name of the Neural and Biomechanical Control of Movement Field within the Graduate program of Kinesiology and Health Science to Neuroscience and Biomechanics
Minor change to degree requirements for the Social and Personality Psychology Specialization within the PhD program in Psychology
Minor change to degree requirements for the PhD program in Mechanical Engineering
Minor change to requirements for the Applied Statistics Specialization in the MA program in Mathematics and Statistics

Lassonde School of Engineering

Minor change to degree requirements for the BEng program in Mechanical Engineering
Minor change to degree requirements for the BEng program in Civil Engineering
Minor change to degree requirements for the BEng program in Electrical Engineering
Minor change to degree requirements for the BEng program in Software Engineering
Minor change to degree requirements for the BEng program in Computer Engineering
Minor change to degree requirements for the Atmospheric Science Stream within the Specialized Honours BSc program in Earth and Atmospheric Science

Liberal Arts & Professional Studies

Establishment of the rubric INDG for the BA programs in Indigenous Studies, Equity Studies

9. **Academic Policy, Planning and Research**

   a. Towards Incomparable Metrics

The Chair of APPRC opened a discussion pivoting around two questions about indicators – what is missing from the current list developed by APPRC and how could information be collected – by noting that the goal is to paint the fullest picture of York's scholarly activities in ways that overcome the limitations of conventional indicators. Comments from Senators suggested the following additions.

- translations of material used for teaching
- interactive web environments (webinars, Skype discussions with fieldwork researchers, etc. -- one example was with an off-shore oil rig, experiential education application)
- big data research and analysis + applications (particularly for AI)
- internal collaborations for institutional policy
- activities that "stays in the unit" – some activities do not result in publishable work (Senator will send an example) and may result, for example, in leadership development
- students' "random acts of kindness"

The Senate of York University – Minutes

It was suggested that the category of "print or electronic" in the list should be rendered as "digital." Asked how Faculties could best continue the dialogue and provide feedback, the Chair confirmed that material has been posted on a dedicated Website? He invited communications and confirmed that he would be available for collegial discussions.

b. CV Management Tool

APPRC reported that it had endorsed a collegial discussion of opportunities to pursue a CV management tool available throughout the University. The Chair outlined the benefits of such programs, and relayed the Committee's understanding that any data gathered should be anonymized and aggregated and not used for any other purpose except within the terms of collective agreements. There were, he said, legitimate worries of Orwellian specters, but these need not preclude exploring options and discussing boundaries.

During discussion a Senator argued that the apt metaphor is not Orwell's "Big Brother" but rather the television show Survivor with its winners and losers; in the game of ranking, only a few win and most lose. The Chair responded that gaming can be avoided if anonymized, aggregated information is showcased while identifiable individual CVs are fiercely firewalled; the true Orwellian nightmare is SMA3 and the prospect of a limited set of imposed indicators that do not tell the York story fully or well with serious financial consequences.

Other comments included the following:

- competition in the academy is always wrong [and if software is misused it will be deleterious]

- there are many software tools, and their commercial raison d'être and chief selling point is to sift and score; colleagues should be aware that the process of submitting CVs is covered by the YUFA collective agreement

- [endorses initiative and argues that] there are no inherent problems with software, rather it is the unauthorized use of data that presents solvable challenges; it would be extremely helpful to have the capacity for researchers working in non-traditional areas to make connections and create networks.

Provost Phiilipps demonstrated a program that can identify initiatives and track progress on IIRP recommendations as the overall plan is implemented. APPRC had made a number of suggestions about the presentation of information, and she welcomed additional feedback from Senators.

c. Other Information Items

APPRC also provided information on the following:

- Its reflections on the February 8 APPRC-ASCP Forum of Ideas (posters from the event were displayed in the Senate Chamber)
- a preliminary review of Faculty and YUL academic planning submissions and follow-up steps
- an update on the process leading to Senate approval of a new Strategic Research Plan
- the Committee's comments on revised Decanal Search Procedures
- input into an Internationalization Review Panel's terms of reference
- progress on 2017-2018 priorities established in the autumn

10. Academic Policy, Planning and Research and Academic Standards, Curriculum and Pedagogy

APPRC and ASCP conveyed a Report from the Joint Sub-Committee on Quality Assurance.

