



The Senate of York University

Notice of Meeting

to be held at 3:00 pm. on Thursday, January 26, 2012
in the Senate Chamber, N940 Ross Building.

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The Senate of York University

**Minutes**

of the meeting held at 3:00 pm on Thursday, November 24, 2011  
in the Senate Chamber, Ross Building.

S. Dimock, <i>Chair</i>	P. Giordan	A. Macpherson	J. Rudolph
M. Adriaen	S. Grace	J. Magee	P. Ryan
J. Allen	E. Gutterman	C. Mallette	L. Sanders
J. Amanatides	R. Hache	A. Mazurkov	S. Schoenfeld
K. Anderson	D. Hastie	M. McCall	S. Schrauwers
C. Archer	C. Heron	I. Mgbeoji	R. Sheese
A. Asif	E. Honarparvar	G. Mianda	M. Singer
E. Asselstine	C. Hudak	K. Michasiw	H. Skinner
A. Belcastro	V. Hunt	P. Monahan	J. Sloan
R. Ber	C. Iness	V. Monty	A. Sookrah
G. Brewer	M. Jacobs	B. Morgan	Y. Sorokin
D. Callison	J. Johnson	A. Mukherjee Reed	B. Spotton Visano
P. Cumming	T. Knight	R. Mykitiuk	A. Tarc
N. Dlamini	J. Kowal	A. Naipaul	R. Tiffin
L. Donaldson	J. Kozinski	N. Nariani	G. Tourlakis
S. Dranitsaris	M. Larochelle	P. Ng	W. van Wijngaarden
J. Duklas	R. Lenton	J. O'Hagan	R. Webb
J. Edmondson	S. Lewis	C. Oliver	T. Wesson
C. Ehrlich	H. Lewis, <i>Secretary</i>	S. Pagiatakis	K. White
J. Elder	D. Leyton-Brown	J. Pichini	M. Wiktorowicz
L. Farley	S. Ling	A. Pitt	P. Wilkinson
M. Figueredo	C. Lipsig-Mumme	J. Podur	J. Yeomans
D. Freake	K. Little	B. Rahder	A. Zalik
R. Furguele	J. Llambias-Wolff	A. Ricci	
L. Gilbert	L. Lo	M. Rioux	

**1. Chair's Remarks**

On the occasion of her final meeting as Chair, Senator Dimock expressed her gratitude to Senators and to the University Secretariat for their support, cited major accomplishments during her tenure, and asked the Vice-Chair to summarize the discussion at a meeting of the Board and Senate Executive Committees which took place on November 1.

**2. Minutes**

It was moved, seconded and *carried* "that Senate approve the minutes of the meeting of October 22, 2011."

**3. Business Arising from the Minutes**

There was no business arising from the minutes.

**4. Inquiries and Communications**

**4.1 Academic Colleague to the Council of Ontario Universities**

Senate *received* a written report from the COU Colleague, Senator Sanders, on major issues under discussion at the Council of Ontario Universities.

## 5. President's Items

Dr Shoukri introduced Vice-President Advancement Jeffrey O'Hagan and commented on the following matters:

- a transformative donation from Pierre Lassonde for Engineering
- highlights of his recent trip to Asia
- the provincial government's investment plans for postsecondary education and the appointment of Glen Murray as the Minister of Training, Colleges and Universities
- the possibility of establishing three new campuses, and possible implications for York
- tuition rebates for students
- items under consideration at the Council of Ontario Universities
- the ongoing work under the PRASE framework and the establishment of a budget committee with the objective of maximizing resources for academic activities
- recent accomplishments by members of the York community

## 6. Senate Committee Reports

### 6.1 Senate Executive

#### 6.1.1 Nominations

It was moved, seconded and *carried* **“that nominations be closed.”** As a result the following individuals were elected to Senate committees and other positions:

- Roxanne Mykitiuk, Associate Professor as the Vice-Chair of Senate effective January 1, 2012
- Niru Nirupama, Associate Professor, Administrative Studies, Liberal Arts and Professional Studies to the Academic Standards, Curriculum and Pedagogy Committee
- Eileen Fischer, Professor, Schulich and Norma Sue Fisher-Stitt, Professor, Dance, Fine Arts to the Awards Committee
- Jack McConnell, Professor, Earth and Space Science and Engineering, Faculty of Science and Engineering to the Tenure & Promotions Committee

#### 6.1.2 Information was provided by Senate Executive about the following:

- the Committee's approval of individuals nominated by Faculty Councils to serve on Senate committees: Academic Policy, Planning and Research: Tom Loebel, Associate Professor, English (Graduate Studies) and Anna Agathangelou, Associate Professor, Political Science (Liberal Arts and Professional Studies; Honorary Degrees and Ceremonials: Juliano Pichini, undergraduate Student Senator, Liberal Arts and Professional Studies
- vacancies on Senate committees
- the agenda of the Equity sub-committee

### 6.2 Academic Standards, Curriculum and Pedagogy

#### 6.2.1 Establishment of a Certificate in Sustainable Energy in the Faculty of Environmental Studies, effective Fall-Winter 2012-2013

It was moved, seconded and *carried* **“that Senate approve the establishment of a Certificate in Sustainable Energy in the Faculty of Environmental Studies, effective Fall-Winter 2012-2013.”**

#### 6.2.2 Length of Completion Policy for the 2nd Entry and Post RN Internationally Educated Nurses BScN Programs in the School of Nursing, Faculty of Health

It was moved, seconded and carried **“that Senate approve a Length of Completion Policy for the 2nd Entry and Post RN Internationally Educated Nurses BScN Programs in the School of Nursing, Faculty of Health.”**

#### 6.2.3 Leave of Absence Policy for BScN Programs in the School of Nursing, Faculty of Health.

It was moved, seconded and carried **“that Senate approve a Leave of Absence Policy for BScN Programs in the School of Nursing, Faculty of Health.”**

#### 6.2.4 Consent Agenda Items

Senate approved by consent ASCP recommendations to

- revise the BAsc Language Proficiency Score Requirements
- revise the degree requirements, MA and PhD, Psychology, Graduate Studies
- revise the degree requirements, MSW, Graduate Studies
- revise the degree requirements, Biology, Science and Engineering
- revise the degree requirements, Italian Studies, Liberal Art and Professional Studies
- revise the degree requirements, Space Engineering, Science and Engineering
- revise the degree requirements, Environmental Biology, Science and Engineering

#### 6.2.5 Information Items

ASCP’s report included information on the Committee’s approval of changes to:

- the admission requirements for the two-year Master in Social Work (MSW) degree, Faculty of Graduate Studies
- the degree requirements for the Honours Minor and 90-credit BA programs in Italian Studies, Faculty of Liberal Arts & Professional Studies
- the degree requirements for the BSc program in Environmental Science, Faculty of Science & Engineering

#### 6.3 Academic Policy, Planning and Research

##### 6.3.1 Transfer of Professional Writing from the Department of English to the Department of Writing, Faculty of Liberal Arts and Professional Studies

It was moved, seconded and carried **“that Senate approve the Transfer of Professional Writing from the Department of English to the Department of Writing, Faculty of Liberal Arts and Professional Studies.”**

##### 6.3.2 Transfer of Degree Program in Social Science from the Department of Equity Studies to the Department of Social Science, Faculty of Liberal Arts and Professional Studies

It was moved, seconded and carried **“that Senate approve the Transfer of Professional Writing from the Department of English to the Department of Writing, Faculty of Liberal Arts and Professional Studies.”**

##### 6.3.3 Planning for Engineering

Dean Koziński briefed Senate on planning for Engineering. His report covered the vision for a new Faculty and expanded Engineering programs, enrolment projections, curriculum, inter-Faculty cooperation, funding, and relationship to Engineering professions.

##### 6.3.4 Autumn Report of the Vice-President Research and Innovation

In his first report to Senate, Vice-President Haché provided Senate with updated research performance indicators and discussed his priorities, keys to research intensification as called for in the University Academic

Plan, the formalization of advisory groups, and plans to celebrate research. His report was posted with the online version of APPRC's report at

<http://www.yorku.ca/secretariat/senate/agenda/2011-2012/November/Agenda.pdf>

### 6.3.5 Information Items

Senate received information from APPRC on the following matters:

- the Academic Innovation Fund
- emerging planning issues
- changes to the Travel Grants application form

## 7. Other Business for Which Due Notice Had Been Given

### 7.1 Accommodations for Students on February 1, 2012

It was moved, seconded and *carried* **“that Senate declare February 1, 2012 a day of academic accommodation; and that all course directors be asked through the Deans/Principal to: avoid scheduling exams, tests, presentations or other work on that day and to establish reasonable extensions of deadlines for other graded work due that date and to provide reasonable academic accommodations to students who choose to attend the February 1<sup>st</sup>, 2012 Day of Action, including reasonable alternative access to materials covered during their absence.”**

## 8. Other Business

There being no further business, Senate adjourned at 5:00 p.m.

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S. Dimock, Chair

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H. Lewis Secretary

**York University  
Board of Governors  
Synopsis of the 421<sup>st</sup> Meeting**

***At its 421<sup>st</sup> meeting held on 5 December 2011, the Board of Governors of York University:***

*Approved, on the recommendation of the Executive Committee:*

- York University's incorporation of a wholly-owned corporation under the laws of India to permit the University to operate directly in India; and
- authority for the University to execute all such documents as may be necessary and desirable to effect the incorporation.

*Approved, on the recommendation of the Academic Resources Committee the President's November 2011 report on Appointments, Tenure and Promotion.*

*Approved, on the recommendation of the Finance and Audit Committee the following capital projects:*

- various enabling and infrastructure works required to prepare the site for the Pan Am athletics stadium on the Keele campus (\$6.2 million);
- the relocation of the administrative units and staff presently housed in the East Office Building (EOB) required as part of the preparation of the site for the Pan Am athletics stadium (\$5.1 million)
- the complete window replacement of two York University apartment buildings, #340 and #380 Assiniboine Road (not to exceed \$1.5 million)

*Approved the Long-term Ancillary Plan.*

*Approved on Consent:*

- authorization for the Vice President Finance & Administration, the Vice-President Advancement, the Assistant Vice- President Finance & CFO and the Treasurer to instruct DWM Securities Inc. to accept, sell and redeem securities received as donations for the benefit of York University

*Received, from the President an update on ongoing projects and issues, including:*

- China/internationalization
- Pierre Lassonde's gift to the University in support of the Engineering program
- Efforts to address the budget shortfall and enhance operational efficiency

*Received and discussed, information reports from the Executive, Academic Resources, Community Affairs, Finance and Audit, Governance and Human Resources, Investment and Land and Property Committees.*

*Harriet Lewis, Secretary*

## Academic Colleague's Report / January 2012

Senator Sanders has provided the following summary of issues under consideration by the Council of Ontario Universities. It is based on fuller updates provided by COU in November and December.

Issue	Capsule Description
University Operating Funding	In Budget 2011, the Ontario government announced a multiyear commitment to fund enrolment increases over the next five years.
Reduction in spending in executive offices	<p>The 2011 budget announced that the government will reduce funding for executive offices of specific transfer payment agencies by 10% over two years.</p> <p>Subsequent clarification was that existing funding was to be redirected by institutions – this is not a reduction in operating grants/transfer payments</p>
Planning and Funding of Enrolment	COU has developed a proposal concerning planning and funding changes in enrolment
Capital Funding and Planning	The Ontario government re-committed to development of a 10-year infrastructure plan, beginning in 2011. MTCU, with support from the Ministry of Infrastructure, is developing a long-term capital planning process to meet the province's infrastructure needs, including those in the postsecondary sector
Condition of University Facilities	Adjustment to Facilities Renewal Program (FRP) announced in Budget 2010
Facilities Condition Assessment Program (FCAP)	The report of the Task Force of the Council of Senior Administrative Officers (CSAO) and the Ontario Association of Physical Plant Administrators (OAPPA) highlighted the sector's deferred maintenance backlog, which reached \$1.97 billion in 2011.
Tuition Framework for 2010-11 and 2011-12	In March 2010, the government announced a two-year tuition framework as well as changes to OSAP and the Tuition Set-Aside Requirements
Student Access Guarantee (SAG)	Changes to the SAG guidelines in 2011-12
Teacher Education Funding	Adjustment to Teacher Education Funding announced as part of Budget 2010.
Applications for Fall 2011-12	The Ontario Universities' Application Centre (OUAC) releases monthly statistics between January 2011 and September 2011 on applications to first year undergraduate programs.
Credit Transfer: Student Mobility Pathways	The provincial government would like student mobility and pathways enhanced at the postsecondary level.

Teaching and Learning	Ontario universities are collaborating to share ideas and information on teaching and learning innovations to improve student engagement and learning outcomes.
Online Institute	The provincial government has announced that an online institute for the postsecondary sector will be established
International	The Throne Speech announced and the Ontario Budget in March 2010 confirmed the government's goal to increase international student recruitment by 50% over the next five years.
Advocacy Initiatives	In preparation for the Ontario election, COU embarked on two initiatives with the encouragement of the Government and Community Relations Committee.
Quality Assurance	Transition to new Quality Assurance Framework
University Pension Plans	Unmanageable solvency and going concern special payments
COU Going Greener Forum and Annual Report	In November 2009, Executive Heads signed a pledge to publish an annual report on how Ontario universities are going greener, and to provide forums for the discussion and development of solutions regarding sustainability issues.
Recommendation of the Standing Committee on Public Accounts related to the 2007 Annual Report of the Auditor General of Ontario Universities – <i>Management of Facilities</i>	The Space Management Committee is drafting a response to the Standing Committee's recommendation that COU provide data to MTCU on " <i>how much of the money provided by the Ministry to universities for deferred maintenance in the university fiscal years 2005-06, 2006-07, 2007-08 and 2008-09, was spent on deferred maintenance, and shall report this information to the Standing Committee on Public Accounts.</i> "
Inter-University Transit Services (IUTS)	COU continues to streamline the IUTS to focus on its primary function – to move library books between institutions.
Council of Finance Officers – Universities of Ontario (COFO-UO)	COFO-UO Survey Automations
Directives on Perquisites in the Broader Public Sector	Amendments to the <i>Broader Public Sector Accountability Act, 2010</i> (BPSAA), included in Bill 173 (2011 budget act), will authorize Management Board of Cabinet to issue directives on perquisites in the broader public sector (BPS).
Innovative Ideas: Improving Efficiency at Ontario Universities	Staff from the Ministry of Finance (MOF) BPS Supply Chain Secretariat approached COU in regards to available funding for universities through the OntarioBuys program.
Ontario Council on University Research (OCUR)	Harmonization of Research Ethics Ontario Research Fund (ORF) Federal ADM Integration Board Research Matters High Performance Computing (HPC)
Accessibility	EnAbling Change Partnership – Foundational Toolkit (now called "Accessibility Toolkit")



	EnAbling Change Partnership – Faculty Toolkit
	Integrated Accessibility Regulation
Mental Health	Mental Health and Addictions
Indigenous Masters of Public Administration	The Aboriginal Education Office at the Ministry of Education and the Ministry of Training, Colleges and Universities has engaged COU to provide advice for the development of a Request for Proposals (RFP) to be sent to universities for the creation of an Indigenous Masters of Public Administration (IMPA)
Council of Ontario University Programs in Nursing (COUPN) and the Ontario Council of University Programs in Rehabilitation Sciences (OCUPRS)	Clinical Education
COUPN Primary Health Care Nurse Practitioner Consortium	Establishing a PHCNP Provincial Office
Ontario Interdisciplinary Council on Aging and Health (OICAH): Promoting Productive Partnerships among Colleges, Universities and Long-Term Care Homes	Long-Term Care Home Centres of Learning, Research and Innovation
Workplace Safety and Insurance Board (WSIB) Pilot Project	Streamlining the MTCU internal WSIB process for health sciences programs

## December Update

Subject	Capsule Description
University Operating Funding	In Budget 2011, the Ontario government announced a multiyear commitment to fund enrolment increases over the next five years.
Planning and Funding of Enrolment	COU has developed a proposal concerning planning and funding changes in enrolment.
Capital Funding and Planning	The Ontario government re-committed to development of a ten-year infrastructure plan, beginning in 2011. MTCU, with support from the Ministry of Infrastructure, is developing a long-term capital planning process to meet the province's infrastructure needs, including those in the postsecondary sector.
Condition of University Facilities	Adjustment to Facilities Renewal Program (FRP) announced in Budget 2010

Facilities Condition Assessment Program (FCAP)	The report of the Task Force of the Council of Senior Administrative Officers (CSAO) and the Ontario Association of Physical Plant Administrators (OAPPA) highlighted the sector's deferred maintenance backlog, which reached \$1.97 billion in 2010.
Tuition Framework for 2012-13 and beyond	The current tuition framework expires this academic year and a new tuition framework is needed soon for planning, budgeting and recruitment purposes.
Ontario Tuition Grants	Implementation of the Liberal commitment to introduce grants to students to offset tuition costs
Student Access Guarantee (SAG)	SAG requirements in 2011-12
Ontario Education Number (OEN)	MTCU is moving forward with the implementation of the OEN in the postsecondary sector.
Teacher Education Funding and Proposed Restructuring	Implementation challenges arising from adjustments to teacher education programs
Applications for Fall 2011-12	The Ontario Universities' Application Centre (OUAC) releases monthly statistics between January 2011 and September 2011 on applications to first year undergraduate programs.
Credit Transfer: Student Mobility Pathways	The provincial government would like student mobility and pathways enhanced at the postsecondary level.
Ontario Council on Articulation and Transfer (ONCAT)	Universities are considering membership in a new coordinating body for credit transfer.
Teaching and Learning	Ontario universities are collaborating to share ideas and information on teaching and learning innovations to improve student engagement and learning outcomes.
Online Institute	The provincial government has announced that an online institute for the postsecondary sector will be established.
International	In 2010, the Ontario government articulated a goal to increase international student recruitment by 50% over five years.
Advocacy Initiatives	COU has embarked on a strategy to promote the quality of the student experience and the outcomes of their education throughout 2012, in addition to its ongoing advocacy on issues such as the tuition framework.
Quality Assurance	Transition to new Quality Assurance Framework
University Pension Plans	Unmanageable solvency and going concern special payments
COU Going Greener Forum and Annual Report	In November 2009, Executive Heads signed a pledge to publish an annual report on how Ontario universities are going greener, and to provide forums for the discussion and development of solutions regarding sustainability issues.

