The Senate of York University

Notice of Meeting

to be held at 3:00 pm. on Thursday, March 22, 2012
in the Senate Chamber, N940 Ross Building.

AGENDA

H. Lewis, Secretary

Consent Agenda (Academic Standards, Curriculum and Pedagogy Report)
1. Change in Requirements for the Graduate Diploma in Financial Engineering (Graduate Studies)
2. Change in Degree Type (School of Translation, Glendon)

The Senate of York University

Minutes

of the meeting held at 3:00 pm on Thursday, February 16, 2012
in the Senate Chamber, Ross Building.

W. van Wijngaarden, *Chair*	S. Drummond	J. Kozinski	J. Pichini
M. Adriaen	J. Edmodson	C. Kutuk	A. Pitt
Joan Allen	J. Elder	R. Lenton	B. Rahder
Julie Allen	M. Figueredo	S. Lewis	J. Rudolph
J. Amanatides	E. Fine	H. Lewis, *Secretary*	P. Ryan
K. Anderson	L. Gilbert	D. Leyton-Brown	L. Sanders
A. Asif	S. Grace	S. Ling	S. Schoenfeld
E. Asselstine	E. Gutterman	K. Little	S. Schrauwers
M. Aubin	N. Habib	A. Macpherson	B. Sellers- Young
A. Belcastro	D. Hastie	J. Magee	M. Singer
R. Ber	C. Heron	G. Malfatti	S. Snow
G. Bérubé	C. Hibbs	N. Mandell	A. Sookrah
G. Brewer	A. Hilliker	K. Michasiw	L. Sossin
J. Cameron-Pritchett	E. Honarparvar	P. Monahan	B. Spotton Visano
D. Cohn	C. Hudak	V. Monty	R. Tiffin
P. Cumming	C. Innes	B. Morgan	C. van Daalen-Smith
M. Deamude	R. Irving	R. Mykitiuk	R. Webb
N. Dlamini	M. Jacobs	A. Naipaul	P. Wilkinson
L. Donaldson	J. Johnson	R. Nariani	J. Yeomans
S. Dranitsaris	A. Karim	P. Ng	A. Zalik
	T. Knight	J. O'Hagan	

1. **Chair's Remarks**

In his remarks the Chair congratulated Senator Ling on her appointment as Chancellor of Tyndale University College and Seminary. He also reminded proponents of the importance of completing curriculum approval processes in a timely manner so they can be considered by Senate within appropriate time lines.

2. **Minutes**

It was moved, seconded and *carried* "**that Senate approve the minutes of the meeting of January 26, 2012**."

3. **Business Arising from the Minutes**

There was no business arising from the minutes.

4. **Inquiries and Communications**

4.1 Osgoode Hall Faculty Council Documentation

The Chair acknowledged receiving a communication from the Chair of the Osgoode Hall Faculty Council conveying documents related to the Council's deliberations on a "Proposed Centre on International Law in the Global Economy (CILGE), a Collaboration between York/Osgoode-CIGI." Earlier in the day the documents were provided to the Academic Policy, Planning and Research Committee, on a confidential basis, given that APPRC has been asked to advise the Provost on a revised proposal involving York and CIGI.

4.2   Centre for the Support of Teaching

The Provost agreed to respond questions about the closure of the Centre for the Support of Teaching at the March meeting of Senate.

5.   **President's Items**

President Shoukri commented on the following matters in the course of his remarks:

- the public policy context for postsecondary education in Ontario and the likelihood that demand for change will intensify
- the need for the University to embrace change by enhancing processes of all kinds and looking closely at programs
- notable accomplishments by members of the University community

6.   **Senate Committee Reports**

6.1   Senate Executive

6.1.1   Information Items

Senate Executive provided Senate with information on the following items:

- the addition of eight individuals to the pool of prospective honorary degree recipients
- the need to observe strict confidentiality at every stage in the nomination and selection processes for honorary degree recipients, and the desirability of diversifying the pool of prospective candidates
- approval of the membership of Alex Kim (Health) on Academic Standards, Curriculum and Pedagogy Committee Degree
- a positive review of the changes to the membership of its petitions committee and guidelines for petitions and appeals transmitted by the Faculty of Education Council

6.2   Academic Standards, Curriculum and Pedagogy

6.2.1   Closure of the 90-credit Bachelor of Public Administration Degree, School of Public Policy and Administration, Faculty of Liberal Arts & Professional Studies

It was moved, seconded and *carried* "**that Senate approve the closure of the 90-credit Bachelor of Public Administration (BPA) degree offered by the School of Public Policy and Administration, Faculty of Liberal Arts and Professional Studies, effective Fall-Winter 2012**."