11. Other Business

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

Consent Agenda Items

12. Changes to Requirements for BA and iBA Programs in English, Department of English, Glendon

Senate *approved by consent* an ASCP recommendation to change to requirements for the suite of BA and iBA degree options within the English Program at Glendon, as set out in Appendix G of the ASCP Report.

13. Establishment of a Co-Operative Education Option, BSc and BA Programs in Computer Science and Computer Security, Department of Electrical Engineering and Computer Science, Lassonde School of Engineering

On a recommendation from ASCP, Senate *approved by consent* the establishment of a Co-Operative Education Option within the Honours BA and BSc programs in Computer Science and Computer Security housed in the Department of Electrical Engineering and Computer Science, Lassonde School of Engineering.

14. Changes to Requirements for the MA Program in Theatre and Performance Studies, Graduate Program in Theatre, Faculty of Graduate Studies / AMPD

The Senate of York University – Minutes

Senate *approved by consent* the addition of a Research-Creation MRP to the options for completing the degree requirements for the MA program in Theatre and Performance Studies anchored in the School of Arts, Media, Performance and Design.

15. **Changes to Requirements for Clinical Neuropsychology within the MA and PhD Programs in Clinical Psychology • Graduate Program in Psychology • Faculty of Health / Faculty of Graduate Studies**

   Senate *approved by consent* an ASCP recommendation to change the requirements for the Clinical Neuropsychology specialization within the graduate degree programs in Clinical Psychology as follows:

   - 30 hours of program sanctioned participation in the York University Psychology Clinic for the MA program, in addition to the existing Practica requirement

   - 20 hours of program sanctioned supervision of students in the York University Psychology Clinic for the PhD program, in addition to the existing Practica requirement

16. **Changes to Requirements for the Master of Science in Nursing Program • Graduate Program in Nursing • Faculty of Health / Faculty of Graduate Studies**

   Senate a*pproved by consen*t an ASCP recommendation to change requirement that students achieve a grade of B in core courses in order to progress in the Master of Science in Nursing program, and that students who do not achieve a B after two attempts at a core course be exited from the program.

17. **Closure of the Geomatics Science Stream, Honours BSc Program in Earth & Atmospheric Science • Earth & space Science & Engineering • Lassonde School of Engineering**

   Senate *approved by consen*t an ASCP recommendation to close the Geomatics Science Stream within the Honours BSc Program in Earth & Atmospheric Science housed in the Department of Earth & Space Science & Engineering.

L. Beagrie, Chair   _____

M. Armstrong, Secretary   _____

The Senate of York University – Minutes

Special Meeting: Thursday, March 8, 2018, 3:00 pm
Senate Chamber, N940 Ross

L. Beagrie (Chair)	J. Goldberg	A. Pitt
F. Van Breugel (Vice-Chair)	M.Guzman	J. Podur
M. Armstrong (Secretary)	R. Habib	C. Popovic
T. Abdullah	R. Hache	E. Porco
H. Ahmed	M. Hamadeh	L. Porco
H. Ali-Hassan	L. Hammill	D. Priel
J. Allen	D. Hastie	F. Quadir
R. Allison	M. Herbert	M. Rajabi Paak
C. Atila	R. Hornsey	A. Rakhra
J. Amanatides	R. Innacito-Provenzano	A. Ricci
T. Amandi	R. Irving	I. Roberge
K. Amoui	M. Jacobs	K. Rogers
M. Annisette	S. Karimi	T. Sailsbury
G. Audette	R. Kenedy	L. Sanders
A. Avolonto	M. Khalidi	V. Saridakis
I. Azari	A. Khullar	A. Schrauwers
A. Belcastro	J. Kirchner	L. Sergio
M. Biehl	M. Kiumarsi	M. Sers
K. Bird	R. Koleszar-Green	J. Sharma
K. Blake	J. Lazenby	S. Siddiqui
S. Bohn	R. Lenton	P. Simard
H. Campbell	C. Lewis	D. Sinclair
M. Cobblah	D. Leyton-Brown	D. Skinner
D. Clancy	T. Loebel	S. Slinn
J. Clodman	A. Lopo	A. Solis
N. Coulter	W. Maas	L. Sossin
A. Czekanski	M. Macaulay	D. Steinfeld
A. Daley	J. MacDonnell	A. Supapol
A. Davis	L. Martin	P. Szeptycki
K. Davis	M. McCall	T. Tanweer
S. Day	P. McDonald	L. Taylor
R. De Costa	A. Medovarski	K. Thomson
W. Denton	M. Mekouar	C. Till
D. Doorey	J. Mensah	G. Tourlakis
C. Dumont	K. Michasiw	E. van Rensburg
H. Edgell	J. Michaud	G. Vanstone
C. Ehrlich	J. Moores	B. Vickerd
L. Farley	M. Morrow	R. Waugh
I. Ferrara	A. Mukherjee-Reed	R. Wellen
N. Fisher-Stitt	D. Mutimer	L. Wood
L. Fromowiz	P. Nguyen	J. Wu
B. Gainer	A. Norwood	J. Yeomans
G. Georgopoulos	A. Perry	M. Yimesghen
C. Germaine	L. Philipps	A. Zalik
L. Giuliano	B. Pilkington	
A. Glasbeek		