Recommendation of the Standing Committee on Public Accounts related to the 2007 Annual Report of the Auditor General of Ontario Universities – <i>Management of Facilities</i>	The Space Management Committee is drafting a response to the Standing Committee’s recommendation that COU provide data to MTCU on the utilization rates for each university for each category of academic space.
Council of Finance Officers – Universities of Ontario (COFO-UO)	COFO-UO Survey Automations
Domestic Violence Committee	The Chief Coroner’s office recommended that OACUSA (Ontario Association of College and University Security Administrators), a COU affiliate reporting to CSAO, “should develop a consistent and comprehensive plan, in collaboration with health and counseling services available on campus, to educate students on the nature and risks of violence in dating relationships through public education campaigns and outreach programs to students dealing with intimate violence.”
Ontario Council on University Research (OCUR)	Harmonization of Research Ethics Ontario Research Fund (ORF) Federal ADM Integration Board Research Matters High Performance Computing (HPC)
Accessibility	EnAbling Change Partnership – Foundational Toolkit (now called “Accessibility Toolkit”)
	EnAbling Change Partnership – Faculty Toolkit
	Student Competition on Accessible Innovative Designs
	Integrated Accessibility Regulation
Mental Health	Mental Health and Addictions
Indigenous Masters of Public Administration	The Aboriginal Education Office at the Ministry of Education and MTCU has engaged COU to provide advice for the development of a Request for Proposals (RFP) to be sent to universities for the creation of an Indigenous Masters of Public Administration (IMPA).
COUPN and OCUPRS initiatives	Clinical Education
Collaborative Nursing Agreements	Best Practices in Collaborative Nursing Agreements
COUPN Primary Health Care Nurse Practitioner Consortium	Establishing a PHCNP Provincial Office
Workplace Safety and Insurance Board (WSIB) Pilot Project	Streamlining the MTCU internal WSIB process for health sciences programs

Accountability for Medical Education Funding	Aligning with the government's agenda of quality and sustainable healthcare and medical education, COFM has developed a document <i>Towards a Comprehensive Accountability Framework for the Funding and Delivery of Medical Education in Ontario</i> .
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**EXECUTIVE COMMITTEE**  
**Report to Senate**  
**at its Meeting of January 26, 2012**

**FOR ACTION**

**1. Nominees for Election to Senate Committees**

Senate Executive recommends the following candidate for election to a Senate Committee with non-designated seats for the remainder of a three-year term beginning immediately and ending June 30, 2014. Nominations are also accepted from the floor of the Senate if the nominee has consented and is available for the published meeting time of the committee. Nominators are asked to report prospective nominees to the Secretary prior to the start of the meeting in order to determine their eligibility. Final approval for the slate of nominees is given by Senate on a motion “that nominations be closed” as moved by the Vice-Chair of Senate. Senate Executive confirms that the candidates listed below meet the criteria for membership on tenure and promotions committees.

**Tenure and Promotions** (1 of 1 full-time faculty member seats)

Meets in panels on Thursdays at 3:00, except when Senate is in session; members participate in Faculty review committees; candidates must be at the rank of Associate or above, experienced, and not serving on another Tenure and Promotions Committee

Joe Baker, Associate Professor, Kinesiology and Health Science, Health

**FOR INFORMATION**

**1. Senate Committee Vacancy**

The Nominations Sub-Committee reports that there is one vacancy on Academic Standards, Curriculum and Pedagogy (contract faculty member).

**2. Approval of Nominees for Membership on Senate Committees**

Student Senator Nominee

Academic Policy, Planning and Research: Afeefa Karim, Undergraduate Studies,  
Environmental Studies

Anand Sookrah, Undergraduate, Liberal Arts and Professional Studies

**3. Prospective Honorary Degree Recipients: Additions and Renewals**

The Committee has concurred with the most recent recommendations made by the Sub-Committee on Honorary Degrees and Ceremonials. As a result, thirteen individuals have been added to the pool of prospective honorary degree recipients, and eleven have been renewed for a further five-year term. The Sub-Committee was pleased to receive nominations for a number of women as it continues to diversify the pool. Senators and other members of the community are encouraged to nominate worthy individuals for consideration.

#### **4. Awarding of Degrees, Certificates and Diplomas in Extraordinary Circumstances**

In December, an ad hoc Sub-Committee of Senate Executive finalized and circulated a draft policy on the awarding of degrees, certificates and diplomas in extraordinary circumstances. The draft has been sent to Senate committees and Faculty Councils with feedback requested by February 1.

#### **5. Equity Sub-Committee**

The Sub-Committee has advised that it continues to discuss the matters raised in documents produced generated by student groups at the University (the GSA Equity Audit) and the Canadian Federation of Students - Ontario (Task Force on Campus Racism Report). The Sub-Committee was asked by Senate Executive to determine if the reports raise issues that should be addressed by the collegium.

#### **6. Faculty Council Membership Lists 2011-2012**

The Committee has approved the 2011-2012 membership lists of the Councils of the Faculty of Liberal Arts and Professional Studies and Health. Membership lists have now been approved for all ten Faculty Councils.

*William van Wijngaarden, Chair*



## COMMITTEE ON ACADEMIC STANDARDS, CURRICULUM AND PEDAGOGY

Report to Senate  
at its meeting of 26 January 2012

*The Senate of York University*

***Documentation for Consent items is available online.  
Documentation for Information items will be provided upon request.***

### FOR APPROVAL

#### **1. Change in Name of the Undergraduate Program in Women's Studies • School of Women's Studies • Faculty of Liberal Arts & Professional Studies and Glendon College**

The Committee on *Academic Standards, Curriculum and Pedagogy* recommends that Senate approve change in name of the pan-university undergraduate program in Women's Studies to the program in *Gender and Women's Studies*, effective FW'12.

#### **Rationale**

A copy of the full proposal from the School of Women's Studies is attached as Appendix A. The following are the degree programs in Women's Studies:

90 credit BA	Honours Major/Minor BA
Honours BA	Honours (Minor) BA
Specialized Honours BA	Honours (Combined/Double Major) BA

Scholarship in the field of women's studies has broadened over the years to include such areas inquiry as gender, sexuality, race and racialization, masculinity and culture. It is the desire of the School that the degree program name reflect and be inclusive of the diversity of the teaching, research and advocacy which is cultivated within the program at York. As the proposal details, an extensive and lengthy process of consultation was undertaken by the School to decide whether to change the name of the program in light of the evolving field and, ultimately, what the new name should be. After agreeing to change the name, a consensus formed on *Gender and Women's Studies*. The key considerations for the new name were that it should:

- Accurately reflect faculty members' critical scholarship, research and teaching within the School as well as in the broader field;
- Be forward looking and reflect what the program aspires to be;
- Acknowledge that teaching and research on women and gender are not separate;
- Signal inclusivity and integration;
- Translate readily into French in ways that relate to francophone traditions of feminist scholarship;
- Be as simple and clear as possible and have meaning for high school students, undergraduates and the wider community.

The proposed new name is supported by the current Chair of the School, the Dean of LA&PS and has been approved by the Faculty Councils in both LA&PS and Glendon. With the approval of the program name a new mission statement will be prepared and program material updated to reflect the scope of the program.

For clarity, the proposed change in name does not include any changes to the curriculum or degree requirements for the program, and the name of the Sexuality Studies Program remains the same.

On the basis of the broad support for the re-naming of the program, the Senate Committee recommends that Senate approve the change in name to *Gender and Women's Studies*.

Approved: LA&PS Faculty Council 10 November 2011 • Glendon Faculty Council 18 November 2011  
• ASCP 30 November 2011 • Concurrence of APPRC 12 January 2012

## CONSENT AGENDA

### 1. Change in Requirements for the MA Program in Sociology • Faculty of Graduate Studies

The Committee on *Academic Standards, Curriculum and Pedagogy* recommends that Senate approve the following changes to the requirements for the MA Program in Sociology, effective FW 2012-2013:

- Addition of a required 3.0 course in Sociological Theory, newly-designed at the MA level
- Addition of a required 3.0 credit course in Research Methods / Social Statistics
- Discontinuation of counting Directed Readings courses toward coursework requirements

#### Rationale

The Graduate Program in Sociology recently undertook a comprehensive self-study in an attempt to ascertain the reason(s) contributing to its MA students' long completion times. Two important findings emerged from the study:

- faculty and students alike did not find Directed Reading courses to be providing constructive teaching and learning experiences; and
- MA students were by and large not taking the optional Theory or Methods courses as part of their coursework and consequently many were not receiving sufficient preparation in conceptual and methods skills required for the research paper or thesis component of the program, which was slowing their progress in the program.

The new requirement of the Sociological Theory course is designed to address students' learning objective of obtaining grounding in the key questions and concepts in classical and contemporary theory. The required Research Methods / Social Statistics course is designed to address the learning objective of understanding specific forms of research design, practicing data collection and data analysis skills. In sum, adding the requirement of both a Theory and Methods course to the program structure is expected to improve their skills preparation, enhance students' learning experience and help address the current length of completion challenges.

Further to its internal study, the Program reviewed other universities' Sociology MA program requirements. It was learned that most other programs in the country require a half-course in Theory and either a half or full-course in Methods. Adding both as requirements will strengthen the program's reputation for quality and better serve students who intend to progress to doctoral studies.

The Program has confirmed that the resource implication of offering the two required courses annually is not considerable, and can be met by reallocating existing resources.

Approved by Faculty Council 1 December 2011 • Approved by ASCP 11 January 2012



## 2. Change in Requirements for PhD Program in Philosophy • Faculty of Graduate Studies

The Committee on *Academic Standards, Curriculum and Pedagogy* recommends that Senate approve the following substantive changes to the requirements for the PhD Program in Philosophy, Faculty of Graduate Studies:

- increase the number of required courses from six to ten half-courses
- addition of an Area Requirement, met by at least two half courses in metaphysics and/or epistemology and two half courses in ethics, political and/or social and/or legal philosophy;
- revision to the Logic Requirement, such that by the end of the first year students must demonstrate to the Logic Exam Committee a mastery of the semantic and syntactic elements of sentential and first-order predicate logic. Mastery may be demonstrated by passing an exam in logic that is set by the Logic Exam Committee, or by passing a graduate level course in logic that assumes an introductory logic course as background. Students who fail the graduate course or the logic exam will have four months to take a refresher course in logic and re-take the exam to pass. With failure on the second attempt, the student will be taken to have not met the logic requirement.
- Addition of a Paper Exam, which requires students to submit two papers by the end of the first term of Year 3, to be examined by three anonymous examiners in the program. One paper will be in the student's primary area of research, and the other paper will be in a closely related (but not identical) area. To pass the exam, at least two of the three examiners must pass both papers. Papers that are published or forthcoming in a top- tier philosophical journal(s) (as defined by the Program) will be deemed sufficient to merit a passing grade in the exam;
- A requirement that the existing Proposal Defence and Literature Exam component be met by the end of PhD3 in order to remain in good standing in the program.

### **Rationale**

The proposed changes to PhD requirements are in response to the Ontario Council of Graduate Studies (OCGS) report of 2010. The external reviewers recommended that the Graduate Program in Philosophy increase the number of course requirements to meet the prevailing standards in reputable North American graduate programs. They found the requirement of six half courses to be too low. The proposal to increase the number to ten meets their recommendation that the program institute a requirement of at least eight, and possibly more, half courses. Moreover, they suggested that breadth requirements be introduced to strengthen the program structure.

The reviewers also recommended that the Graduate Program develop a mechanism of withdrawal of PhD students in Year 3 who are not advancing within the program. They noted that while the attrition rate from York's PhD program is not out of line with North American norms, the over 4-year median point for dropping out of the program is "far too late." This they described as a "serious flaw" in the program and suggested that a mechanism be established for the Department to be able to decide by the third year whether students are suited to complete the degree. In response to a question from ASCP the Program confirmed that the exit mechanism is not intended to replace any discussion about the supervisor-supervisee relationship. There has been considerable discussion in the program of issues such as attrition, late-in-program attrition, student progress through the program, PhD admissions standards, and supervisory responsibilities, especially since the OCGS reviewers visited in March 2010. The program agreed that such discussions need to continue at the general program level, as well as at the individual supervisor-supervisee level; and that more transparent and formalized expectations may need to be developed surrounding the supervisor-supervisee relationship once the new PhD requirements are approved and in place.

It was also a recommendation in the OCGS report that there should be a special writing requirement to serve as a capstone to the preliminary years in the PhD program. This recommendation has been integrated with the development of the withdrawal mechanism, such that students in Year 3 will be required to pass an exam that consists of producing two publishable papers that will be examined by a committee of three anonymous examiners.

## FOR INFORMATION

- 1. Minor Curriculum Items Approved by ASCP** (*effective FW 2012-13 unless otherwise stated*).  
*Copies of the full proposals are available on the Senate website.*

### **a) Pan-University Degree Structure for the Bachelor of Science**

In February 2011 Senate approved a pan-university degree structure for the Bachelor of Science, which is comprised of a qualitative and quantitative structure for the degree type, including the articulation of the undergraduate degree-level expectations. Following the approval of this legislation the Faculties of Health and Science & Engineering were requested to review each of the BSc programs they offer to identify any necessary changes to the degree requirements to ensure alignment with the pan-university structure. All BSc programs are to be compliant with the legislation by FW 2012-2013 and the Faculties have been conducting their reviews. Many programs are already aligned with the minimum requirements of the degree structure; others are making the necessary minor adjustments. ASCP is reviewing and approving these minor program changes. Recent changes have been approved for the following BSc programs:

- Kinesiology & Health Science, School of Kinesiology & Health Science, Faculty of Health
- Psychology, Department of Psychology, Faculty of Health

### **b) Pan-University Degree Structure for the Bachelor of Arts**

Simultaneous to the development of the BSc structure was the parallel exercise to establish a pan-university degree structure for the Bachelor of Arts. In May 2011 Senate approved that legislation to be fully implemented by FW 2013-2014. The Faculties of Liberal Arts & Professional Studies, Health, Science & Engineering, Fine Arts and Glendon have been conducting reviews of their respective BA programs. Here too many programs are already aligned with the minimum requirements of the degree structure and others are making the necessary minor adjustments. ASCP is reviewing and approving these minor program changes. Recent changes have been approved for the following BA programs:

- Philosophy, Department of Philosophy, Glendon
- Dance (90-credit BA), Department of Dance, Faculty of Fine Arts
- Film (90-credit BA), Department of Film, Faculty of Fine Arts
- Music (90-credit BA), Department of Music, Faculty of Fine Arts
- Theatre (90-credit) BA, Department of Theatre, Faculty of Fine Arts

### **c) Faculty of Liberal Arts & Professional Studies:**

- Minor changes to the degree requirements for the Specialized Honours BA program in Cognitive Science, primarily to add a much-needed introductory course to the program.
- Updates to the degree requirements for Honours Double Major Interdisciplinary (Linked) and Honours Minor BA programs in Latin American and Caribbean Studies to expand the list of course options

### **d) Faculty of Fine Arts**

- Minor change to the degree requirements for the BFA program in Visual Arts which changed a required three-credit course to an optional course. No changes to the overall number of required credits resulted.

### **e) Glendon**

- Approval of *FSL* as a new rubric for French as a Second Language courses for non-majors housed in the new Glendon Centre for Studies in French, which will distinguish such courses from FRLS courses offered by the Department of French Studies for majors in French Studies.

### **f) Health**

- Minor change to the Specialized Honours BA program in Psychology such that applicants to the program will be required to have completed their general education courses within their first 54 credits to be eligible for admission to the Specialized Honours program.

*Amir Asif, Chair, ASCP*

## Proposed Name Change to the Undergraduate Program in Women's Studies

The proposed change in name of the pan-university undergraduate program in **Women's Studies** to the program in **Gender and Women's Studies** was approved by the following:

- The Council of the Faculty of Liberal Arts & Professional Studies on 10 November 2011
- The Council of Glendon College on 18 November 2011

The proposal is submitted for approval to the Senate ASCP Committee and Senate.

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### **Change of the name of the undergraduate program in Women's Studies to the undergraduate program in Gender and Women's Studies.**

#### **Overview**

The School of Women's Studies at York University is a bilingual, pan-faculty unit that comprises two undergraduate programs taught on two campuses, in two languages, and a graduate program, with additional connections to the Canadian Woman Studies Journal, the Nellie Langford Rowell Library, the Bridging Program for Women and the Centre for Feminist Research. At the level of the undergraduate program, the School offers a major, minor and certificates in Women's Studies, and a major, minor and certificate in Sexuality Studies (the Sexuality Studies minor was approved by Senate in November 2004 and the major was approved in February 2009).