6.2.2   Change to the Name of the BA Program in Race, Ethnicity and Indigeneity • Department of Equity Studies, Faculty of Liberal Arts & Professional Studies

It was moved and seconded "**that Senate approve the change to the name of the BA Program in Race, Ethnicity and Indigeneity to Multicultural and Indigenous Studies, housed in the Department of Equity Studies, Faculty of Liberal Arts & Professional Studies, effective Fall-Winter 2012**."

It was moved, seconded and *carried* "**that Lisa-Lynn Stewart and Megan Bertasson be permitted to address Senate**." Their remarks pointed to alternative name suggestions and stressed the advisability of undertaking additional consultations with student groups including the Aboriginal Students Association. Others maintained that consultations had been thorough and inclusive, and had assessed a wide range of options.

"It was moved and seconded "**that the recommendation be referred back to ASCP for the purpose of conducting further consultations**." On a vote the motion was *defeated*.

On a vote, the motion to approve the name change *carried*.

6.2.3   Establishment of a Professional Certificate in Financial Planning, School of Administrative Studies, Faculty of Liberal Arts & Professional Studies

It was moved and seconded "**that Senate approve the establishment of a Professional Certificate in Financial Planning to be offered by the School of Administrative Studies, Faculty of Liberal Arts & Professional Studies, effective Fall-Winter 2012**."

It was confirmed that the Deans of Liberal Arts and Professional Studies and Schulich had discussed the proposal in keeping with an understanding attached to APPRC's concurrence, and it was noted that the certificate *per se* was well supported. Those speaking to the motion focused, in the main, on differences between versions of the proposal approved by LA&PS Faculty Council and subsequently by ASCP. It was argued that the Faculty should have an opportunity to assess the implications of permitting any student to pursue the certificate. It was moved, seconded and *carried* "**that Dale Domian be permitted to address Senate.**" Professor Domian provided additional information on the number of students who might be expected to pursue the certificate.

It was moved, seconded and carried "**that the recommendation be referred back to ASCP for the purpose of conducting further consultations with the Council of the Faculty of Liberal Arts and Professional Studies**." It was anticipated that consultations would centre on questions of student eligibility.

6.2.4   Establishment of a Professional Certificate in Investment Management, School of Administrative Studies, Faculty of Liberal Arts & Professional Studies

In view of the referral of a similar recommendation in action item 3, the Chair *withdrew* a motion to approve the establishment of a Professional Certificate in Investment Management to be offered by the School of Administrative Studies, Faculty of Liberal Arts & Professional Studies.

6.2.5   Consent Agenda Items

Senate approved by consent ASCP recommendations to:

- close the Certificate of Proficiency in Russian Language, Languages, Literatures and Linguistics, LA&PS
- change the requirements for BA Programs in Anthropology, Anthropology, LA&PS
- change the requirements for BA Programs in Communication Studies, Communication Studies, LA&PS
- change the requirements for BA Programs in German Studies, Languages, Literatures and Linguistics, LA&PS
- change the requirements for BA programs in Religious Studies, Humanities, LA&PS
- change the requirements for BA Programs in Race, Ethnicity and Indigeneity, Equity Studies, LA&PS
- change the requirements for BA and BSc programs in Applied Mathematics, Mathematics & Statistics, Science & Engineering
- change the requirements for BSc programs in Computational Mathematics, Mathematics & Statistics, Science & Engineering
- change the requirements for BA and BSc programs in Mathematics, Mathematics & Statistics, Science & Engineering
- change the requirements for BA programs in Math for Commerce, Mathematics & Statistics, Science & Engineering
- change the requirements for BA and BSc programs in Statistics, Mathematics & Statistics, Science & Engineering
- change aspects of the Certificate in Professional Writing, French Studies, Glendon
- change aspects of the BA Program in Linguistics and Language Studies, Linguistics and Language Studies, Glendon

6.2.6   Information Items

ASCP advised Senate of its approval of the following minor matters:

- changes to the degree requirements for BSc programs arising from the pan-University Degree Structure for the Bachelor of Science\
- changes to the degree requirements of Linguistics and Language Studies, Glendon, Kinesiology and Health Science, Health and Psychology, Health arising from the creation of a pan-University degree structure for the Bachelor of Arts
- minor changes in degree requirements for the following: BAS program (Accounting and Marketing Streams), International Development Studies, Business & Society, Jewish Studies, Children's Studies, Latin American and Caribbean Studies, Culture and Expression, Law & Society, Criminology, Social & Political Thought, European Studies, South Asian Studies, English, Professional Certificate in Accounting, Geography, Professional Certificate in Marketing, Human Rights & Equity Studies, Urban Studies, Work & Labour Studies
- GFWS as the new rubric for Gender, Feminist and Women's Studies
- minor change to Honours and Major/Minor BA and BSc programs in Psychology to add to the list of two advanced research methods course a third research methods course from which students will choose their required 12 credits in this category
- editorial changes to degree requirements for Specialized Honours BSc program in Biology, the Biomedical Science Stream to include a new Physics course and clarify an ambiguity in the calendar;
- minor change to degree requirements of the BSc Minor program in Earth and Atmospheric Science to replace deleted applied geophysics courses while the major requirement total remains at 30.

Under the auspices of ASCP, the Registrar reported on a dramatic curtailment of false alarms during examinations resulting from measures taken to prevent such disruptions

6.3   Academic Policy, Planning and Research

APPRC provided Senate with information on:

- its discussions with the Provost on the expansion of summer programs
- the focus of this year's academic planning forum on enrolment and retention
- preliminary review of a pan-University research chairs and graduate scholarships in international law in conjunction with the Centre for International Governance Innovation
- the Committee's schedule and forecast of items from February to June

In response to an inquiry about APPRC's consideration of documents forwarded by the Osgoode Hall Faculty Council (item 4, Inquires and Communications, above), the Chair of APPRC gave assurances that the dossier would be taken into account in the context of the Committee's consideration of a pan-University collaboration with CIGI.

6.4   Awards

6.4.1   Student Awards Distribution for 2010-2011

The Chair of the Awards Committee presented a report on the distribution of student awards in 2010-2011, and reiterated the Committee's hope that additional funding be invested in support for meritorious students and those facing financial hardship.

7.   **Other Business**

There being no further business, Senate adjourned at 4:30 p.m.

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W. van Wijngaarden, Chair   H. Lewis Secretary

York University
Board of Governors
Synopsis of the 422nd Meeting
Held on 27 February 2012

Remarks

The Chair of the Board

- Announced and congratulated Professor Allan Hutchinson on his appointment as Dean of the Faculty of Graduate Studies for a five-year term, effective 1 March 2012
- Announced the appointment of John Hunkin to the Board of Governors for a four-year term, effective 27 February 2012

President Shoukri commented on

- the public policy context for postsecondary education in Ontario and the likelihood that demand for change will intensify;
- the need for the University to embrace change by enhancing processes of all kinds, including collegial governance, and looking closely at the program mix;
- noteworthy accomplishments by members of the University community
- the first ever "President for a Day" contest. Third year biochemistry and education student Rabia Sajun will switch roles with the President for the day on February 28th.

Approvals

- the President's February 2012 report on appointments, tenure and promotion;
- an $85 million capital project to construct a new building for the Lassonde School of Engineering
- in principle for a capital project of up to $80 million for the design and construction of a new Student Centre building, subject to the approval of a student referendum and University arranged financing;
- a $6.4 million capital project to repair and restore the Ross Building – Central Square podium
- an expenditure of $2.25 million for a series of three energy conservation measures in the Energy Management Program;
- appointment of Tiffany Wry as a CUPE 1356-01 nominee on the Pension Fund Board of Trustees for a three-year term, effective 27 February 2012.

Reports

- The Vice-President Academic & Provost reported to the Board in closed session on plans to enhance recruitment and retention;
- Each of the Executive, Community Affairs, Finance & Audit, Governance & Human Resources, and Land & Property committees reported for information on matters discussed in their recent meetings.

Harriet Lewis, Secretary

Academic Colleague's Report
March 2012

Senator Sanders has provided the following list of issues on the Council of Ontario Universities agenda. It is based on the most recent COU update. Senator Sanders welcomes questions about the items listed.