The Senate of York University – Minutes

1. Chair's Remarks

The Chair wished Senators a Happy International Women's Day and urged support for the REDress Project. This called for special appreciation of the meaning of Land Acknowledgment read at the beginning of meetings. Strikes entail stresses and it was important for members of the community to treat one another with respect and understanding. She reminded those in attendance in the Chamber and the overflow room that audio and visual recordings, including social media posts, are not allowed without permission.

The special meeting had been called in response to a petition from the minimum number of Senators to have a collegial discussion of the role of Senate and Senate policy in a disruption. Only business identified on the agenda page may be transacted. Motions received by the Committee after the special meeting arrangements had been made would not normally be taken up but, as a courtesy to the drafters, the Executive Committee had reviewed them in anticipation of the discussion of the role of Senate and Senate policy. The Committee determined that the motion submitted by Senators Wellen and Paak was premature given the purpose of the meeting, and that a motion submitted by Senators Maas and Macaulay was tributary. It was therefore the decision of the Executive Committee that their consideration should be deferred. Senate Executive will reflect on the discussion at the special Senate meeting when revisiting the status of the motions.

It was moved and seconded "**that the ruling of the Chair that motions submitted to the Executive were out of order be challenged**." With the Vice-Chair now presiding, the mover elaborated on the reasons for the challenge and the Chair responded.

The mover argued that the motions, which called for or expressed an opinion about the suspension of academic activities, were in order based on the authority granted in Senate policy, precedents from previous disruptions about the process by which classes were suspended or resumed, the fact that a motion to contest the resumption of classes in 2015 proceeded to Senate debate without impediment, and a legal judgment speaking to Senate's role. The Chair emphasized that the motions had not been ruled out of order but rather deferred in keeping with Senate Executive's mandated responsibility to ensure that items of business are ready for Senate consideration. There was, in essence, no basis for a challenge since the Chair had not ruled the motions out of order: their absence from the agenda reflected a decision, properly taken and justified, to delay consideration pending Senate discussion of matters related to the motions.

Various points of order were raised and questions were posed in a flurry of interventions, many turning on the interplay of Senate rules, the authority of Senate Executive to construct agendas and ensure that items are ripe for consideration, and

the status of the motions if the challenge was upheld. For some, it was not possible to challenge a decision of the Executive Committee and no vote should be recorded. For others it was deemed essential that Senate have a say on an urgent matter and a successful challenge would allow debate on a duly framed motion. Among the key issues dealt with were the following:

- with regard to contentions that Senate Executive does not have the mandate to defer consideration of an item of business, or that items are either out of order or they must proceed to the floor, the Chair cited Senate rules addressing the delaying or withholding of items

- to the argument that all actions by Senate Executive with regard to the agenda are subject to challenge, it was noted that this applies to rulings that a motion is out of order, and no such ruling had been made

- in response to the view that no new business may be transacted at a special meeting, it was contended that such an interpretation was overly restrictive given the urgent desire of Senators to express themselves on a matter that needed prompt resolution

At various junctures it was objected that some of the points being made were straying into substantive aspects and should be held over to the discussion planned by the Executive Committee in response to petitioners.