In 2009, discussion was initiated within the School of Women's Studies to review its name. The stimulus for this initiative lay within the evolving nature of the fields of scholarship and teaching undertaken within the rubric of the School, which **may** no longer comfortably fit only within the domain of 'women's studies,' given work being undertaken in such areas of critical feminist inquiry as the (multifaceted) study of gender, sexuality, 'race' and racialization, masculinity, culture, and the politics of the transnational, to name but a few. We wished to consider, without attempting to reach agreement or consensus on our approaches to these issues (differences in approach is a key aspect of our dynamism), what name can be *inclusive* of the diversity of teaching, scholarship and activism undertaken and promoted within our School. **The following questions were considered:** How can we be forward-looking in locating and anticipating future trends in cutting-edge scholarship that will ensure our continued relevance as a place and space for critical reflection and engagement? How can we remain relevant and continue to attract an enthusiastic student body? And how can we reflect within the name of the School the fact that Sexuality Studies is a formal program within our School and is one of the most dynamic areas of growth?

Thus our review process considered whether or not we wanted to keep the program name as it is, whether there was a preference for a revised name that would incorporate 'women', alongside other descriptors, or whether we wanted a different name entirely. This process (details of which are provided below) culminated in a vote by the Undergraduate Council in Women's Studies on **April 12, 2011** to change the name of the School to the **School of Gender, Sexuality and Women's Studies**, and in a vote by Undergraduate Council on **April 21, 2011** to change the name of the Undergraduate Program to **Gender and Women's Studies**. The name of the Sexuality Studies Program remains the same. It should also be noted that at the same time the Graduate Program in Women's Studies also initiated a name review process, and on June 30, 2011 Senate approved changing the name to the **Graduate Program in Gender, Feminist and Women's Studies**. This change is effective September 2012.

These proposed changes do not reflect a change in substance, focus, or direction of the School in general and its degree programs in particular. Rather they represent the culmination of a multi-year review process that has included a review of who we are and what we do, and the revision of our core curriculum (completed in September 2010 with the introduction of a new third year theory course and fourth year methodology course). We are proposing to change the name of our second year introductory courses to reflect the new name of the undergraduate program. Thus, our 2510A/B 9.0 and 2500 6.0 courses currently titled *On Women: An Introduction to Women's Studies* will become *Introduction to Gender and Women's Studies*, and our course 2500 6.0 *Femmes, saviors et societies* will become *Introduction aux etudes des femmes et de genre*. The content of these courses will not change, only their titles.

**Implementation Date and Grandparenting Provisions:** The changes in the name of the School and the Undergraduate Program are proposed effective September 2012 (which will be in sync with the change in the name of the Graduate Program). The proposed new name for the undergraduate program will apply only to those students whose initial registration in the undergraduate program is Fall 2012. Students registered in the undergraduate program prior to the effective date of the change in name will graduate under the existing program name.

## Process Undertaken to Review the Names of the School and the Undergraduate Program in Women's Studies

A name review consultation and discussion process was implemented as follows:

- 1) **November 9, 2010:** After two years of discussion in the Undergraduate Council and in faculty retreats, the Undergraduate Council in Women's Studies formally initiated a process to review the name of the School and Undergraduate Program. A small ad hoc committee was convened by the Chair, to come up with a proposal for process;
- 2) **February 8, 2011:** The proposal for the name review process put together by the ad hoc committee was presented, discussed and unanimously approved by the Undergraduate Council.
- 3) **February-March, 2011:** Discussion of the name review process took place in undergraduate and graduate women's studies and sexuality studies classes, soliciting student input and feedback; this input was collated and presented to the Undergraduate Council;
- 4) **March 3, 2011:** The Sexuality Studies Council discussed the proposed name change of the School at the Sexuality Studies Council meeting.
- 5) **March 8, 2011:** Student and faculty feedback and input on the name review process was discussed at the Undergraduate Council, and the ad hoc committee was delegated by said Council to generate a proposed short list of names to bring to Council to discuss and vote on;
- 6) **March 29, 2011:** A Community Forum was convened to generate awareness amongst the broad community of the possibilities for change and solicit feedback and input. Several speakers, both faculty and students, spoke to the issue from a number of standpoints - outlining the history of women's studies, but also the new directions and debates in the fields, including women's and gender and sexuality and critical race studies, and then a general discussion took place around the name review. Participants at the forum included faculty, undergraduate and graduate students and alumni. The undergraduate associations from sexuality studies and women's studies also participated.
- 7) **April 5<sup>th</sup>, 2011:** Drawing on input from faculty and students throughout the process outlined above, the name review committee met to develop a short-list. The committee produced the following list of key considerations and short lists:

### Key Considerations

The names should:

- Accurately reflect our critical scholarship, research and teaching within the School as well as in the broader field;
- Be forward looking and reflect what we aspire to be;
- Acknowledge the ongoing epistemological transformations, paradigm shifts and self questioning that have characterized women's and feminist studies;
- Acknowledge that teaching and research on women and gender are not separate;
- Signal inclusivity and integration;
- Translate readily into French in ways that relate to francophone traditions of feminist scholarship;
- Be as simple and clear as possible and have meaning for high school students, undergraduates and the wider community.

### Additional Points to Underline

- The proposal to change the name(s) came from within the School, not from outside.
- This is not a restructuring proposal, nor will it involve major curricula changes. Rather, it seeks to reflect curricular innovations and content and shifts in scholarship.
- We can and should write a new mission statement along with publicity material that captures issues that cannot be readily evoked in a simple name.

### Proposed Names Generated by the Committee:

#### School

1. School of Women, Gender and Sexuality Studies
2. School of Gender, Sexuality and Women's Studies
3. School of Feminist and Sexuality Studies
4. School of Intersectional Women, Gender and Sexuality Studies
5. School of Critical Gender, Women and Sexuality Studies

### Undergraduate Program

1. Women and Gender Studies
2. Gender and Women's Studies
3. Feminist Studies
4. Women, Gender and Feminist Studies
5. Women's Studies

Following the lead of the Graduate Program in Women's Studies, the committee agreed to propose to Council that the vote should take the form of a run off. All voting members of the Undergraduate Council would vote initially on all 5 names, then the one receiving the fewest votes would be dropped off the list. All members present would then vote again on the remaining 4, then on the remaining three, then between the remaining two. This process would be followed for both the name of the School and of the Undergraduate WMST program. Those eligible to vote would be the same as for any other Undergraduate Council meeting.

- 8) **April 5, 2011:** The name review process was discussed at the School of Women's Studies Board meeting. The Board is composed of the Chair, Graduate Program Director, Director of Undergraduate Programs, Director of the Centre for Feminist Research, the Glendon Coordinator, the Bridging Program Coordinator, the Sexuality Studies Coordinator, one graduate student representative, two undergraduate student representatives, a representative of the Nellie Langford Rowell Library, a representative of Canadian Woman Studies/les cahiers de la femme and the President of the WMST Alumnae Association. The Board ran a poll of the names proposed by the Ad Hoc Committee, using the same process the Ad Hoc Committee had suggested for the upcoming vote of the Undergraduate Council. The name selected in that poll was: **The School of Gender, Sexuality and Women's Studies.**
- 9) **April 12, 2011:** Discussion and vote on the review of the name of the School of Women's Studies took place at the Undergraduate Council meeting. The report from the Ad Hoc Committee was tabled and discussed, and the following names were included on the expanded short list of names for the School:
1. School of Women, Gender and Sexuality Studies
  2. School of Gender, Sexuality and Women's Studies
  3. School of Feminist and Sexuality Studies
  4. School of Intersectional Women, Gender and Sexuality Studies
  5. School of Critical Gender, Women and Sexuality Studies
  6. School of Women's Studies
  7. School of Feminist Studies
  8. School of Integrative Women's Studies
  9. School of Feminist, Gender and Sexuality Studies
  10. School of Feminist, Gender, Sexuality and Women's Studies
  11. School of Integrative Women, Gender and Sexuality Studies

The vote was held. In the first round, each voting member on the Undergraduate Council received 3 votes. In the second to fifth rounds, each member had one vote and the names with the lowest number of votes were removed from the list.

Results of each vote are noted in the table below:

Short List of Possible Names for the School	Round 1 3 votes	Round 2 1 vote	Round 3 1 vote	Round 4 1 vote	Round 5 1 vote
School of Women, Gender & Sexuality Studies	4	--			
School of Gender, Sexuality & Women's Studies	12	7	8	11	11
School of Feminist and Sexuality Studies	8	4	4	2	--
School of Intersectional Women, Gender and Sexuality Studies	8	3	3	--	
School of Critical Gender, Women & Sexuality Studies	1	--			
School of Women's Studies	1	--			
School of Feminist Studies	5	2	--		
School of Integrative Women's Studies	1	--			
School of Feminist, Gender & Sexuality Studies	11	3	4	6	8
School of Feminist, Gender, Sexuality and Women's Studies	4	--			
School of Integrative Women, Gender and Sexuality Studies	2	--			

By the end of the fifth round, the new name of the School was determined: **The School of Gender, Sexuality and Women’s Studies.**

10) **April 21, 2011:** Discussion and vote on the review of the name of the Undergraduate Program in Women’s Studies took place at a specially-convened Undergraduate Council meeting. The following names were included on the expanded short list of names for the undergraduate program:

1. Women’s and Gender Studies Program
2. Gender and Women’s Studies Program
3. Feminist Studies Program
4. Women, Gender and Feminist Studies Program
5. Women’s Studies Program
6. Gender, Women and Feminist Studies Program
7. Gender, Feminist and Women’s Studies Program

The vote was held. In both rounds, each member had one vote and the names with the lowest number of votes were removed from the list. There was one abstention (graduate student representative) through each round, although this was not noted until the end of the meeting.

Results of each vote are noted in the table below:

<b>Short List of Possible Names for the Undergraduate Program</b>	<b>Round 1 1 vote</b>	<b>Round 2 1 vote</b>
Women’s and Gender Studies Program	0	--
Gender and Women’s Studies Program	7	10
Feminist Studies Program	0	--
Women, Gender and Feminist Studies Program	0	--
Women’s Studies Program	2	1
Gender, Women and Feminist Studies Program	0	--
Gender, Feminist and Women’s Studies Program	3	1
	(1 abstention)	(1 abstention)

By the end of the second round, the new name of the undergraduate program was determined: **The Gender and Women’s Studies Program.**

11) **April 26, 2011:** The (proposed) new name of the School (of Gender, Sexuality and Women’s Studies) was announced and discussed at the Sexuality Studies Program Council meeting.

**The support letters are attached.**



## ACADEMIC POLICY, PLANNING AND RESEARCH COMMITTEE

Report to Senate at its meeting of January 26, 2012

### FOR ACTION

1. **Change of Name, School of Women's Studies, Glendon / Liberal Arts and Professional Studies**

APPRC recommends

that Senate approve a change of name *from* the School of Women's Studies *to* the School of Gender, Sexuality and Women's Studies, Glendon / Liberal Arts and Professional Studies.

Rationale

APPRC is satisfied that the name change has been given careful, thorough and commendable collegial consideration, and is well justified by the School and its members. It is fully expected that the School will continue to thrive with the new name.

Approved by the Council of the Faculty of Liberal Arts and Professional Studies on November 10

Approved by Glendon Council on November 18

Approved by APPRC on January 12

Documentation is attached as Appendix A.

See the ASCP report for a complementary proposal to rename a program offered by the School.

2. **Transfer of Modes of Reasoning within the Faculty of Liberal Arts and Professional Studies from the Department of Humanities to the Department of Philosophy**

APPRC recommends

that Senate approve the transfer of Modes of Reasoning within the Faculty of Liberal Arts and Professional Studies from the Department of Humanities to the Department of Philosophy

Rationale

APPRC is satisfied that the transfer approved by the LA&PS Faculty Council has been developed and reviewed with care, is consistent with academic planning objectives articulated in the UAP and by the Faculty, and is supported by a compelling rationale. Consultations were appropriate and conclusive (the Department of Humanities adding its endorsement in December 2011). The change is consistent with Principle 17.1 of the Faculty's Strategic Plan calling for "a review of the alignment of our programs to ensure that they are housed in academic units that share their curricular and hiring priorities."

Approved by the Council of the Faculty of Liberal Arts and Professional Studies October 6, 2011

Reviewed by Academic Standards, Curriculum and Pedagogy October 19, 2011

Approved by Academic Policy, Planning and Research November 3, 2011

Approved by the Department of Humanities, December 2011

Senate approved the Transfer of Professional Writing from the Department of English to the Department of Writing, and the transfer of the Social Science degree program from the Department of Equity Studies to the Department of Social Science, in November 2011. See Appendix B.

3. **Proposal to Approve in Principle the Establishment of a Faculty of Engineering (Lassonde School of Engineering)<sup>1</sup>**

APPRC recommends

that Senate approve, in principle, the establishment of a Faculty of Engineering to be called the Lassonde School of Engineering.

Rationale

Members of APPRC have formed a strong consensus supporting the proposal to establish a Faculty of Engineering in principle.

In November, Dean Koziński briefed APPRC and Senate on planning for expansion of Engineering in line with *University Academic Plan 2010-2015* objectives and following on the announcement of significant funding from the provincial government and a benefactor, Pierre Lassonde, in support of the initiative. Dean Koziński reported at the time that planning had gained considerable momentum during the autumn months, and that a proposal to establish to Faculty was likely to emerge in the near future.

FSE Council recorded its support for the creation of a new Faculty -- and recreation of the existing Faculty of Science and Engineering -- at its meeting of December 13, 2001. See Appendix C for the text of the resolution adopted by Council. This was the most recent and most significant milestone in an evolutionary process.

The current *UAP* references Engineering in three passages. One is found in the introductory text describing York's societal commitments and distinctive approaches:

.... the world faces myriad social, economic, political, and environmental problems requiring imaginative and often interdisciplinary solutions. These phenomena require strategies that accentuate our capacity to sense, adapt, and respond while remaining true to our values and priorities. With its distinctive approach to the social, cultural and environmental aspects of issues, York is well positioned to take the lead in identifying innovative solutions. To take but one example, a dual degree combining Engineering and International Development was approved by Senate in 2010.

The next comes in the context of the principles and assumptions that define the special nature and aspirations of *UAP 2010-2015*, which involves

- an ongoing commitment to the diversification of academic activities in line with creating a more comprehensive university, including teaching and research in the areas of health, engineering, applied science, medicine, business and professional programs, while sustaining, affirming, and building upon the foundation provided by our distinctive strengths in the liberal arts, the

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<sup>1</sup> A new Faculty established by the Board of Governors on a recommendation from Senate following approval of a statutory motion. Approval in principle is not a statutory motion and does not animate the Board's authority.



fine arts, and the sciences as well as interdisciplinary programs and opportunities for students to combine disciplinary fields.

Significantly, goals for Engineering are here coupled with a renewed commitment to current strengths and interdisciplinary, multidisciplinary education. The final and most concrete reference takes the form of an explicit objective:

Engineering has featured in academic plans since the University's founding, and expansion will be pursued when the necessary, dedicated funding is secured. As always, many of the new and modified programs created within the life of the plan will have a unique cast to them, one which insists on the education of well-rounded graduates whose studies put a premium on exposure to diverse ways of learning. Over the next five years, our commitment to quality, student success, and engagement and outreach in relation to enrolment planning, program and campus development will be demonstrated by....

- paving the way to an expanded Engineering program (and areas such as health, business, applied, and professional programs) consistent with York's traditional emphasis on disciplinary richness, collaboration and transformation....<sup>2</sup>

Of course, as the *UAP* indicates, the goal of expanding Engineering has a much longer genesis. *2020 Vision*, the planning framework endorsed by Senate and the Board of Governors in 1992, traced the objective to the founding years of the University:

From its early days, York aspired to be a large multi-faculty university. Engineering and medicine, for example, were specifically contemplated...

In 1999 the Academic Policy and Planning Committee of Senate and the Vice-President Academic jointly commissioned an Engineering prospectus from the Dean of Pure and Applied Science. The programs identified by Dean Prince, and subsequently approved by Senate, were few in number, modest in size, and unique in character. But the hope for a larger, more comprehensive array was undiminished.

As the documentation attests, the Faculty of Science and Engineering has been poised for some time to elaborate and execute plans for Engineering. The overall analysis is sound and sophisticated at this stage. Proponents make a compelling case for a separate Faculty, but one that is fully integrated into the fabric of the University and fully compatible with our mission. Proponents have declared their fealty to "core values of social responsibility, global citizenship, and multi-disciplinarity." A new Faculty will benefit York by diversifying the University's make up, enhancing its profile, building research capacity and intensification (along with research-derived funding that has a pan-University impact), fostering new collaborative programs, distributing enrolments in other Faculties, promoting internationalization and community engagement, and extending our range of external partnerships. In its most recent discussion with Dean Koziński and Associate Dean Hornsey APPRC learned the following:

- the outlook for research funding remains promising despite competition (a judgment echoed by Vice-President Haché), with many opportunities to leverage grants and capitalize on the presence of public and private sector actors in the region

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<sup>2</sup> The language of this text was greatly informed by a discussion with President Shoukri on January 13, 2010. The minutes of that APPRC meeting record concerns that Engineering was not sustainable in its current configuration and stressed "the need for additional dedicated funding before transformation or expansion is possible, and the need for programs to be consistent with the University's dedication to interdisciplinarity and liberal education across the spectrum."