Drummond Report	Economist Don Drummond chaired the Commission on the Reform of Ontario's Public Services. His report, *Public Services for Ontarians: A Path to Sustainability and Excellence* was released on February 15, 2012.
Audit of Teaching Assessments for University Faculty by Auditor General of Ontario	The Auditor General of Ontario has begun a "value-for-money" audit of teaching assessments for faculty in Ontario universities.
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 released a position paper on expansion of graduate programs, in addition to the 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 2012.	The Ontario Universities' Application Centre (OUAC) releases monthly statistics between January 2012 and September 2012 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 participating 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.
Recommenda-tion of the Standing Committee on Public Accounts related to the 2007 Annual Report of the Auditor General of Ontario Universities – *Management of Facilities*	The Space Management Committee has provided 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, develop a plan to educate students on the nature and risks of violence in dating relationships.
Ontario Council on University Research	Ontario Research Fund (ORF)
Ontario Council on University Research	Harmonization of Research Ethics
Ontario Council on University Research	Research Matters
Ontario Council on University Research	High Prformance Computing (HPC)
Accessibility	EnAbling Change Partnership – Foundational Toolkit (now called "Accessibility Toolkit")
Accessibility (cont.)	EnAbling Change Partnership – Faculty Toolkit
	Innovative Designs for Accessibility (IDeA) Student Competition
Accessibility (cont.)	Integrated Accessibility Regulation
Mental Health	Involuntary Withdrawal Templates
Mental Health	Ministry Funding for Improving Mental Health Supports
	Joint Sector Mental Health Conference
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).
Primary Health Care Nurse Practitioner Consortium	PHCNP Provincial Office Initiatives

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, the Council of Ontario Faculties of Medicine (COFM) has developed a document *Towards a Comprehensive Accountability Framework for the Funding and Delivery of Medical Education in Ontario.*

**Report to Senate
at its Meeting of March 22, 2012**

FOR INFORMATION

1.   Awarding of Degrees, Certificates and Diplomas in Extraordinary Circumstances

In 2011, the then-Chair of Senate sought the Executive Committee's advice when posthumous degrees were sought for two students who were enrolled at York when they were killed in an automobile accident (a matter resolved after a lengthy and complicated process). This set in motion a process aimed at developing a clear, comprehensive framework for awarding degrees, certificates and diplomas in special circumstances.

There is no currently no Senate policy on the awarding of degrees, certificates and diplomas in special circumstances. Degrees may be awarded on the basis of aegrotat standing. In addition, Senate-approved "Guidelines for the Consideration of Petitions / Appeals by Faculty Committees" (last amended 1999) do provide for "Petition(s) to Grant A Degree On The Basis Of Mortal Illness/Permanent Incapacitation" (York is one of few Canadian universities that provides for the possibility of granting degree in the extraordinary circumstances described in the guidelines). The "emergency measures" clause of the guidelines was added in 1999 following an improvised arrangement to accommodate the family of a student who was in the final stages of a terminal illness. It assigns a specific role to the Chair of Senate. The relevant documents are not well known, and there is uncertainty about options available and applicable procedures.

The truly new feature of the draft Policy is the creation of forms of *in commemoration non-academic* recognition for deceased or permanently incapacitated students who are eligible for a degree, diploma, or certificate through aegrotat standing. Both Carleton and Nipissing provide for recognition of this kind. The Registrar's Office estimates that an average of 1 to 2 students per year would be eligible for a non-academic in commemoration.

All Senate Committees, Faculty Councils, and the Deans/Principal were invited to comment and responses were received from APPRC, ASCP, and the FGS Faculty Council (see the Appendix for their input).

Senate Executive has accepted advice from the ad hoc working group that drafted the proposals to provide Senate with an opportunity to discuss the Policy before a formal recommendation is made. Senate Executive welcomes feedback at the Senate meeting of March 22. Written comments may also be sent to Senate Secretary. The Committee is particularly interested in learning if there is support for the new forms of recognition and a more streamlined approach to granting them.

Documentation is attached as Appendix A.

2.   Call for Nominations

Senate Executive has issued a call for expressions of interest in service on Senate committees, as one of two Senators on the Board of Governors, and Academic Colleague to the Council of Ontario universities. The Committee encourages Senators to help identify prospective candidates. Nominations

and expressions of interest should be submitted using an online form retrieved from the Senate Website.

3.   **Faculty Rules and Procedures**

The Committee has reviewed temporary changes to the membership of its tenure and promotions committee approved by to Faculty of Liberal Arts and Professional Studies Council. The changes are intended to ensure that the committee has a full roster of members and will be able to process files in a timely manner.