On a point of privilege, it was stated that an additional document in support of the motion submitted by Senators Wellen and Paak (that is, the ruling in *Turner v. York University*) had not been provided to Senate Executive members as requested. The Chair confirmed that the document, which was forwarded after the motion, had not been provided directly to Executive members who nevertheless received the document in a subsequent posting on the Senate listserv.

Asked to clarify the nature of the challenge and its impact on the business of the day, the Vice-Chair noted that a vote to uphold the challenge would not lead to debate of any motion not properly before Senate.

For greater certainty, the wording of the challenge was recast as follows:

> **"A Senator has challenged the decision made by the Executive Committee to defer consideration of motions. Do you agree with the challenge?"**

On a vote of 53-54 the challenge was *defeated.*

2. Executive Committee Report

The Senate of York University – Minutes

The Vice-Chair presented the report of the Executive Committee. A chronology of the Committee's actions prior to the disruption that began on March 5 was *noted*. There were no questions about the summary.

At the outset of a discussion of the role of Senate and Senate policy, the Secretary of Senate was invited to comment on the legislative framework governing the cancellation of classes. Her conclusion was that Senate and its Executive Committee did not have the authority to issue a blanket cancellation of classes. The *Turner* case, cited in arguments that authority did reside with Senate and the Executive, was not germane since the decision did not involve the question of which governing body has authority to suspend classes during a disruption.

In response, it was argued that the denial of Senate's jurisdiction was at odds with precedent, the views of former chairs of Senate and senior academic administrators involved in disruption-related decisions, and the assignment of responsibilities under the *York Act*. Senate Executive's decisions to suspend or resume in the past have been uncontested.

The following were among the views expressed as the discussion unfolded:

- it would be helpful for Senate Executive to indicate when a vote on motions it had received will be scheduled

- although the language in the applicable policies is ambiguous, past actions by the Executive have been explicitly grounded in them and there is no doubt about Senate's authority

- the Disruptions Policy makes no reference to cancellations, and the Class Cancellation Policy refers to exceptional situations and emergencies

- there is a distinction between oversight of academic integrity and labour relations, and Senate Executive has been guided by the former and careful not to intrude on the latter

- Senate minutes dating to 2001 affirm that individual faculty members can opt to teach only on rescheduled days and thus carry out their contractual obligations

- Senate must not inadvertently insert itself in labour relations or act unilaterally

- faculty members and students must have the liberty to continue whenever possible

- the Board has fiduciary responsibilities but cannot determine the conduct of academic activities

The Senate of York University – Minutes

- framing the question as a discussion only is confusing, for Senate should engage in a dialogue ending with resolution and clarity

- the primary obligation of Senate in a disruption is to ensure academic integrity in accordance with the Disruptions Policy

- faculty members are empowered to determine academic integrity and can decide not to proceed with instruction if it is compromised; the "no diminution" clause of the Disruptions Policy presupposes the capacity to suspend academic activities

- the rationale for not continuing includes academic integrity, safety concerns, mental health owing to anxieties and confusion, and, in Faculties such as Glendon, the cessation of a great majority of courses and the unfairness this creates

- there is no confusion at Glendon – the status of courses is up to date and accessible

- Psychology in Health held an open forum to share views in a respectful and collegial environment; the breadth of pedagogical experiences makes the decision to continue courses where possible understandable, and there are special dilemmas for graduate students who must fulfill placements

- the refutation of "unilateral" authority is new to the vocabulary of disruptions and leads to the question of whether or not it would be in the Executive Committee's power to turn down a request from the administration to suspend; it was not clear why the issue has arisen now

- if the Executive Committee did disagree, this would have to be taken into consideration; on the question of why there is an issue with this strike, the scenario of 2015 was quite different in that there were specific requests to resume based on remediation plans

- Senate should steer clear of labour relations but it is appropriate for Senate to address questions raised by policy interpretations