- separate Faculties for Science and for Engineering is the norm for Canadian universities, and Computer Science units are often housed in Engineering Faculties
- consultations with other Faculties are continuing apace and are providing proponents with a helpful sense of issues and opportunities

Dedicated funding has paved the way for planning to proceed on a firm financial footing. Yet this is a sensitive matter. In its report to Senate in November APPRC wrote that “over the years, Senators have expressed interest in academic resource dimensions of an expanded Engineering program. There have been concerns that Engineering might divert funding from other activities. While it is true that start-up funding will be required, it is intended and fully expected that the School’s funding will reach a self-funding state relatively quickly. Moreover, initial investments will be repaid.” APPRC is heartened by correspondence from the Provost (included in Appendix C) reiterating the commitment to managing the start up without draining resources from other activities. Funding will also redeem the UAP’s commitment to quality.

There are many aspects of the proposal that must be refined before Senate will be asked to formally establish the Faculty and associated changes, especially:

- updated and fuller academic resource modeling
- more detailed enrolment planning
- structures
- to the extent possible, a better sense of the programs that will be developed

As the report prepared by Dean Koziński Office notes, “approval in principle” has been a common feature of the legislative process leading to the establishment of new Faculties. Both the new Faculty of Health and the Faculty that grew out of Atkinson and Arts were approved in principle before receiving formal, final approval by Senate.

Senators may wish to note the following legislative stages leading to the formal establishment of the Faculty, its constituent units, and programs:

Establishment of Faculty	Review by Academic Standards, Curriculum and Pedagogy Approval by Academic Policy, Planning and Research Approval by Senate (statutory motion) Approval by the Board of Governors
Establishment of New Units, Transfer of Existing Units	Review by Academic Standards, Curriculum and Pedagogy Approval by Academic Policy, Planning and Research Approval by Senate (some by means of statutory motions) Approval by the Board of Governors (new units)
Establishment of Faculty Council	Approval by Senate Executive Approval by Senate
Establishment of Programs, Degree and Admissions Requirements, Academic Standards	Approval by Faculty Council Approval by Academic Standards, Curriculum and Pedagogy Concurrence (where applicable) by APPRC Approval (where applicable) by Senate

These steps represent the culmination of intensive processes that will gather momentum from Senate’s approval in principle. APPRC looks forward to the discussion in Senate and to obtaining further guidance and suggestions as we enter the next phase of development.

Resolution passed by the Council of the Faculty of Science and Engineering on December 13, 2011  
Approved by APPRC on January 12, 2012

Documentation is attached as Appendix C.

## FOR INFORMATION

### 1. **Planning Discussions with the Deans / Principal / Librarian**

APPRC will meet with the Deans, Principal and University Librarian in February and March during its annual engagement with academic planners. The Committee has posed the following question in advance of these discussions:

With respect the *University Academic Plan 2010-2015*, what objectives have you prioritized, how are you pursuing them, and what impediments, if any, are you encountering in implementing them?

The Committee will share written submissions with Senate and comment on the discussions later this term.

### 2. **Glendon Language Training Centre for Studies in French / Centre de formation linguistique de Glendon pour les Études en français: Status Report**

APPRC held its November 17 meeting on the Glendon campus and took the opportunity to request a progress report on the establishment of the Glendon Language Training Centre for Studies in French / Centre de formation linguistique de Glendon pour les Études en français. The Centre was approved by Senate and the Board in the autumn of 2011. Principal McRoberts and Professor Françoise Mougeon briefed the Committee on the implementation of plans for the Centre. An advisory committee has been set up and searches have been launched for the full-time contractually limited appointees who will join the Centre. Professor Mougeon is leading the development of curriculum to be offered to non-majors. APPRC was assured that the French departments on the Keele and Glendon campuses are involved as the implementation proceeds.

### 3. **Senate Policy on the Chartering and Renewal of Research Centres and Institutes**

The Sub-Committee on ORUs, augmented by the Vice-President Research and Innovation and four others from the research community, has issued its most recent iteration of amendments to the Senate policy on ORUs. The draft can be found on the APPRC Website. Comments can be forwarded to Committee's Secretary (Robert Everett, [beverett@yorku.ca](mailto:beverett@yorku.ca)) directly or by means of an e-mail feature on the Website.

### 4. **Changes to the Travel Grants Application Form Available Online**

As reported in November, APPRC has accepted advice from the SSHRC Travel Grants Sub-Committee on changes to the grants application form. The new form has now been posted on the VPRI's Website.

### 5. **Welcome to New Members**

APPRC is pleased to welcome to the Committee Professor William van Wijngaarden, the Chair of Senate, and student Senator Afeefa Karim.

*Alison Macpherson, Chair*

## **Proposal to Change the Name of the School of Women's Studies to the School of Gender, Sexuality and Women's Studies**

*Gertrude Mianda – Chair, School of Women's Studies, September 28, 2011*

### Overview

The School of Women's Studies at York University is a bilingual, pan-Faculty unit that comprises two undergraduate programs taught on two campuses, in two languages, and a graduate program, with additional connections to the Canadian Woman Studies Journal, the Nellie Langford Rowell Library, the Bridging Program for Women and the Centre for Feminist Research. At the level of the undergraduate program, the School offers a major, minor and certificates in Women's Studies, and a major, minor and certificate in Sexuality Studies (the Sexuality Studies minor was approved by Senate in November 2004 and the major was approved in February 2009).

In 2009, discussion was initiated within the School of Women's Studies to review its name. The stimulus for this initiative lay within the evolving nature of the fields of scholarship and teaching undertaken within the rubric of the School, which may no longer comfortably fit only within the domain of 'women's studies,' given work being undertaken in such areas of critical feminist inquiry as the (multifaceted) study of gender, sexuality, 'race' and racialization, masculinity, culture, and the politics of the transnational, to name but a few. We wished to consider, without attempting to reach agreement or consensus on our approaches to these issues (differences in approach is a key aspect of our dynamism), what name can be *inclusive* of the diversity of teaching, scholarship and activism undertaken and promoted within our School. The following questions were considered: How can we be forward-looking in locating and anticipating future trends in cutting-edge scholarship that will ensure our continued relevance as a place and space for critical reflection and engagement? How can we remain relevant and continue to attract an enthusiastic student body? And how can we reflect within the name of the School the fact that Sexuality Studies is a formal program within our School and is one of the most dynamic areas of growth?

Thus our review process considered whether or not we wanted to keep the program name as it is, whether there was a preference for a revised name that would incorporate 'women', alongside other descriptors, or whether we wanted a different name entirely. This process (details of which are provided below) culminated in a vote by the Undergraduate Council in Women's Studies on April 12, 2011 to change the name of the School to the School of Gender, Sexuality and Women's Studies, and in a vote by Undergraduate Council on April 21, 2011 to change the name of the Undergraduate Program to Gender and Women's Studies. The name of the Sexuality Studies Program remains the same. It should also be noted that at the same time the Graduate Program in Women's Studies also initiated a name review process, and on June 30, 2011 Senate approved changing the name to the Graduate Program in Gender, Feminist and Women's Studies. This change is effective September 2012.

These proposed changes do not reflect a change in substance, focus, or direction of the School in general and its degree programs in particular. Rather they represent the culmination of a multi-year review process that has included a review of who we are and what we do, and the revision of our core curriculum (completed in September 2010 with the introduction of a new third year theory course and fourth year methodology course). We are proposing to change the name of our second year introductory courses to reflect the new name of the undergraduate program. Thus, our 2510A/B 9.0

and 2500 6.0 courses currently titled *On Women: An Introduction to Women's Studies* will become *Introduction to Gender and Women's Studies*, and our course 2500 6.0 *Femmes, saviors et societies* will become *Introduction aux etudes des femmes et de genre*. The content of these courses will not change, only their titles.

*Implementation Date and Grandparenting Provisions:* The changes in the name of the School and the Undergraduate Program are proposed effective September 2012 (which will be in sync with the change in the name of the Graduate Program). The proposed new name for the undergraduate program will apply only to those students whose initial registration in the undergraduate program is Fall 2012. Students registered in the undergraduate program prior to the effective date of the change in name will graduate under the existing program name.

*Proposed Rubric:*

Undergraduate Program in Gender and Women's Studies: GWST

Process Undertaken to Review the Names of the School and the Undergraduate Program in Women's Studies

A name review consultation and discussion process was implemented as follows:

- 1) November 9, 2010: After two years of discussion in the Undergraduate Council and in faculty retreats, the Undergraduate Council in Women's Studies formally initiated a process to review the name of the School and Undergraduate Program. A small ad hoc committee was convened by the Chair, to come up with a proposal for process;
- 2) February 8, 2011: The proposal for the name review process put together by the ad hoc committee was presented, discussed and unanimously approved by the Undergraduate Council.
- 3) February-March, 2011: Discussion of the name review process took place in undergraduate and graduate women's studies and sexuality studies classes, soliciting student input and feedback; this input was collated and presented to the Undergraduate Council;
- 4) March 3, 2011: The Sexuality Studies Council discussed the proposed name change of the School at the Sexuality Studies Council meeting.
- 5) March 8, 2011: Student and faculty feedback and input on the name review process was discussed at the Undergraduate Council, and the ad hoc committee was delegated by said Council to generate a proposed short list of names to bring to Council to discuss and vote on;
- 6) March 29, 2011: A Community Forum was convened to generate awareness amongst the broad community of the possibilities for change and solicit feedback and input. Several speakers, both faculty and students, spoke to the issue from a number of standpoints – outlining the history of women's studies, but also the new directions and debates in the fields, including women's and gender and sexuality and critical race studies, and then a general discussion took place around the name review. Participants at the forum included faculty, undergraduate and graduate students and alumni. The undergraduate associations from sexuality studies and women's studies also participated.
- 7) April 5th, 2011: Drawing on input from faculty and students throughout the process outlined above, the name review committee met to develop a short-list. The committee produced the following list of key considerations and short lists:

## Key Considerations

The names should:

- Accurately reflect our critical scholarship, research and teaching within the School as well as in the broader field;
- Be forward looking and reflect what we aspire to be;
- Acknowledge the ongoing epistemological transformations, paradigm shifts and self questioning that have characterized women's and feminist studies;
- Acknowledge that teaching and research on women and gender are not separate;
- Signal inclusivity and integration;
- Translate readily into French in ways that relate to francophone traditions of feminist scholarship;
- Be as simple and clear as possible and have meaning for high school students, undergraduates and the wider community.

Additional Points to Underline

- The proposal to change the name(s) came from within the School, not from outside.
- This is not a restructuring proposal, nor will it involve major curricula changes. Rather, it seeks to reflect curricular innovations and content and shifts in scholarship.
- We can and should write a new mission statement along with publicity material that captures issues that cannot be readily evoked in a simple name.

## Proposed Names Generated by the Committee:

School

1. School of Women, Gender and Sexuality Studies
2. School of Gender, Sexuality and Women's Studies
3. School of Feminist and Sexuality Studies
4. School of Intersectional Women, Gender and Sexuality Studies
5. School of Critical Gender, Women and Sexuality Studies

Undergraduate Program

1. Women and Gender Studies
2. Gender and Women's Studies
3. Feminist Studies
4. Women, Gender and Feminist Studies
5. Women's Studies

Following the lead of the Graduate Program in Women's Studies, the committee agreed to propose to Council that the vote should take the form of a run off. All voting members of the Undergraduate Council would vote initially on all 5 names, then the one receiving the fewest votes would be dropped off the list. All members present would then vote again on the remaining 4, then on the remaining three, then between the remaining two. This process would be followed for both the name of the

School and of the Undergraduate WMST program. Those eligible to vote would be the same as for any other Undergraduate Council meeting.

8) April 5, 2011: The name review process was discussed at the School of Women's Studies Board meeting. The Board is composed of the Chair, Graduate Program Director, Director of Undergraduate Programs, Director of the Centre for Feminist Research, the Glendon Coordinator, the Bridging Program Coordinator, the Sexuality Studies Coordinator, one graduate student representative, two undergraduate student representatives, a representative of the Nellie Langford Rowell Library, a representative of Canadian Woman Studies/les cahiers de la femme and the President of the WMST Alumnae Association. The Board ran a poll of the names proposed by the Ad Hoc Committee, using the same process the Ad Hoc Committee had suggested for the upcoming vote of the Undergraduate Council. The name selected in that poll was: The School of Gender, Sexuality and Women's Studies.

9) April 12, 2011: Discussion and vote on the review of the name of the School of Women's Studies took place at the Undergraduate Council meeting. The report from the Ad Hoc Committee was tabled and discussed, and the following names were included on the expanded short list of names for the School:

1. School of Women, Gender and Sexuality Studies
2. School of Gender, Sexuality and Women's Studies
3. School of Feminist and Sexuality Studies
4. School of Intersectional Women, Gender and Sexuality Studies
5. School of Critical Gender, Women and Sexuality Studies
6. School of Women's Studies
7. School of Feminist Studies
8. School of Integrative Women's Studies
9. School of Feminist, Gender and Sexuality Studies
10. School of Feminist, Gender, Sexuality and Women's Studies
11. School of Integrative Women, Gender and Sexuality Studies

The vote was held. In the first round, each voting member on the Undergraduate Council received 3 votes. In the second to fifth rounds, each member had one vote and the names with the lowest number of votes were removed from the list.

Results of each vote are noted in the table below:

Short List of Possible Names for the School Round 1

3 votes

Round 2

1 vote

Round 3

1 vote

Round 4

1 vote

Round 5

1 vote

School of Women, Gender and Sexuality  
Studies

4 --

School of Gender, Sexuality and Women's  
Studies

12 7 8 11 11

School of Feminist and Sexuality Studies 8 4 4 2 --

School of Intersectional Women, Gender and Sexuality Studies

8 3 3 --

School of Critical Gender, Women and Sexuality Studies

1 --

School of Women's Studies 1 --

School of Feminist Studies 5 2 --

School of Integrative Women's Studies 1 --

School of Feminist, Gender and Sexuality Studies

11 3 4 6 8

School of Feminist, Gender, Sexuality and Women's Studies

4 --

School of Integrative Women, Gender and Sexuality Studies

2 --

5

By the end of the fifth round, the new name of the School was determined: The School of Gender, Sexuality and Women's Studies.

10) April 21, 2011: Discussion and vote on the review of the name of the Undergraduate Program in Women's Studies took place at a specially-convened Undergraduate Council meeting. The following names were included on the expanded short list of names for the undergraduate program:

1. Women's and Gender Studies Program
2. Gender and Women's Studies Program
3. Feminist Studies Program
4. Women, Gender and Feminist Studies Program
5. Women's Studies Program
6. Gender, Women and Feminist Studies Program
7. Gender, Feminist and Women's Studies Program

The vote was held. In both rounds, each member had one vote and the names with the lowest number of votes were removed from the list. There was one abstention (graduate student representative) through each round, although this was not noted until the end of the meeting. Results of each vote are noted in the table below:

Short List of Possible Names for the

Undergraduate Program

Round 1

1 vote

Round 2

1 vote

Women's and Gender Studies Program 0 --

Gender and Women's Studies Program 7 10

Feminist Studies Program 0 --



Women, Gender and Feminist Studies Program 0 --

Women's Studies Program 2 1

Gender, Women and Feminist Studies Program 0 --

Gender, Feminist and Women's Studies Program 3 1

(1 abstention) (1 abstention)

By the end of the second round, the new name of the undergraduate program was determined: The Gender and Women's Studies Program.

11) April 26, 2011: The (proposed) new name of the School (of Gender, Sexuality and Women's Studies) was announced and discussed at the Sexuality Studies Program Council meeting.

## MEMO

Au: Comité des normes académiques et pédagogiques De : Gertrude Mianda, Directrice de l'école d'études des femmes  
Date : 1 novembre 2011  
Objet: Changement du nom de l'École d'études des femmes et du programme de 1er cycle en Études des femmes pour celui de *L'École d'études des femmes, de genre et de la sexualité* et Programme de 1er cycle en *Études des femmes et de genre*

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En ma qualité de directrice, je viens par la présente appuyer la demande du changement de nom de l'École d'études des femmes pour adopter celui de *L'École d'études des femmes, de genre et de la sexualité*. Le Programme de 1er cycle en *Études des femmes* sera nommé Programme de 1er cycle en *Études des femmes et de genre* pendant que le nom du programme d'*Études sur la sexualité* demeurera inchangé. Actuellement, au niveau sous-gradué, l'école d'études des femmes comprend aussi bien le programme en Études des femmes que celui en Études sur la sexualité. L'idée de doter l'École d'études des femmes de l'Université York d'une nouvelle appellation répond avant tout à la volonté de celle-ci d'intégrer et de mieux représenter les nouvelles tendances qui se dessinent dans la discipline et qui la caractérisent tant du point de vue de la recherche que de l'enseignement. En effet, les deux dernières décennies ont été marquées, particulièrement, par l'émergence des nouveaux champs d'intérêts dans le domaine de la recherche féministe tels que les études de genre dans leurs différents aspects, la sexualité, la race, la masculinité, le féminisme dans sa dimension transnationale etc...