4.   **Senate Attendance Update**

In accordance with Senate's membership rules, the Secretary of the Executive Committee has informed Faculty Councils of the names of seven individuals who have been absent for three consecutive meetings of Senate since September. Councils may declare the seats vacant and elect replacements for Senators who have missed three consecutive meetings. The names of individuals are provided to the Chair and Secretary of Faculty Councils, and to the member of Senate Executive from the applicable Faculty. A number of Senators contacted acknowledge that they failed to sign in at one or more meetings. There is no other way to confirm attendance other than be signing in, and Senators are reminded to do so at all meetings.

William van Wijngaarden, Chair

Appendix A
Policy on the Awarding of Degrees, Certificates and Diplomas in Extraordinary Circumstances (Draft)

Policy Statement

Senate supports appropriate forms of recognition or commemoration of students who are unable to complete their studies owing to untimely permanent incapacitation or untimely death. Permanent incapacitation means the student will never be able to continue their studies even with assistance. Recognition may take the form of

- an earned academic degree, certificate or diploma that is awarded posthumously

- an academic degree, diploma or certificate for which incomplete requirements are fulfilled by the granting of aegrotat standing

- a non-academic degree, certificate, or diploma "In Commemoration."*

Categories and Eligibility

1. An academic degree, diploma or certificate may be awarded posthumously if all requirements were completed prior to death.

2. An academic degree, diploma or certificate may be awarded to students who were a) unable to complete a program owing to death or permanent incapacitation and b) normally had completed at least 75 per cent of the requirements with the balance fulfilled through the awarding of aegrotat standing by a duly authorized Faculty committee.

3. A non-academic degree, diploma or certificate "In Commemoration" may be awarded to students who were enrolled at the University but had not completed their studies at the time of their death or permanent incapacitation, and are not eligible for aegrotat standing.

4. Students are not eligible if death or incapacitation resulted from their commission of illegal activities.

*Example: Bachelor of Arts in Commemoration

Procedures

Requests for fully earned or in commemoration degrees, diplomas and certificates shall normally be addressed directly to the University Registrar, who shall be responsible for confirming enrolment, processing requests, and notifying the applicable Faculty's Council Office and Dean/Principal.

Requests for aegrotat standing may be addressed to the Registrar, or to the student's major department or home Faculty in the first instance. The Registrar is responsible for confirming the enrolment of students and progress at the time of death or incapacitation. Faculties shall be responsible for notifying the Registrar of decisions to award degrees, diplomas or certificates through aegrotat standing.

Formal requests must be in writing and must provide authoritative documentation concerning the death or permanent incapacitation.

Comments on Draft Policy

Academic Policy, Planning and Research

I am writing on behalf of Academic Policy, Planning and Research to convey a summary of the Committee's discussion of the draft Policy.

Although members understood the impulse behind the proposal, the Committee did not take a definitive position on the policy. Members did, however, make the following points:

- The invitation to comment did not point to any research done by the ad hoc group or Senate Executive, and members asked if other institutions offered similar non-traditional forms of recognition.

- There was some initial uncertainty about the appropriateness of Senate Executive taking carriage of a policy matter, but the Chair of Senate stressed that it was designed in large part to create the conditions for a new non-academic or honorific form of recognition, and our Secretary reported that the initiative also flows out a responsibility assigned to the Chair of Senate and Senate Executive to act when expeditious action is desirable. It was felt that Senate Executive would be well advised to spell out the legislative authority in presenting a recommendation to Senate.

- It was unclear if Faculties could adapt the policy to their purposes and preferences. In effect it was asked if a Faculty could require that all requests for recognition under the Policy be processed by a body designated by the Faculty. It would again be helpful to set the Policy in a broader governance context.

Members weighed the benefits and risks of creating a new form of recognition, but acknowledges that York should and must be sensitive and responsive in the circumstances addressed by the Policy.

- Alison Macpherson, Chair

Academic Standards, Curriculum and Pedagogy

As requested, the Senate ASCP and its Coordinating & Planning Sub-committee discussed the draft Policy on the Awarding of Degrees, Diplomas and Certificates in Extraordinary Circumstances. There was general consensus on the following:

- Support for the new category of "In Commemoration" degree for students who were enrolled at the University but had not completed their program requirements at the time of the circumstances in question and are who are ineligible for aegrotat standing in their current courses;
- the home Faculty of the student should decide in each case which category of degree is to be awarded;
- all requests for a degree to be awarded in extraordinary circumstances should be coordinated through the Registrar's Office;

- associated Guidelines and Procedures should be developed to set out the detailed requirements of the process (e.g., confirmation that the student had active status at the University at the time of the circumstances; the documentation required to be provided by the family; Faculty reporting requirements when such a degree is awarded, etc.)
- the non-academic "In Commemoration" degree should not to be portrayed as less noteworthy than an academic degree

The discussion of this topic also led to a related but separate debate about the criteria for "aegrotat standing". The Coordinating & Planning Sub-committee expects to take this issue up further at a later date.