- we should trust colleagues to make the right decisions about the implementation of accommodations, the preservation of academic integrity, the provision of alternative access, and the ability – or not -- to continue

- trust should be extended to programs or Faculty Councils that decide to suspend academic activities

- blanket suspensions do not work given the diversity of Faculties and programs

- in any scenario, students should be paramount and they should be advised about options as soon as possibility; it is disheartening that the community is divided, and a goal should be the restoration of solidarity and collegiality

The Senate of York University – Minutes

- the urgency attached to the motions that have not been cleared for debate arises from an appropriation of power by the Senate and the new understanding of policies that has emerged

It was moved, seconded and *carried by the necessary two-thirds majority* "**that the meeting be extended by ten minutes.**"

- the continuation of academic activities fundamentally respects the diversity of Faculties and remediation plans are key to ensuring that Senate policy is applied

- students are concerned that reasonable alternative access to course materials is not being furnished, that the Disruptions Policy is being flaunted when arbitrary changes to the grading scheme are being instituted prematurely; Senate must enforce the policy

- students are facing difficult choices; it is critical that safety be prioritized; students should not be required to cross picket lines and face intimidation

- the situation that has developed was knowable and avoidable

- a constitutional crisis can be avoided if we focus on individual faculty members and their classes

The Executive Committee will reflect on the discussion as it continues to discharge its responsibilities under the Disruptions Policy.

The meeting *adjourned* at 5:10 p.m.

L. Beagrie, Chair   _____

M. Armstrong, Secretary   _____

York University Board of Governors
Synopsis

457th Meeting held on 27 February 2018

Appointments

Bruno Bellissimo as the York University Retirees Association (YURA) nominee on the Pension Fund Board of Trustees for a three-year term commencing 1 March 2018.

Tammy Paglia as the York University Staff Association (YUSA) nominee on the Pension Fund Board of Trustees for a three-year term commencing 1 March 2018.

Approvals

An $8.2M capital project for the installation of artificial turf and a seasonal inflatable dome on the Lions Stadium.

A $50.5M capital project for the design and construction of a new building for the School of Continuing Studies.

An increase of $740K to the $16.8M budget for the central utilities and co-generation upgrade project on the Keele campus.

The February 2018 report on appointments, tenure and promotions.

An increase in the centrally collected ancillary fees of 2.50% in 2018-2019, effective May 1, 2018.

Changes to the 2018-2019 Mandatory Meal Plan rates as follows:

Mandatory Meal Plans	% Increase
Bronze	10
Silver	10
Gold	11
Platinum	11
Convenience	6

Increases to 2017-2018 undergraduate residence rates as follows:

- 3.7% for all double and single room types in the traditional dormitory-style residences
- 3% for suite-style rooms in Calumet and Bethune Residences
- 1.5% for suite-style rooms in Pond Residence
- from $250 to $300 for the room acceptance deposit
- from $30 to $50 for the application fee

York University Board of Governors
Synopsis

Increases to rental rates in the Graduate / York Apartments for 2018-19 as follows:

- 1.8% for all units with continuing leases
- 3.3% for units with new leases in Passy Garden Apartments (inclusive of 1.5% for capital fund generation in support of the general renewal of housing stock.)

An extension of the current E-Procurement contract with JAGGAER for a further ten years covering the period of June 29, 2021 to June 29,2031, at a total value of $4.61million.

Updates to the Banking Resolution to reflect recent changes in University Officers.

Presentations

From the President on mid-year reflections on year one of her presidency, and updates on labour relations, and the decanal and Provost searches in progress.

From the Executive Director, Community Support and Services, Office of Student Community Relations (OSCR) on the implementation of the Sexual Violence Policy.

From the Vice-President Finance and Administration an update on the implementation of the new SHARP budget model.

Reports Received

Brief reports from each of the Executive, External Relations, Finance and Audit, and Governance and Human Resources committees on matters discussed in their meetings this Board cycle.

The agenda and supporting documentation is posted on the Board of Governors website at:

http://secretariat.info.yorku.ca/files/board-agenda-20180227.pdf

Maureen Armstrong, Secretary