Ces transformations ont affecté la dynamique interne des études des femmes au point d'en faire un domaine d'études et de recherche de plus en plus ouvert à la diversité et à l'inclusion. Etant non seulement une des premières écoles d'études des femmes mais également une des pionnières dans ce domaine au Canada et dans le reste du monde, l'École d'études des femmes de l'Université York s'est toujours inscrite aux nouvelles tendances de la recherche et de l'enseignement de manière adéquate et efficiente. Elle s'est également engagée à demeurer à la hauteur de sa mission et à attirer un nombre toujours croissant d'étudiant-e-s dynamiques et enthousiastes. Ainsi, en intégrant le programme d'Études sur la sexualité comme une composante de son unité en 2004, l'École d'études des femmes de l'Université York s'orientait déjà dans cette nouvelle direction.

En vue de concrétiser sa volonté d'inclusion et d'acceptation de la diversité – laquelle était déjà manifeste dans l'enseignement, la recherche et l'activisme - l'école a initié le processus du changement de nom depuis 2009.

L'année dernière (2010) après une large consultation marquée par des discussions démocratiques et enrichissantes engageant aussi bien les professeur-e-s que les étudiant-e-s (voir document en annexe) de toutes les facultés comprises dans l'école c'est-à-dire celles et ceux de Glendon et de LA&PS, un nouveau nom a été adopté unanimement. C'est celui de *L'École d'études des femmes, de genre et de la sexualité* ainsi que celui du programme de 1er cycle en *Études des femmes et de genre*. Faut-il le rappeler, l'École d'études des femmes comprend, en effet, les programmes de 1er cycle de Glendon et de LA&PS ainsi que le programme de 2eme/3eme cycle de LA&PS. Toutefois, il faut mentionner que le programme de 2eme/3eme cycle avait tenu ces consultations indépendamment du programme de 1er cycle. Il est important de souligner ici que le Sénat a déjà accordé son approbation pour le changement de nom du programme de 2eme/3eme cycle lequel, désormais, se nommera programme de 2eme/3eme cycle en *Études des femmes, de genre et de la sexualité*.

Il faut également mentionner, d'une part, que la nouvelle appellation - *L'École d'études des femmes,*

*de genre et de la sexualité* - porte en elle les racines historiques et l'héritage des études des femmes en même temps qu'elle met l'accent sur la contribution significative des études de genre et de la sexualité. Et d'autre part, que dans ce processus de changement de nom et par anticipation, il a été introduit depuis septembre 2010, un cours de troisième année sur la théorie et un autre de quatrième année sur la méthodologie sans que cela affecte le nombre de crédits requis pour l'obtention d'un diplôme dans le programme.

L'intitulé des cours WMST 2510 (les sections A et B) et WMST 2500 en Anglais, *On women : An Introduction to Women's Studies* sera changé en *Introduction to Gender and Women's Studies* et le cours WMST2500 : *Femmes, savoirs, et sociétés* enseigné en français portera le titre de *Introduction aux études des femmes et de genre*. Ces changements ont été apportés à ces cours de base en vue de se conformer au nouveau nom du programme de 1er cycle et de bien le refléter. Ils n'affectent en rien le contenu de ces cours.

Pour que ces changements entrent en vigueur en septembre 2012, à la prochaine rentrée académique, il faut qu'ils soient approuvés. C'est pourquoi, au nom de l'École d'études des femmes et en me référant à l'accord de changement de nom déjà octroyé par le Sénat au programme de 2eme/3eme cycle, je viens solliciter votre approbation afin que le nouveau nom de l'École soit officiellement adopté. Ceci permettra à l'École non seulement de continuer à assurer son leadership mais également à affronter efficacement les défis à venir.

Dans l'attente de votre approbation, veuillez agréer mes sentiments les meilleurs

Gertrude Mianda  
Directrice de l'École d'études des femmes

## **Rationale Submitted to Faculty Council in Support of the Transfer of Professional Writing, Modes of Reasoning, and the degree program in Social Science**

The Faculty of Liberal Arts & Professional Studies brings forward three parallel motions all of which are rooted in Principle 17.1 of the Faculty's Strategic Plan. That Principle states that the Faculty will "undertake a review of the alignment of our programs to ensure that they are housed in academic units that share their curricular and hiring priorities." In the three instances that follow we are persuaded that realignment is necessary.

The Committee moves therefore:

1. that the program in Professional Writing's home unit be moved from the Department of English to the Department of Writing; [approved by Senate November 2011]
2. **that the Modes of Reasoning section of the Faculty's General Education program be moved from the Department of Humanities to the Department of Philosophy;**
3. that the degree program in Social Science be moved from the Department of Equity Studies to the Department of Social Science. [approved by Senate November 2011]

Though there are program-specific conditions affecting each of these programs the over-riding rationale in each case is spelt out in 17.1. Each program is, in its own way, currently an outlier in its home department, with differing priorities in curriculum and in hiring. While the alignment of the programs in question with their proposed new homes is not perfect, it is certainly closer to trim than it is at present.

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### **Modes of Reasoning**

Modes of Reasoning forms a part of the 6-credit General Education model that prevailed at the former Atkinson Faculty of Liberal and Professional Studies. The 6-credit program is used by students based in units formerly based in Atkinson (Administrative Studies, Human Resources Management, Information Technology, Social Work) and, to some degree by students from outlying Faculties who are required to take 18 credits in three areas to satisfy their General Education requirements. Since the merger, Modes has offered around 2250 6-credit seats across a full academic year. Because Modes is one of the few areas in which the free-standing lecture-seminar of 50 students is the norm, these seats have been portioned out across 40 FCE sections in SFW 11-12. There have been efforts, in recent years to move more Modes courses into lecture/tutorial format, the absence of any graduate program attached to Modes has made supplying qualified, and interested, CUPE Unit 1 TAs a significant challenge.

In the context of the array of offerings in General Education in LA&PS, Modes of Reasoning recalls something like York's original vision of General Education. Modes of Reasoning has a very long history and, while it has evolved in some ways, it remains generally educational in its focus on logic and argumentation in ways that many content-based courses that have been later additions to the Gen Ed roster have not. In discussions at the General Education Sub-Committee during the Winter of 2010-11, Modes was least troubled among the Gen Ed areas to identify its area-specific learning outcomes when charged to do so by the Committee. The clarity of the area's aims may be a primary reason why the professional programs in LA&PS strongly recommend, though they do not require, a MODR course as part of their students' GenEd packages. It is the area's perseverance in maintaining its mandate, rather than a perverse dedication to critique by anachrony that persuades us that any reformatting of General Education requirement in LA&PS will preserve Modes and will perhaps expand its mandate.

Notwithstanding its key role in the education of students in professional programs and the absence of conscious neglect in the latter years of Atkinson, Modes has currently but 3 full-time faculty members attached, meaning that a remarkably high percentage of the program's courses are directed by contract faculty members. Appointments in Modes have not been a priority for anybody. This is certainly understandable in a time of limited resources, and the epoch of the University's tying new appointments to graduate growth was

nothing like a help for a program that serves only undergraduate students. During the latter years of Atkinson, Modes was a part of the School of Applied Science and Information Technology, where it fell *faute de mieux* and with which it shared few priorities. At the point of merger, the program was assigned to the Department of Humanities, on the grounds that that unit housed other General Education programs, not because Humanities and Modes have any pronounced curricular or appointments affinities.

Modes of Reasoning and the Department of Philosophy do, however, share priorities and methods. While no student can major in Modes, Philosophy students can pursue degrees centred on logic, argumentation, and practical ethics. Moreover while one would hope that all academic units feature instructors skilled in logic and argumentation, few full-time professors make such matters their centres of inquiry unless they are philosophers; hence the logic of the realignment. There exist full-time faculty members in Philosophy who could and would teach Modes. There are possibilities for new appointments who could contribute both to Modes and to the undergraduate and graduate programs in Philosophy. A new colleague whose principal appointment was in Modes could easily contribute to the undergraduate and graduate programs in Philosophy, a potential contribution that would increase the appeal of the position to many potential applicants. Even if Modes emerges somewhat changed from the Faculty's reconsideration on General Education, its appropriate home will remain in PHIL.

**Resource Issues:**

As noted, roughly 40 sections/year, generating around 450 FTEs via 2250 heads (the number of heads is important as that's a large group of potentially confused young people; students tend not to take more than one Modes course; there is no program to get with, no development of institutional knowledge). The Dean's Office is consulting both with Humanities and with Human Resources to determine the support staff requirements that will fall to Philosophy in the move.

**RECORD OF CONSULTATIONS TO DATE:** After preliminary discussions with the Chair of Philosophy and the Coordinator of Modes, the Dean's Office convened, in June 2010, a general meeting of those teaching in Modes, the Chair of the Department of Humanities, and interested members of the Department of Philosophy, including that unit's Chair and Undergraduate Program Director. After a full discussion, there was agreement in principle that the proposal should move forward as soon as the Faculty's moratorium on major initiatives ended. September 2011 a draft version of the proposal was circulated for comment, via the Unit Chairs, to those working in Modes, to concerned members of the Department of Humanities, and to members of the Department of Philosophy. To this writing, no comments have been received.

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## MEMO

To: Robert Everett, Secretary, Academic Policy, Planning and Research Committee of Senate

From: Stephanie Lynn, Secretary, Faculty of Science and Engineering Council

Date: January 9, 2012

Re: Faculty Council Resolution to Establish a Faculty of Engineering (Lassonde School of Engineering)

I am writing to confirm that the Council of the Faculty of Science and Engineering approved the following resolution at its meeting of December 13, 2011:

- The Faculty of Science & Engineering Council supports the principle of converting the School of Engineering to a standalone Faculty to be called the Lassonde School of Engineering, and undertakes to work with the School of Engineering to ensure a smooth and equitable transition.
- All the programs (Computer, Geomatics, Space & Software Engineering) housed in the existing School of Engineering move to the new Faculty (along with anticipated new programs such as Electrical, Mechanical, Civil and Chemical Engineering).
- The departments of Computer Science & Engineering and Earth & Space Science & Engineering move to the Faculty of Engineering (Lassonde School of Engineering), reflecting the decisions made by the department faculty members. All existing engineering and non-engineering programs offered by the department of Computer Science & Engineering move to the new Faculty.
- The close working relationships established while Engineering was within the Faculty of Science and Engineering be continued and enhanced after the creation of the Faculty of Engineering (Lassonde School of Engineering).

Please feel free to contact me should you have any questions about Council's decision.

# Proposal for the Establishment of a Faculty of Engineering

Submitted to:  
Academic Policy, Planning and Research Committee  
at its meeting of January 12, 2012

By:  
Janusz Kozinski  
Dean, Faculty of Science & Engineering

# Introduction

*The following document has been prepared by the Dean of the Faculty of Science & Engineering and colleagues to provide Senate with an overview of the history and plans for Engineering at York in anticipation of consideration of a proposal to establish a Faculty in principle.*

On December 13th, 2011 the Council of the Faculty of Science & Engineering voted 35-5 in support of a proposal to establish, in principle, a new Faculty of Engineering. With this decision, the Faculty has added its support for the proposal. Other key milestones have been reached in the process of creating a separate Faculty to house York's Engineering activities, including the following:

- The province of Ontario has committed \$50-million dollars toward the project of expanding Engineering at York.
- A major donor has provided \$25-million dollars.
- All of the programs (Computer, Geomatics, Space & Software Engineering) housed in the existing School of Engineering have agreed to move to a new Faculty.
- Planning is underway to develop new programs such as Electrical, Mechanical, Civil and Chemical Engineering.
- Colleagues in the departments of Computer Science & Engineering and Earth & Space Science & Engineering have declared their intention to move to the Faculty of Engineering (Lassonde School of Engineering).

Council's decision has been communicated to the Academic Policy, Planning and Research Committee of Senate with a request that it recommends Senate approval in principle. Approval in principle by Senate at this stage is sought based on the processes leading to the establishment of the Faculty of Health and the Faculty of Liberal Arts & Professional Studies (please refer to page 13-14 for implementation details). In both instances, the approval in principle provided Senate with an opportunity to signal its support while providing valuable input and advice to inform subsequent consultations.

*FSE Support*

*Engineering approval in principle*



# Recent History of Engineering at York

In response to the needs of engineering in the 21st century, York opened its doors to offering three exciting engineering programs in 2001: Computer Engineering, Geomatics Engineering (four-year program, unique in Ontario) and Space Engineering (unique in Canada). Software Engineering started in September 2011. York University's accredited engineering programs were developed to reflect a modern view of engineering and to teach the skills needed in the engineering profession today.

*Engineering  
Programs*

As technology progresses, engineering and scientific disciplines become increasingly interrelated and interdependent. York's Engineering program is growing to respond to real-world education in high demand. Our Engineering programs include courses in ethics, law, environment and engineering economics to prepare graduates for their professional career. We anticipate to launch a unique suite of mainstream engineering programs in electrical, mechanical, civil and chemical engineering. By combining academic knowledge with hands-on work experience gained through senior engineering projects and optional industrial internships, students are better prepared to meet the challenges of a professional engineer and to become entrepreneurs. These relationships encourage and promote new developments and faster responses to demands and societal needs.

*MTCU Support:  
\$50 million*

Furthermore, provincial support arrived on June 20th, 2011, when the Ministry of Training, Colleges & Universities (MTCU) announced Ontario's investment of \$50-million dollars in York University's new engineering and science building as part of the government's upcoming long-term capital plan, enabling the university to move forward with its plan for expansion of the School of Engineering.

Since the June announcement, a project team, chaired by the Provost, comprised of the Vice-President Finance & Administration, the Dean of the Faculty of Science & Engineering and members of the School of Engineering, members of the Vice-President Academic & Provosts office, and the Office of Institutional Research & Analysis, have been working to develop the plans going forward, particularly with regards to the resource analysis and academic planning involved with the expansion.

Contributing to the investment in Engineering, on November 1st, 2011, York proudly announced Pierre Lassonde's transformative donation of \$25-million dollars to support the expansion and a new approach to engineering education. This gift will allow York to create a truly unique engineering program that will redefine the future of engineering at York and beyond. Based on York's traditional strength in humanities, social sciences, business and law, the vision and commitment towards this expansion will be to ensure that engineering students will be broadly educated to support future economic and social development by graduating a new generation of entrepreneurial engineers with a social conscience.

*Lassonde  
Donation:  
\$25 million*

The proposal now before Senate is intended to provide a brief overview of the intentions for moving forward, requesting Senate to approve "in principle" the efforts that are being undertaken to advance the expansion of engineering at York University, toward the creation of a new Faculty, the Lassonde School of Engineering.

# Origin of the Proposal & Relationship to University Planning

Engineering has a relatively long history as a planning priority for the university, going back to Vision 2020 (1992) and before, with several University and Faculty Academic Plans identifying the need for expansion in engineering and applied science areas. The 2001 University Academic Plan stated that “[t]he Faculty of Pure and Applied Science should develop programming in engineering fields (such as engineering physics and computer engineering), as well as applied fields (such as biotechnology), which build on the high quality of existing core disciplines and expand the range and quality of applied programs.” This plan enables the Faculty of Science & Engineering (FSE) to action its strategic plans to work with the institution and be “[t]he impetus to grow Engineering and applied sciences significantly at York, to rebalance the University, to make York more comprehensive...”(FSE Plan 2009).

In order for York to build its reputation as a leading, internationally renowned Engineering enterprise, it needs to move into the same arena as the majority of its provincial and national competitors under the auspices of a standalone Faculty (see Appendix A for provincial details). It is also important to note that this initiation to create a new Faculty of Engineering contemplates that a proposal will be coming forward to request a name change for the current Faculty of Science & Engineering.

# University Planning

The White Paper and new University Academic Plan (UAP) (2010-15) continue to highlight engineering as a strategic academic priority: the Provostial White Paper (2010) emphasizes the need to “[c]ontinue to develop York as a more comprehensive university by expanding the scope of the university’s teaching and research activities in engineering, the applied sciences, health and medicine, business-related and professional studies. (Objective 1)” While the UAP plans for York to be: “paving the way to an expanded Engineering program ... consistent with York’s traditional emphasis on disciplinary richness, collaboration and transformation.” This Faculty proposal addresses one of the key UAP principles in developing a plan for implementation that will support: “an ongoing commitment to the diversification of academic activities in line with creating a more comprehensive university, including teaching and research in the areas of health, engineering, applied science, medicine, business and professional programs, while sustaining, affirming, and building upon the foundation provided by our distinctive strengths in the liberal arts, the fine arts, and the sciences as well as interdisciplinary programs and opportunities for students to combine disciplinary fields.”

The expansion of the School of Engineering contributes towards the University’s goal of a more comprehensive and research intensive institution, by creating enhanced internal and external opportunities for collaborations. Within the university, inter-Faculty collaborations exemplified by initiatives such as digital media (FSE and FFA) will provide new ways of attracting talented students and faculty, as well as enabling York University researchers to compete successfully for a more diverse range of research funding. An increased engineering research presence at York University will also benefit both the local community and the University by expanding research partnerships and stimulating economic growth in the rapidly developing neighbouring regions. With appropriate safeguards and oversight, these partnerships will benefit our students by involving practising engineers in our teaching and research, and by broadening their career opportunities.

*Engineering:  
White Paper  
and UAP*

# Rationale

## for the School of Engineering to become a Faculty

*Engineering:  
Transformation  
into a Faculty*

Engineering continues to be an area of growing importance as advanced technological applications are playing an increasingly important role in the Canadian economy. York University has a proud tradition of excellence in applied science and engineering. The Engineering Program is building on this strong foundation and is actively in the process of advancing and developing a broader suite of Engineering Programs in both research and teaching. This proposal seeks to significantly enhance and expand the visibility of Engineering at York by transforming the School of Engineering into a Faculty that will provide the appropriate governing structure for ensuring that the highest professional standards are achieved and maintained as the School expands. The governing structure proposed here follows the guidelines of York University.