- Amir Asif, Chair

Faculty of Graduate Studies

I am writing on behalf of the FGS Academic Planning & Policy Committee in response to the draft Policy on the Awarding of Degrees, Certificates and Diplomas in Exceptional Circumstances. The committee considered the draft Policy at its January 18, 2012, meeting.

In general, the committee was supportive of the draft Policy. That said, much of the committee's conversation revolved around the 75% completed requirement for the awarding of an academic degree, diploma or certificate for which incomplete requirements are fulfilled by the granting of aegrotat standing. More specifically, given the nature of graduate education and corresponding diversity of graduate program requirements, the committee stressed that a formula-based determination of 75% completed (e.g. 75% of 120 credit Honours BA = 90 credits) for graduate programs in a consistent and fair manner is problematic at best . With that in mind, the committee agreed that, with respect to the awarding of graduate degrees under the draft Policy, consideration such requests with the 'spirit' of 75% completed requirement in mind would be the best way to proceed. Further, the committee also agreed that, as is currently the case, the FGS Petitions Committee would be the committee that deals with graduate-level requests for aegrotat standing.

- Paul Tonin, Academic Affairs Officer

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Policies and Guidelines at Other Universities (Select)

Senate criteria for awarding a posthumous degree – normally, 75 per cent of course work completed – appears to be squarely in line with policies at other universities. Many institutions have approved elaborate on criteria for various levels and types of degrees, etc. Some make explicit allowance for alternative forms of recognition – a special kind of certificate, an award, or acknowledgement on academic parchment.

University	General Guidelines / Process	Criteria	Other Considerations and Alternative Forms of Recognition
Brock	A posthumous degree is	To be eligible, a student for whom	The notation "posthumous" will

	awarded at the discretion of the Dean of the student's Faculty, on the recommendation of the Chair(s) of the appropriate Department(s) or Program(s).	such a recommendation is made, must normally have succeeded in completing at least 75 percent of the degree program and have begun the final 25 percent of the program	be recorded on the student's official academic record, but will not appear on the diploma.
Carleton	The posthumous degree must be recommended by the department and faculty board and be approved by Senate. Procedures: a. On receiving notice of the death of a student, the Registrar determines if the student would be eligible for a posthumous degree and communicates this information to the department, the Clerk of Senate and the President. b. The President or delegate will communicate with the next of kin. c. The posthumous degree will be noted as such, in the Senate graduation list and the convocation program, but not on the diploma. d. The diploma will be presented only to the next of kin or their delegate.	A posthumous degree will be granted to a deceased student only under the following minimum conditions. The student must have a. Died within 12 months of the last registration; b. Been in good academic standing of a high enough standard that eventual graduation was expected; c. For a graduate degree, completed all course work and submitted a satisfactory draft of the thesis if required for the program; d. For undergraduates in programs requiring 20.0 or more credits, completed at least 15.0 credits; e. For undergraduates in programs requiring 15.0 credits, completed at least 12.0 credits. Students who were in an Honours program at the time of death but are not eligible for a posthumous Honours degree may be recommended for the corresponding General degree, if the criteria for that degree are met.	Alternative to Degree Policy on Certificates of Outstanding Academic Achievement – *in memoriam* 1. A "Certificate of Outstanding Academic Achievement – *in memoriam*" will be awarded to a deceased undergraduate student only if the following minimum requirements are met. The student must have a. Died within 12 months of the last registration; b. Been in good academic standing of a high enough standard that eventual graduation was expected; c. Completed at least half the degree credit requirements; d. Distinguished him or herself academically through scholarship, leadership or service. 2. The certificate must be recommended by the department and faculty board and be approved by Senate. 3. Procedures: a. The request to award such a certificate may emanate from others, but the next of kin must approve. b. The President or delegate will communicate with the next of kin c. The certificate will be presented only to the next of kin or their delegate
Concordia (QC)	Addressed in "POLICY FOR AN INSTITUTIONAL RESPONSE TO THE DEATH OF A STUDENT (Office of the Vice-President, Services)" the purpose of which is to "ensure that the University's conduct following the death of a student shall be compassionate and respectful and that necessary administrative procedures are carried out as efficiently and unobtrusively as possible….."	Although each case will be will be reviewed on its own merit, general guidelines for the awarding of a "degree of achievement" are that the student has completed at least 75% of the credits required for the degree and is in acceptable standing. In the case of graduate programs requiring a thesis, the recommendation of the thesis advisor that a major portion of the work has been completed will be requested;	
Dalhousie	Senate policy last updated	A posthumous degree may be	A student who was in an