Moving forward with the envisioned expansion for Engineering sees the need for it to move it into a bigger house and take up residence as a Faculty. The profession requires under its accreditation regulations and standards that a distinct governance and management structure exists for all engineering programs operating in the province and country. As an accredited profession, it mandates that the administrative proponents subscribe to and hold a valid license with the profession in order to operate as an Engineering educational body.

*Accreditation  
Requirements*

The Canadian Engineering Accreditation Board (CEAB) criteria for accreditation state that: “The Engineering Faculty Council (or equivalent engineering body) must have clear, documented authority and responsibility for the engineering program, regardless of the administrative structure within which the engineering program is delivered. (Criterion 3.5.7)” With the current structure of the School of Engineering embedded within the Faculty of Science and Engineering, questions have been raised about this criterion by the accreditation team at all three of our site visits (2005, 2007, 2009). In 2005 this was a critical issue, necessitating significant restructuring of the administrative structure of FSE. While these changes were deemed acceptable in 2007, it has taken significant discussions on each subsequent occasion to convince the accreditation team of this acceptability. So, for example, even the site visit report for our highly successful 2009-10 accreditation exercise included the comment: “It appears there may be a lack of control over curriculum content, given the structure of the Faculty, even though the curriculum committee is comprised of engineers.”

Given that York University’s compliance with this criterion may be regarded as marginal for the existing, small programs, we believe that it would be very difficult to obtain CEAB accreditation were we to extend this model to the expanded School of Engineering, with its many more programs, departments and faculty members.

*Engineering  
Demographics*

The government’s investment in providing capital funding for the expansion of engineering demonstrates a firm commitment and belief that the demand for expansion in the area of engineering exists within the province and specifically the GTA. Recent demographic and statistical reporting provided by the province, and the council of deans of engineering in Ontario, suggest that there is excess demand not being served by our existing institutions. The province is experiencing a pattern of steady-growth and a significant increase in applications to engineering in the last few years, with the expectation for expansion into the foreseeable future. The system is currently experiencing an annual increase of more than 2,000 students entering engineering disciplines<sup>1</sup>, with more than 48,000 applications and annual increase of 9.7% year-over-year – compared to the 3.2% increase in total applications across the entire Ontario system (both 101s & 105s)<sup>2</sup>. Engineering currently claims 9.4% of the Ontario applicant market share (up 0.5% from 2010). The predictions are that the growth realized in higher education will see students demanding access to more business and professional programs. York is well positioned and poised to take on this expansion and to play a vital role in serving the interests of the student population.

The rationale for the creation of a Faculty structure begs for the consolidation of eight engineering, plus four associated programs, for they bear the same unique academic structures, professional accreditation requirements and engage in similar activities. It would immediately strengthen the ties between like units with similar degrees and programmatic interests, and would assist in the development and expansion of new and innovative programs that are contemplated in this proposed Faculty. The identity of Engineering as its own Faculty raises the profile of

the program and York's reputation as it works toward becoming a more comprehensive institution. It also factors into the credibility within the profession and to attracting fundraising prospects and research funding opportunities. Engineering at York would be able to strategically enhance student recruitment efforts and provide distinctive access to its programs in a parallel manner to other Faculties of Engineering in Ontario and across the country.<sup>3</sup>

1. See Appendix A: Preliminary Enrolments in Ontario Engineering Faculties (September 2011)
2. Ontario Universities' Application Application Statistics for Secondary School and Non-Secondary School Applications (September 14, 2011)  
<http://www.ouac.on.ca>.
3. Senate Policy: Guidelines for the Development and Approval of Schools Within the University

# The Vision for Engineering at York

The future School of Engineering will embrace a Global Engineering concept. It will be based on the three pillars characterizing the 21st Century engineering: (1) Cooperative Education & Industry Partnerships, (2) Entrepreneurship & Leadership, and (3) Global Learning & Study Abroad. Its unique curriculum and learning environment will stretch students' intellectual, leadership and personal capacities, and foster a vibrant community of scholars that breaks new ground in multidisciplinary insights and global perspectives. We would aim to produce graduates who are articulate and confident individuals, broad thinkers, and dynamic and motivated achievers who distinguish themselves by their intellectual rigor, spirit of initiative, resourcefulness and innovation, and commitment to make important contributions to the society.

The new face of Engineering at York will debut in a new state-of-the-art facility that will open its doors in the Summer of 2014. With the critical funding commitments and plans now in place, \$50 million from the Ministry to go toward capital costs, along with a \$25-million dollar donation from Pierre Lassonde, plus additional donations, the project to expand Engineering can get underway.

Over the course of the next several years, our team will recruit new faculty and staff to support and undertake the development four new departments, starting with new programs in: Electrical, Mechanical, Civil and Chemical Engineering in the new *Lassonde School of Engineering (LSE)*. The plan is for Electrical Engineering to be the first of the new programs to commence in 2013/14, followed closely by Mechanical, Civil, and Chemical. Further details on key areas and activities that are being considered and developed include:

- Teaching and Learning
- Research
- Community Partnerships & Collaborations
- Benefits to the University as a Whole
- Other Considerations

# Preliminary Composition and Structure of the Faculty

## Programs

### Current Programs to Move:

- Computer Engineering
- Geomatics Engineering
- Space Engineering
- Software Engineering
- Computer Science
- Computer Security
- Digital Media
- Earth & Atmospheric Science

### Proposed New Programs:

- Electrical Engineering
- Mechanical Engineering
- Civil Engineering
- Chemical Engineering

## Departments & Programs

The primary objective is to take the existing accredited programs in the School of Engineering to the top according to international standards, and to create initially 4-5 new programs. These programs will be developed as a new and unique combination of technical excellence, social commitment, professional communication, and design innovation to prepare graduates for the new and evolving challenges and responsibilities of the professional engineer of the future. Programs will be benchmarked against similar top international programs, and will be developed with advice from the professional engineering community and representatives from relevant industry. As described above, we plan to launch new programs in Electrical Engineering, Mechanical Engineering, Civil Engineering and Chemical Engineering. There has been a tendency over the last decade of students migrating to well-established engineering disciplines such as these, possibly as a response to the burst of the technology bubble. However, each of these disciplines is extremely broad and encompasses many sub-disciplines, ranging from the more traditional fields to the emerging specialties. In contrast to many engineering schools with a large physical and human infrastructure investment in conventional sub-disciplines, York University is in a position to focus immediately on the emerging, cutting edge fields in high demand for future engineering graduates, post-graduates and practising engineers.

The new School of Engineering will be recognized internationally for its distinctive approach to engineering and entrepreneurship. By embodying York University's core values of social responsibility, global citizenship, and multi-disciplinarity, the School will establish itself as a destination of choice for top engineering students worldwide. The School of Engineering is committed to working with colleagues, departments and Faculties across the University to deliver innovative collaborative programs at both graduate and undergraduate levels. These discussions are underway, albeit in the early stages. Academic partnerships with the Schulich School of Business and Osgoode Hall Law School are integral to this vision, ensuring exceptional academic preparation in engineering, business, public policy and law for students at all levels. Student learning will be enhanced by co-

*The Innovation  
Crucible*

*Renaissance  
Engineers*

operative education and/or internship programs designed to provide practical experience of entrepreneurship in the workplace. Strategic ‘institutes’ in research, professional development and engineering design will contribute to the vibrant atmosphere of innovation in the departments and programs in the School of Engineering. Modern engineering is not just about science and technology. It is about solving design problems, aesthetic elegance, entrepreneurship and generating new opportunities, team creativity, human factors, global design collaborations, and social context. To educate engineers with such attributes the curriculum and, more importantly, the environment in which it is taught, are paramount. A Lassonde School of Engineering education will therefore combine the latest technological and pedagogical advances in each field (informed by academic leaders to be recruited for each new program) with innovations in the learning environment.

Examples currently under development include: team collaborations using social networking; highly integrated courses melding problem-based learning and synchronized content delivery; employing cloud computing and library information technology to create student “learning lounges;” reconfigurable classrooms and project-work spaces; practical experiences of entrepreneurship via industrial work experience, external design and business competitions, and establishing student-led start-up companies; modular and reconfigurable laboratory facilities that are tightly linked to the curriculum; small-scale industrial engineering systems, such as a microbrewery (chemical engineering) or energy-efficient building (civil engineering); instrumenting the engineering building as a living-laboratory.

## Electrical Engineering & Computer Science

Following the precedents established by institutions such as MIT and UC Berkeley, faculty members in the current Department of Computer Science and Engineering have voted to offer the new Electrical Engineering program, and to change the department name to Electrical Engineering and Computer Science (EECS). It is intended to house the following programs: Computer Engineering, Electrical Engineering, Software Engineering, Computer Science, Computer Security and Digital Media.

## Mechanical Engineering

Mechanical Engineering potentially will be administered as a stand-alone department. Once the Mechanical Engineering program is established, additional programs such as Mechatronics Engineering (bearing synergies with Electrical and Space Engineering) and Materials Engineering can be envisioned.

## Civil Engineering

Civil Engineering will emphasize environmental sustainability in the core program, and will offer a strong environmental option. A natural extension of the Civil Engineering program would be offerings in collaboration with environmental science (in FSE) and/or environmental studies (with FES). These could take the form of a cluster of general education courses, a certificate or a dual degree.



## Chemical Engineering

Like Civil Engineering, Chemical Engineering has both a rich history and a modern interpretation. In its modern form, Chemical Engineering encompasses fields such as nanotechnology, molecular self-assembly, and bio-materials. In collaboration with the Departments of Chemistry and Biology, York University's Chemical Engineering program will emphasize these progressive disciplines. Ultimately, it is probable that LSE will offer programs in both Chemical Engineering and Bio-Engineering.

## Earth & Space Science & Engineering

The department of Earth & Space Science & Engineering has voted to join the School of Engineering and is likely to continue to be home to programs in: Geomatics Engineering, Space Engineering and three program streams in Earth & Atmospheric Science.

# Student Admission & Enrolment

The enrolments in our undergraduate and graduate programs are planned to increase at a significant pace as the new programs in Engineering are brought online. The creation of new programs at York and a series of new faculty appointments will be made to initiate the development of these new curricular offerings. It is estimated that the new Faculty will be of a medium size in comparison to other programs in the country. The faculty appointments and staffing complement to support the enrolment growth at both the undergraduate and graduate levels will be incrementally made in step with enrolment increases to match the complement ratios required by the accreditation board and as developed in the academic planning processes for the units.

The enrolment forecasts and complement planning have been realistically set in the context of the growing demand for Engineering programming in the Province, as reflected in the most recent OUAC statistics and analysis provided in Engineering Canada projections.

“Engineering institutions continue to report strong growth in the number of students pursuing an engineering education. Total undergraduate enrolment in accredited programs rose to 63,113; a 7 percent increase from the previous year. Postgraduate enrolments for both master’s and doctoral students also reached a peak of 21,083 in 2010, increasing 9.8 percent from 2009.

Canadian programs are a popular choice for international engineering students. At the undergraduate level, the number of visa students rose 46.2 percent since 2006, accounting for 12.3 percent of total undergraduate enrolment. The number of visa post-graduate students has also grown by an astounding 49.2 percent since 2006, accounting for over one-third of graduate student enrolment in 2010.<sup>4</sup>”

Enrolment Projections for Undergraduate New Year 1 Admission Intake and Total Enrolment, and Graduate Enrolment by Degree Type for the next decade:

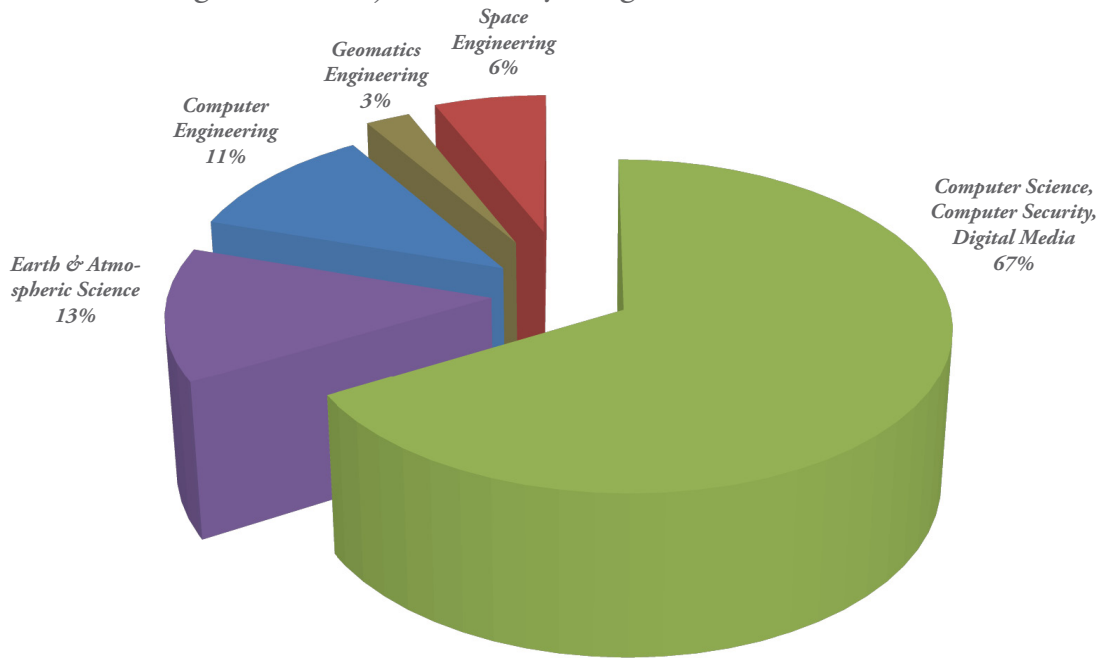
Undergraduate Students	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
New Student Intake	60	100	150	275	400	475	475	475	475	475	475
Undergraduate Total	173	232	324	518	783	1058	1283	1481	1647	1776	1870

Graduate Students	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
MASc	43	43	53	71	85	105	119	127	135	147	161
MBEng	0	0	0	25	75	75	75	75	75	75	75
MEng	0	0	10	28	42	62	76	84	92	104	118
PhD	45	45	50	55	76	100	124	145	160	174	191
Graduate Total	88	88	113	179	278	342	394	431	462	500	545

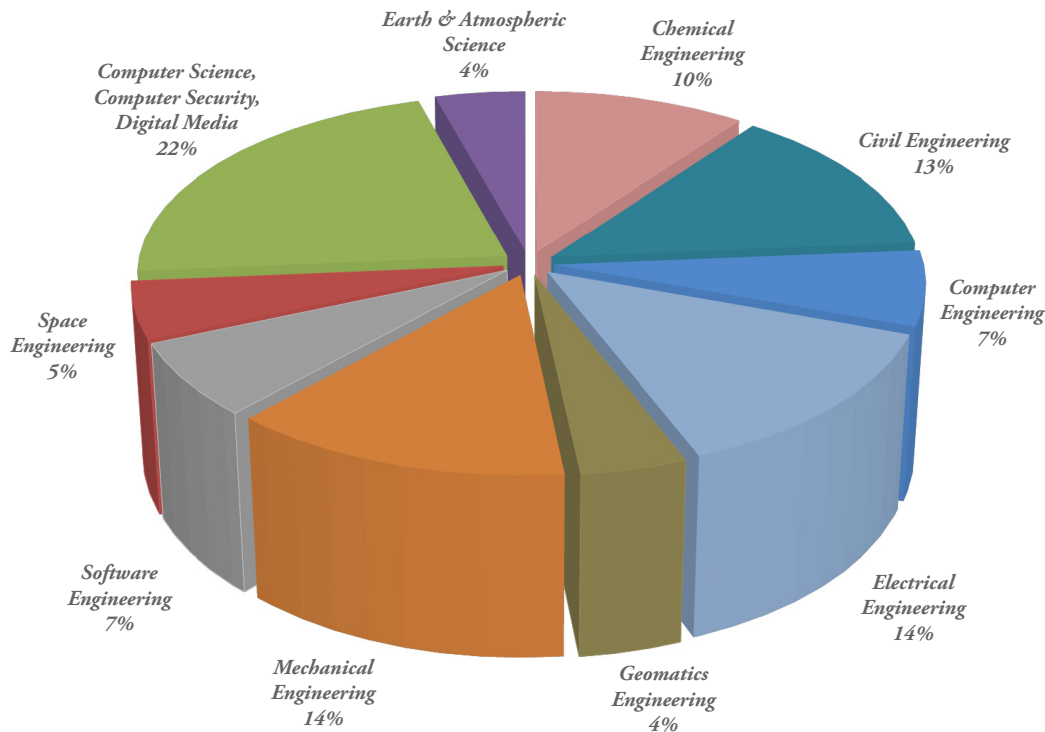
4. “Canadian Engineers for Tomorrow: Trends in Engineering Enrolment and Degrees Awarded 2006-2010,” Engineers Canada, Canadian Council of Professional Engineers (October, 2011)