(Nova Scotia)	2010 Procedures: a. On receiving notice of the death of a student, the Registrar, in consultation with the department or school and the Dean(s), shall determine if the deceased student is eligible for a posthumous degree and communicates this information to the Chair of Senate, the Provost and the President. b. Upon agreement from all the parties, the Registrar will communicate with the next of kin to confirm whether the family wishes to have a posthumous degree conferred and to discuss possible arrangements for the awarding of the degree.	awarded to a deceased student under the following circumstances. The student must have: a. Died while a student, or within 12 months of the last registration; b. Been in good academic standing of a high enough standard that eventual graduation was expected; c. For an undergraduate student in a program requiring 20 credits, completed at least 15 credits; d. For an undergraduate student in a program requiring 15 credits, completed at least 12 credits; e. For a graduate student in a course-based Master's program, completed 75% of the course work; f. For a graduate student in a thesis-based Master's program, completed all course work and submitted a draft of the thesis deemed satisfactory by the supervisor and one other committee member; and g. For a graduate student in a Ph.D. programs, completed all course work, comprehensive examination (or equivalent) and thesis proposal, and submitted a complete draft of the thesis approved by the committee and an external examiner.	Honours or 20-credit undergraduate program at the time of death, but is not eligible for a posthumous Honours or 20 credit-degree, may be recommended for the corresponding 15 credit degree, if the criteria for that degree are met. c. The posthumous degree will be noted as such in the list of graduands approved by Senate in the Convocation program and on the transcript, but not on the parchment. d. If the family wishes, a representative may cross the stage during Convocation in place of the deceased student to receive the degree parchment
Guelph	No comprehensive and approved Senate policy, but under review	Currently guided by Graduate Studies protocols: A degree may be awarded posthumously to a student whose studies were interrupted by death if the following criteria are met: for Doctoral degrees: Normally, the Qualifying Examination must have been successfully completed; the average grade of any prescribed courses taken must meet the minimum level (B-) for graduation. for Master's degrees: Normally, all course requirements for the program must have been completed; the average grade of prescribed courses must meet the minimum level (B-) for graduation.	
Laurier	A posthumous degree may be awarded to an undergraduate student who dies before all degree requirements are fulfilled.. The registrar will initiate a review of the deceased student's file and provide a written recommendation to	As a general policy, to be eligible for consideration, the student must have successfully completed, at a minimum, all but the final year courses for the degree program the student was registered in at the time of death. If the student was registered in an honours program and had	Following receipt of the recommendation from the registrar or, in the case of a review, from the review committee, the dean will make a recommendation to the vice-president: academic who, in turn, will make a recommendation to the president. The president, or