# Undergraduate Majors: Distribution Scenarios

Undergraduate Majors (837) by Program - November 1, 2010



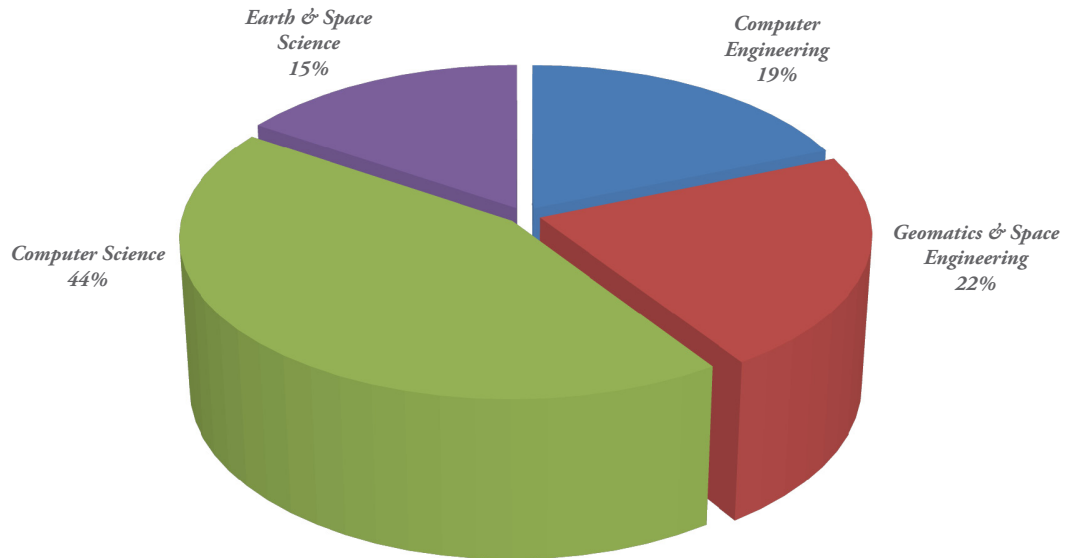
Undergraduate Majors (2539) by Program - Distribution Scenario 2021-22



# Distribution of Full-Time Faculty Complement Scenarios

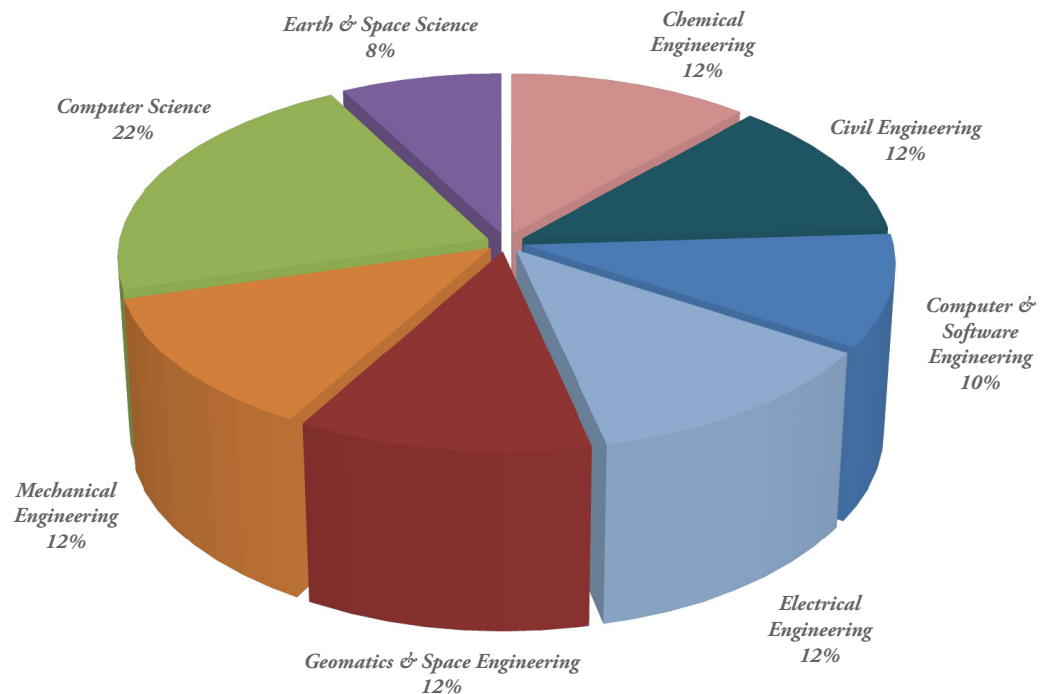
## Distribution of 64 Full-Time Faculty Complement Scenario - October 1, 2010

Note: Engineering, Earth & Space Science, and Computer Science represent the groups of academic colleagues that are likely to form the new School of Engineering.



## Distribution of 129 Full-Time Faculty Complement Scenario - 2021-22

Note: Based on complement growth only being attributed to Engineering  
 The student to faculty ratio for the proposed Faculty will be approximately 25, which is comparable to other Faculties of Engineering, for example University of Toronto, University of Waterloo, and McMaster University.



# Curriculum

The School of Engineering is in the process of developing new curricular initiatives and programs in four major engineering fields to add to the existing suite of undergraduate programs currently being offered. It is anticipated that the first of the four, electrical engineering, will be coming through the approval process in the coming months, with the further three to follow in: mechanical, civil and chemical engineering. It is important to ensure that these new programs are collegially developed, and will require the expertise and knowledge that the appointment of new faculty members will bring to lead and guide the development of these new branches of engineering.

The School of Engineering currently offers degrees under the designations of: Bachelor of Applied Science (BASc), Master of Applied Science (MASc.) and Doctor of Philosophy. It is expected that these designations may be modified and expanded to include:

- Bachelor of Applied Science (BASc) – proposed to change to Bachelor of Engineering (BEng)
- Master of Applied Science (MASc) – research master’s program
- Master of Engineering (MEng) – professional master’s program
- Master of Business Engineering (MBEng) – joint professional master’s program
- Doctor of Philosophy – research doctoral program

The school also plans to undertake curricular innovation in the existing common 1st Year undergraduate curriculum to effectively align all engineering programs, existing and new. Alongside the engineering core, further exploration of a general education program that supports and enhances the curricular diversity, enrichment and exposure to other disciplines will be collegially developed.

*Degrees  
Portfolio*

# Inter-Faculty Collaboration and Development of Interdisciplinary Opportunities

There are many academic linkages and partnerships currently being explored and/or developed between Engineering and Units/Individuals Housed in Other Faculties:

- Osgoode – working group formed
- Schulich – working group formed
- Science – working group formed
- Health – working group forming
- Fine Arts – working group forming
- FES – working group forming
- LA&PS - TBD
- Education - TBD
- Glendon - TBD
- Libraries – TBD
- TD Community Engagement Centre – working group formed

## *Partnerships*

# Collegial Governance

The collegial governance structures will be determined by the academic colleagues of the new Faculty. Temporary administrative and governance structures may be adopted on an interim basis until such a time when the members of the departments/units are known. Considerations for a Faculty Council model may include:

- Executive Committee
- Policy & Planning Committee
- Research & Faculty Member Awards
- Curriculum
- Teaching
- Academic Standards
- Tenure & Promotion
- Student Appeals/Petitions
- Student Awards
- Admissions

# Resource Implications of the Faculty of Engineering

The Office of the Vice-President Academic & Provost and the Office of the Dean in the Faculty of Science & Engineering will work toward establishing a statement of principles and designing the resource framework for the existing and new Faculty. The analysis is currently underway to ensure that the appropriate resources are proportionately aligned to support the ongoing and new activities of the various units. Such analyses include, and are not limited to, the:

- Budget Framework for the New Faculty of Engineering
- Budget Changes to Science
- Faculty Budget by Unit
- Dean's Office Set-up
- Summary of Faculty of Engineering Funding
- Space Planning & New Building for the Faculty of Engineering

Again, the processes developed for the Faculties of Health and Liberal Arts & Professional Studies will be used as guidelines in the development of financial plans for the School of Engineering.

Funding for the new Faculty has been established and predicated on a self-sustaining budget model, private donor support and a commitment to pay back any initial start-up loans incurred. The enrolment growth that is expected from the engineering expansion will generate revenue that will fund all new activity in these programs areas and those contributing to it. Therefore, there will be no adverse funding affects to current Faculties. As a result of the planned enrolment growth in engineering, there is an expectation that there will be a net benefit to the Faculties and the University as a whole. Any existing carry-forwards and/or deficits will be assigned in a manner that attributes the proportionate share of activity and support that is tied to the budgetary resources and commitments.



# Consultations

*(see appendix B for details)*

- Faculty Councils
- Senate Committees: APPRC, ASCP
- Townhalls/Special Meetings – Faculty, Staff & Students
- Support Services & Divisions on Campus
- External: Professional Bodies, Government, etc.

# Implementation

Plans for implementation will continue to evolve over the course of the next several months. In the event that the “in principle” motion gains Senate approval by the end of January/February 2012, followed by Senate and Board of Governors approval of the new Faculty in late Spring 2012, we could envisage the creation of the new Faculty for July 1, 2013.

## Approval in Principle – Winter 2012

Following the approval in principle, Senate’s APPRC & ASCP together with the VPA&P and the Dean’s Office in FSE, will plan and guide processes and the work relating to academic planning and resources, Faculty governance, research, human and physical resources by:

- Continuing the considerations for academic planning and resource issues for engineering in the greater context of York, including identifying the programs moving to the new Faculty, their respective structures, degrees/degree requirements for degrees (including general education, etc.) and address any new and/or revisions to the curriculum, quality assurance and related issues.
- Crafting a motion to establish an interim Faculty Council (to accompany the statutory motion to create an Engineering Faculty. This entails the governance/Faculty processes & criteria, including: membership of Faculty Council and committee structures; determination of hiring processes; tenure and promotion processes).
- Create a Financial and Administrative Committee to oversee the: resource analysis & planning processes (movement of resources, commitments to resource plans and administrative structures, e.g., academic administrative appointments and staffing; enrolment analysis and planning for the new Faculty and the effect on FSE; space, need for facilities through the transition to the new building; program/degree harmonization and student services & supports).
- Engaging various Senior Administrative Offices to assist in the coordination of research activities & strategies, plans for space and the new building, consultations with labour relations, communication strategies, government relations, financing, and facilities, etc.

## Statutory Motion to Create an Engineering Faculty – Spring 2012

- Following the approval of the motion to create the Faculty, Senate and its committees (where appropriate), along with VPA&P and FSE Dean’s Office, will continue to provide guidance and work with the colleagues to undertake the following:
- Advise and make a recommendation for approval to the Board of Governors.
- Provide guidance on legislation for actionable items to establish any new schools, departments, programs and/or new degrees as a result of the creation of the new Faculty, including any program, curriculum, and/or degree requirements requiring approval.
- Assist the Faculty Council to move from interim to official status.

*Approval in Principle*

*Formation of a New Faculty*

- Faculty administration being appointed, including the decanal appointment and administrative support infrastructure. Student support services, faculty support services, technological support and health & safety issues be identified.
- Faculty course offerings and coordinated planning with other units could commence. In addition to any Program/Curriculum/Degree requirements – approval of Faculty requirements (e.g., common 1st year; general education); any necessary grandparenting arrangements for students; etc.
- Student Service & Supports be inclusive and reflect any new and necessary changes to practices with respect to: recruitment & publication issues; admissions/OUAC; scholarships & bursaries; convocation; registrarial services and SIS changes; creation of student council and government issues (including supplementary health/dental plans, etc.).
- VPA&P to finalized details on finance and budget, enrolment resource analysis & planning (adjust for any intake targets & FFTE changes)
- Various Senior Administrative Offices to finalize the coordination and expectations around: research activities & strategies; plans for space and the new building; consultations with labour relations; communication strategies; government relations; financing; facilities; and Alumni Relationships, etc.

## Start-up “Opening Day” – July 1, 2013

# Risk Mitigation

The associated risks with the establishment of the Engineering Faculty will no doubt hinge on the ability to reach the enrolment objectives and attain the faculty complement plans set before us. The typical concern of any new Faculty is having the ability to attract outstanding students, along with high calibre faculty and staff to support new academic programs and initiatives.

As with any new venture, realizing the enrolments and claiming York's fair share of the prospective engineering student market will be challenging. However, York is well positioned to realize these plans given the demographics of the population and population growth in the region immediately surrounding the university. A significant proportion of this growth is in our immigrant population, where children of this population show a significantly higher demand for university education and prefer to go to universities in the area where they live. Furthermore, the downturn in the economy and family structures encourage students to stay at home rather than go to another city for their education. The proposed Faculty of Engineering will permit us to improve access to high-quality professional education to this large, growing and important population.

York is situated in an ideal location to play a key role in the economic development of the rapidly growing social and industrial area of the GTA. With thriving high-technology and life-sciences companies in its immediate catchment area, building on York's track record for partnership on research and development and technology transfer makes engineering prime for expansion. As the focus for the education of highly skilled employees increases, the University will be well positioned to generate a talent pool that will attract and help to develop world-class employers. University engineering researchers will also continue to partner with these private-sector organisations to develop and transfer new technologies. These activities will continue to increase the economic prosperity of the region, fuelling further growth.

The collegial planning framework will continue to guide and inform the development of the new Faculty. The principles and objectives identified in the UAP will be upheld and respected, along with the academic programs, complement and enrolment planning processes long been employed by the university. The academic and other resources will be allocated in relation to the needs of the programs and follow the planning processes in place at the university.

One of the overarching reasons for creating a new Faculty of Engineering is to profile York's competitiveness in attracting outstanding students. The greatest risk is NOT taking this step forward and advancing the establishment of a new Faculty of Engineering. The financial support from the provincial government, private donation and strategic institutional support have perfectly aligned to allow this opportunity to take place now. Finally, after decades of laying plans to paper, York is well positioned to advance innovative and inspiring engineering education. The new Faculty of Engineering at York will make a significant contribution toward enhancing York's profile as a more comprehensive institution and raising its competitive edge in the world of higher education.

*Advantage:  
York Region*

*Collegial  
Planning*

*Enhance York's  
Profile*

# Letter of Support



OFFICE OF THE  
VICE-PRESIDENT  
ACADEMIC &  
PROVOST

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## Memorandum

To: Alison Macpherson, Chair, APPRC

From: Patrick Monahan, Provost

Date: January 9, 2012

Subject: Approval in Principle of Proposal to Establish a School of Engineering

I am pleased to write in support of the request that Senate approve in principle the establishment of a new Faculty at York: the School of Engineering. I have been fully involved in discussions within and beyond the Faculty of Science and Engineering which have led to this proposal. The proposal has also been the subject of briefings and discussions with decanal colleagues at Deans' meetings and individually.

As indicated in the proposal for approval in principle, the School of Engineering was established as a separate unit within the Faculty of Science & Engineering in 2006, following the introduction of engineering programs at York in 2001. This proposal to create a new Faculty to offer undergraduate and graduate programming in a range of engineering areas and to provide a focus for engineering research represents the next stage in the evolution of engineering at York. It furthers our institutional objective to enhance comprehensiveness through the expansion of the sciences and engineering, and I believe that it will have benefits for the University as a whole. It also supports government objectives in relation to Ontario postsecondary programming. As a result, we have received a significant infusion of government funding for capital costs associated with engineering growth, and we anticipate receiving full per student funding for undergraduate enrolments to fund the operating costs of the growth.

Approval in principle from Senate will provide direction to institutional planners in moving forward with the detailed analysis, planning and consultation that will be required to develop proposals, for consideration by Senate and the Board of Governors, to put in place the governance and administrative structures, the budget and enrolment plans, and the programming that will comprise a new School of Engineering. In order to put us in a position to begin to develop the faculty complement needed to support a new Faculty and its programs, I have authorized advertisements for tenure stream positions in Engineering,

*Provost's  
Support*

# Letter of Support (contd.)

subject to budgetary and other considerations. We have set out principles to guide planning going forward, should Senate approval in principle be granted, including the expectation that the usual budget approval processes will continue to apply to Engineering and general financial parameters. The President has also mandated that the new Faculty will be self funding upon reaching steady state and any bridge funding provided to the Faculty during the transition will be repaid from funding generated by the new Faculty; and I have been delegated the responsibility to ensure that this assumption is incorporated into planning. It is anticipated that careful attention will be paid in planning to ensuring the accuracy of revenue and expenditure projections, and that every effort will be made to contain expenditures. Planning will also need, of course, to take into account the impact of the creation of the School on other Faculties, in particular the units and programs that will remain in a science Faculty.

I would be happy to respond to any questions and concerns with regard to the proposal for approval in principle of this important engineering initiative, and I urge that it be given favourable consideration.

Cc: J. Kozinski  
R. Hornsey  
R. Lenton

# Appendices

## Appendix A: Comparison of Engineering Programs in Ontario Universities

### SEPTEMBER 2011- PRELIMINARY ENROLMENTS IN ONTARIO ENGINEERING FACULTIES

UNIVERSITY	FIRST YEAR		UNDERGRAD TOTAL		MASTERS (Full Time)		MASTERS (Part time)		FULL TIME PhD		PART TIME PhD	
	11	10	11	10	11	10	11	10	11	10	11	10
CARLETON	1,040	955	3,002	2,748	371	358	131	132	190	188	37	44
GUELPH*	378	343	1075	859	108	97	25	30	37	35	14	11
LAKEHEAD	105	103	764	776	51	47	0	0	0	0	0	0
LAURENTIAN	99	92	358	333	18	13	14	14	15	13		
McMASTER	1352	1172	4443	4230	388	422	101	137	250	256	24	32
OTTAWA	640	532	2227	1949	473	375	105	87	258	242	14	16
QUEENS	652	649	2842	2702	301	277	22	25	202	196	9	9
RMC	120	120	401	395	88	98	11	10	32	31	7	6
RYERSON*	1003	954	3302	3032	401	480	115	100	182	191		
TORONTO	1338	1271	5181	4992	862	773	263	202	706	696		
UOIT**	483	440	1463	1356	97	124	29	26	61	45	6	1
WATERLOO***	1552	1515	6266	5978	631	697	339	345	645	627	63	54
WESTERN	419	349	1498	1214	297	259	35	38	296	288	12	13
WINDSOR	324	280	1112	1023	364	358	13	12	108	131	3	6
TOTAL	9,505	8,775	33,934	31,587	4,450	4,378	1,203	1,158	2,982	2,939	189	192

**Notes:**

\* *Guelph and Ryerson are the only Ontario Universities (outside of York) that do not have autonomous Engineering Faculties. Guelph: College of Physical & Engineering Science and Ryerson: Faculty of Engineering, Architecture & Science (however, this structure is currently under review).*

\*\* *Official count date for 2011-2012 student data is November 1, 2011. Data provided is a projected number and will most likely differ from the official counts. [UOIT has two Faculties of Engineering]*

\*\*\**excludes Architecture, which is part of the Faculty of Engineering at Waterloo*

# Appendices

## Appendix B: Community Consultations

### Updates to Senate Committees:

September - APPRC

November - APPRC

November 16th, 2011- ASCP

November 24th, 2011 – Senate

### Open Forums:

#### Announcements & Townhalls:

November 1st, 2011 – Announcement of Lassonde Donation & Naming of LSE Building;

November 2nd, 2011 – FSE Townhall to Inform Faculty, Staff & Students of Updates & Plans

### Faculty Council Meetings:

Education - TBA

Environmental Studies - February

Fine Arts – December 14th

Glendon - TBA

Health – December 7th

LA&PS – March 8th

Libraries - TBA

Osgoode – March 5th

Schulich - TBA

Science & Engineering – December 13th

### Other Consultations:

- Senate discussion and approval processes regarding statutory motions
- Establish an E-mail address ([lassonde@yorku.ca](mailto:lassonde@yorku.ca)) to receive comments
- Senate committees invited by the Secretariat to provide comments on issues relevant to their mandates
- Alumni: information about the proposal to be published in upcoming issues of Alumni Matters, with an invitation to comment
- Consultations with appropriate bargaining units



# Faculty of Graduate Studies

## Change to Program/Graduate Diploma Academic Requirements Proposal Template

*The following information is required for all proposals involving a change to program/graduate diploma academic requirements, including admission requirements. To facilitate the review/approval process, please use the headings below (and omit the italicized explanations below each heading).*

**1. Program/Graduate Diploma:** MA Program in Sociology

**2. Effective Session of Proposed Change(s):** Fall 2012

**3. Proposed Change(s) and Rationale**

**a) A description of the proposed change(s) and rationale, including alignment with academic plans.**

We propose to newly require that MA students:

- take a 3.0 course in Sociological Theory, newly-designed and at the MA level
- take a 3.0 credit course in Methods
- no longer be allowed to count Directed Readings courses toward their coursework requirements

Motivated by recent reductions to our MA students' funding, our Program embarked on a nearly year-long self-study of the challenges leading MA students to have long completion times – a median of 5.6 terms for RRP students and 7.2 terms for Thesis students (2006-2010 data).

In the course of this self-study, the Program unexpectedly found that faculty and students were nearly-universally dissatisfied with the teaching and learning experience arising in Directed Readings courses involving MA students, despite the Program's efforts over the last five years to ameliorate matters by requiring more rigorous advanced planning of such courses.

Further, students and faculty alike considered that although MA students received good grades in their coursework and moved through this stage of their Program efficiently, these students tended not to take Theory or Methods courses when left to their own devices. For example, in 2008-2011, 18 out of 40 MA students did not take any Theory course and 16 of 40 took no Methods. Thus, the Program concluded that many MA students were not receiving sufficient preparation in the kinds of conceptual and methods skills that would enable them to analyse literatures and / or design and conduct research effectively (n.b. these skills are detailed further in point 4., below). The time students would require to acquire these skills post-coursework was considered to be both slowing their progress and reducing their momentum.

Meanwhile, in a survey of 17 leading Sociology programs in Canada, our Program ascertained that ours is among a tiny minority of three MA programs in which no Theory half-course is required. Further, ours is one of only three MA programs in which no Methods half-course is required and, indeed, several require a full course in this area. Thus, our Program is lagging behind others in Canada in providing MA students with this key preparation. Further, as most PhD Programs are expecting students to enter with some Theory and Methods training, graduates from our MA Program would be entering doctoral programs with the unhappy requirement that they do "make-up" work. This is especially embarrassing in the area of Theory, as Critical Social Theory is one of the Program's five OCGS fields, and one of the areas in which we consider ourselves a leader in Canada.

The Program's Executive, Curriculum Committee, and ad hoc Subcommittee on the MA Program, as well as the Program Meeting, have approved changing these requirements. This change is consistent with the University Academic Plan Consultation Draft for 2010-2015, which emphasizes an unequivocal focus on academic quality. Of particular note is its section on Student Success, which includes the statement:

As noted in the White Paper, our undergraduate and graduate students must be provided with the knowledge and skills they need to thrive, both as citizens in a democratic society and workers in the 21<sup>st</sup> century global knowledge society. It is essential that we nurture, in all our students, *the skills of research and analysis, communication, and critical inquiry* that enable them to contribute meaningfully to debates in both the academic and public realms. Our students should be open to alternative ways of viewing a situation or problem, disciplined to follow intellectual methods to conclusions, capable of accepting criticism from others, tolerant of ambiguity, and respectful of others with different views. (p.7; italics ours)

**b) An outline of the changes to requirements and the associated learning outcomes, including how the proposed requirements will support the achievement of program/graduate diploma learning objectives.**

In specific terms, we propose to newly require that MA students:

- take SOCI 5901 3.0 (Key Debates in Sociological Theory, a newly-proposed course)
- take a 3.0 credit course in Research Methods / Social Statistics (the terminology paralleling what's presently in our PhD students "Methods" requirement)
- no longer count SOCI 5900 3.0 or 6.0 (Directed Readings) toward their coursework requirements

The Program discussed whether removing the Directed Readings courses from the courses that would count toward student coursework would have a deleterious effect on any learning objective. Given the size of our Sociology Program and the variety of its course offerings compared with other Canadian institutions, the Program concluded that students should be capable of finding some suitable offering to count toward their degree requirements, developing a greater breadth of disciplinary grounding in the meantime.

The Key Debates in Sociological Theory course is designed to address students' *learning objective* of having grounding in the key questions and concepts in classical and contemporary theory. Taking it will assist students toward their specific *learning outcomes* in the following ways: (1) students who are writing Research Review Papers (Sociology's variant of the MRP) will better be able to assess the conceptual basis of the literatures with which they are engaging, while (2) Thesis students will be better prepared to position their own projects conceptually. Further, (3) because the course is structured around *debates*, rather than as a chronological survey of the field, it will provide both RRP and Thesis students with exemplars of pertinent bases for sociological contrasts and comparisons.

The Research Methods/Social Statistics course requirement is designed to address students' *learning objective* of understanding specific forms of research design, and practicing data collection, and data analysis skills. (The "specific form" could be within the epistemological paradigms fostering either qualitative or quantitative research, or in a course that combines the two.) Taking it will assist students towards specific *learning outcomes* in the following ways: (1) students who are writing Research Review Papers will better be able to assess the quality of the empirical elements of literatures with which they are engaging, while (2) Thesis students will be better prepared to design research, collect data, and analyse it. Further, (3) because many of our Research Methods / Social Statistics courses involve work with human research participants, RRP and Thesis students also receive a grounding in ethical practices and in ethics paperwork.

**c) An overview of the consultation undertaken with relevant academic units and an assessment of the impact of the modifications on other programs/graduate diplomas.**

The Executive Committee of the Program includes the LAPS and Glendon Departmental Chairs. Thus, both have been party to the proposed modifications, which are in any case not perceived as having any impact on these two units. The proposed modifications are also strictly internal to the Graduate Program in Sociology.

**d) A summary of any resource implications and how they are being addressed.**

Removing SOCI 5900 3.0/6.0 from the list of courses that students can take in order to meet their Program requirements is not expected to have marked resource implications, as on average, only two MA students out of 12 to 15 take such a half course each year (2008-2011 data).

The new requirement that MA students take SOCI 5901 3.0 (Key Debates in Sociological Theory, a newly-proposed course) will mean that this course is to be mounted yearly. This would be done by reallocating existing resources; i.e., by redistributing the total number of Theory courses that the Program offers in a given year so that this one is always included.

The new requirement that MA students take a 3.0 credit course in Research Methods/Statistics will likewise be supported by reallocating existing resources.

**e) A summary of how students currently enrolled in the program/graduate diploma will be accommodated.**

These new requirements will not apply to students currently enrolled in the MA Program. They will apply only to students beginning the MA in Fall 2012 and thereafter.

**4. Calendar Copy**

*Using the following two-column format, provide a copy of the relevant program/graduate diploma requirements as they will appear in the graduate Calendar.*

Existing Program/Graduate Diploma Information (change from)	Proposed Program/Graduate Diploma Information (change to)
<p><b>[from MA Degree by Thesis requirements]</b></p> <p><b>1. Courses</b> Two full courses, or equivalent, chosen from <b>Sociology 5900</b> and the courses offered at the 6000-level.</p> <p><b>MA Degree by Research Review Paper</b></p> <p><b>1. Courses</b> Three full courses, or equivalent, chosen from <b>Sociology 5900</b> and the courses offered at the 6000-level.</p>	<p><b>[for MA Degree by Thesis requirements]</b></p> <p><b>1. Courses</b> Two full courses, or equivalent, to include <b>Sociology 5901 3.0</b> and one 6000-level half course in research methods and/or social statistics. Note that <b>Sociology 5900</b> will not count toward this total course requirement.</p> <p><b>MA Degree by Research Review Paper</b></p> <p><b>1. Courses</b> Three full courses, or equivalent, to include <b>Sociology 5901 3.0</b> and one 6000-level half course in research methods and/or social statistics. Note that <b>Sociology 5900</b> will not count toward this total course requirement.</p>

## Rationale

The changes to PhD requirements that are proposed here are in response to the OCGS report of 2010.

The authors of the report, Professors Warren Goldfarb (Harvard) and Sheldon Wein (St Mary's), recommended that the Graduate Programme in Philosophy increase the number of course requirements to meet the prevailing standards in reputable North American graduate programmes. They found the number of courses currently required – six half courses – to be too low. They suggested that the programme institute a requirement of at least eight, and possibly more, half courses. Moreover, they suggested that further structure – namely, breadth requirements – needs to be introduced.

The authors of the report also recommended that the Graduate Programme develop a mechanism of withdrawal of PhD students in Year 3 who are languishing in the programme. They noted that while the attrition rate from the PhD programme is not out of line with North American norms, the median point for dropping out of the programme – over 4 years - is “far too late.” This they described as a “serious flaw” in the programme. “A mechanism is needed for the Department [sic] to decide by the third year that a student is not suited to complete the degree.”

The authors also recommended that there should be some special writing requirement to serve as a capstone to the preliminary years in the PhD programme. This recommendation has been integrated with the previous recommendation, so that now students in Year 3 will be required to pass an exam that consists of producing two publishable papers that will be examined by a committee of three anonymous examiners.

## Current Calendar Copy

1. Course requirement. Complete 6 half courses (or the equivalent) with no more than one full course equivalent a reading course and no more than one full course integrated with an undergraduate course. Students with inadequate background in core philosophy may be required to take, in addition to these courses, Phil 5800 and Phil 5801 (Core Theoretical Philosophy I and II) and/or Phil 5802 and Phil 5803 (Core Practical Philosophy I and II).

**This requirement must be met by the end of PhD2 in order to remain in good standing in the programme.**

With the permission of the programme director, students may take one full graduate course outside the programme, either at York or elsewhere.

2. History requirement. Include, among their courses, at least two half courses each of which focuses in depth on a single historically significant problem or philosopher, and that covers different periods in the history of philosophy. (Students who have taken such courses during their MA may place out of all or part of this requirement.)

3. Logic requirement. Either pass a departmental exam, or pass an appropriate logic course in the department, or demonstrate that they have passed a similar course at another institution. (At the discretion of the Director and on the recommendation of the supervisor, this requirement can be waived and replaced with a demonstration of proficiency in a foreign language relevant to the student's research.)

4. Dissertation proposal. Submit a suitable dissertation proposal acceptable to the supervisory committee.

**This requirement must be met by the end of PhD3 in order to remain in good standing in the programme.**

5. Proposal defence and Literature Exam. Successfully defend the dissertation proposal and pass an oral examination on literature relevant to the dissertation topic. (The examiners will consist of the student's supervisory committee.)

6. Dissertation. Write an acceptable dissertation embodying original research and defend it at an oral examination. It is recommended that Candidates whose field of study necessitates a reading knowledge of a language other than English acquire sufficient knowledge of that language. Candidates may be asked to demonstrate their proficiency to the Examining Committee.

## **Proposed Calendar Copy**

### **1. Course Requirements.**

Complete 10 half courses (or the equivalent) with no more than one full course equivalent a reading course and no more than one full course integrated with an undergraduate course (excluding the core courses Phil 5800, 5801, 5802, 5803). With the exception of internal promotions from the MA programme, Year 1 PhD students will be required to take the core philosophy courses: Phil 5800 and Phil 5801 (Core Theoretical Philosophy I and II) and Phil 5802 and Phil 5803 (Core Practical Philosophy I and II). Internal promotions from the MA programme who have already taken these courses will be required to take 10 half courses, not including these core courses.

**This requirement must normally be met by the end of PhD2 in order to remain in good standing in the programme.**

With the permission of the programme director, students may take one full graduate course outside the programme, either at York or elsewhere.

### **2. Breadth Requirements.**

**History Requirement:** Include, among their courses, at least two half courses each of which focuses in depth on a single significant problem or philosopher, and that covers different periods in the history of philosophy. (Students who have taken such courses during their MA may place out of all or part of this requirement.) **Area Requirement:** Include among their courses at least two half courses in metaphysics and/or epistemology (including philosophy of mind, philosophy of language, and philosophy of science), and two half courses in ethics, political and/or social and/or legal philosophy. The Core courses taken during the PhD can count toward fulfilling one of the required half courses in each area.

### **3. Logic Requirement.**

Normally, by the end of the first year students must demonstrate to the Logic Exam Committee a mastery of the semantic and syntactic elements of sentential and first-order predicate logic. This includes understanding validity, logical truth, and natural deduction derivations for both sentential and predicate logic, as well as Gödel's completeness and incompleteness theorems. Mastery may be demonstrated by passing an exam in logic that is set by the Logic Exam Committee, or by passing a graduate level course in logic that assumes an introductory logic course as background. Students who fail the graduate course or the logic exam will have four months to take a refresher course in logic and re-take the exam to pass. With failure on the second attempt, the student will be taken to have not met the logic requirement.

### **4. Paper Exam.**

Submit two papers, normally by the end of the first term of Year 3, to be examined by three anonymous examiners in the programme. To pass the exam, at least two of the three examiners must pass both papers. A one-time-only option of revising and resubmitting both papers is available. Students must resubmit within 6 weeks of the original decision. The papers, which may be based upon previous term papers, will demonstrate the skills that are needed to successfully pursue advanced doctoral research. Papers that are published or forthcoming in refereed philosophy journals are also acceptable as submissions for the Paper Exam, but their status as published or forthcoming is not, of itself, sufficient to merit a passing grade in the exam, with however the exception of papers that are published or forthcoming in the following top-tier philosophical journals:

- *Nous*,

- *Philosophy and Phenomenological Research*
- *Mind, Philosophical Review*
- *Journal of Philosophy*
- *Philosophical Studies*
- *Philosophical Quarterly*
- *Ethics*
- *Australasian Journal of Philosophy*
- *Synthese*
- *Analysis*
- *Canadian Journal of Philosophy*
- *Pacific Philosophical Quarterly*
- *Journal of the History of Philosophy*
- *Philosophy and Public Affairs*
- *American Philosophical Quarterly*
- *Philosophy of Science*
- *British Journal for the Philosophy of Science*
- *European Journal of Philosophy*
- *Philosophers' Imprint.*

As the papers are to be written with a view to the norms and expectations of professional philosophical venues, such as peer-reviewed philosophy journals, they should include a carefully reasoned defense of a philosophical position, as well as demonstrate originality. One paper will be in the student's primary area of research, and the other paper will be in a closely related (but not identical) area. The papers will normally be no more than 30 pages long, double spaced. Students who do not pass this exam after the second submission will be withdrawn from the programme.

#### **5. Dissertation Proposal.**

Submit a suitable dissertation proposal acceptable to the supervisory committee.

**6. Proposal Defence and Literature Exam.** Successfully defend the dissertation proposal and pass an oral examination on literature relevant to the dissertation topic. The list of literature will be compiled jointly by the supervisor and the student after the supervisory relationship is formed and before the proposal is written. (The examiners will consist of the student's supervisory committee plus one outside member from the programme.)

**This requirement must normally be met by the end of PhD3 in order to remain in good standing in the programme.**

**7. Dissertation.** Write an acceptable dissertation embodying original research and defend it at an oral examination. It is recommended that Candidates whose field of study necessitates a reading knowledge of a language other than English acquire sufficient knowledge of that language. Candidates may be asked to demonstrate their proficiency to the Examining Committee.