	the appropriate dean regarding the eligibility for the awarding of a posthumous degree. If the registrar does not recommend eligibility for the degree, the dean may strike a review committee to assess the case. The review committee would normally be comprised of the dean, registrar and appropriate department chairperson(s).	completed the third year of the program, the student will be eligible for the honours degree. If the student was registered in an honours or general program and had completed the second year of the program, the student will be eligible for the general degree. Deceased graduate students should have completed all course requirements and submitted a suitable draft of the thesis, if such was part of their program	designate, will contact the next of kin regarding the posthumous degree consideration. If the next of kin agree, the student's name will be included in the list of graduands for approval by Senate. Posthumous degrees will be so indicated in the listing submitted to Senate and in the convocation program
Grant MacEwan (Alberta)	Senate policy	Upon the recommendation of the Dean, MacEwan may award a Ministry approved credential posthumously to a student who was in good standing at the University at the time of his or her death and who had completed all substantive requirements for the credential.	
McMaster	1. Decanal approval of a degree to be awarded posthumously will be communicated to the University Registrar. 2. The University Registrar will contact the family of the deceased student to discuss possible arrangements for the awarding of a degree. 3. The awarding of the posthumous degree will be communicated via a notation on the list of graduands normally distributed to Senate.		4. The deceased student's name will be included in the appropriate Convocation program with an added notation that the degree has been awarded posthumously. 5. The name of the deceased student will not be read during the Convocation ceremony. 6. In a private ceremony to be held immediately after the Convocation ceremony, the Chancellor, the President and the Dean of the Faculty will present the family with the deceased student's diploma.
Nipissing	On receiving notice of the death of a student, the Registrar determines if the student would be eligible for a posthumous degree and communicates this information to the department, the Secretary of Senate, and the President. The President or delegate will communicate with the next of kin. The posthumous degree will be noted as such in the Senate graduation list and the convocation program, but not on the diploma. Where possible, the diploma will be presented to the next	Normally, a posthumous degree will be granted to a deceased student only under the following minimum conditions. The student must have: Died within 12 months of the last registration; Been in good academic standing such that eventual graduation was expected; For undergraduates in programs requiring 120 or more credits, completed at least 90 credits; For undergraduates in programs requiring 90 credits, completed at least 72 credits. • The posthumous degree	Policy on Undergraduate Certificates of Academic Achievement – in memoriam Normally, a "Certificate of Academic Achievement – in memoriam" will be awarded to a deceased undergraduate student if the following minimum requirements are met. The student must have: Died within 12 months of the last registration; Been in good academic standing such that eventual graduation was expected; For undergraduate students in programs requiring at least 90 credits, completed at least 30 credits at Nipissing; For students in all other

	of kin or their delegate	must be recommended by the department and faculty council and be approved by Senate Executive. • Undergraduate students who were in an Honours program at the time of death but who are not eligible for a posthumous Honours degree may be recommended for the corresponding General degree, if the criteria for that degree are met.	programs, completed at least 50% of their degree requirements, unless otherwise determined by their program Chair or Director. The certificate must be recommended by the department and faculty council and be approved by Senate Executive. Procedures: The request to award such a certificate may emanate from others, but the next of kin should approve, where possible. The President or delegate will communicate with the next of kin Where possible, the certificate will be presented to the next of kin or their delegate.
Ryerson	Ryerson University recognizes that there may be circumstances where it is deemed appropriate to award degrees and/or certificates to students who have died or become terminally ill while studying at the University even when the academic requirements for graduation have not all been fulfilled. Deceased or terminally ill students who have already completed all of the requirements for the degree or certificate program will be considered for graduation in the usual manner. II DEFINITIONS Posthumous Award – Where the student did not complete academic requirements for graduation prior to their death or terminal illness. Next of kin – The family member or significant other deemed responsible by the family, including the executor of the student's estate, for advising the University on issues related to a possible posthumous award. III AWARDING OF POSTHUMOUS ACADEMIC AWARDS	2Guidelines for the Award of Posthumous Master's and PhD Degree Unfulfilled requirements shall be waived, and a posthumous Master's or PhD degree awarded, if a student: i. was formally registered with a Clear academic standing ; and ii. had completed 75% of a course-based program (e.g. eight out of ten courses); or iii. had completed 75% of a course-plus project program (e.g. may have finished the courses and not the project); or iv. had made significant progress on a thesis or dissertation for a thesis-based Masters or PhD program (all coursework has been successfully completed). 3. Guidelines for the Award of Posthumous Undergraduate Bachelor's Degree Unfulfilled requirements shall be waived, and a posthumous Bachelor's degree awarded, if a student: i. was formally registered with a Clear academic standing; and ii. had completed 75% of the curriculum; or had completed 50% of a Direct Entry curriculum. 4. Guidelines for the Award of Posthumous Continuing Education Certificate Unfulfilled requirements shall be waived, and a posthumous	Timing and Presentation of Awards i. Normally, the award will be dated and presented at the next Convocation for the student's program, however, if requested by the next of kin and approved by the Provost, the award can be issued in advance of the usual convocation ceremony at a location that is most appropriate for the situation. If a posthumous award is approved and the award document is presented prior to the appropriate Convocation ceremony, the date on the award document will be the month of approval of the posthumous award. ii. The student's next of kin (or designate) may participate in the Convocation ceremony to receive the student's award document at the same time the student's classmates receive their awards. iii. The student's name will be listed as usual in the program book of the next appropriate Convocation ceremony. There will not be any 'posthumous' notation beside the student's name in the program, or on the award document, or on the

	1. Request - Anyone may request the Registrar's consideration for the approval of a posthumous award for a Ryerson student who is deceased or terminally ill. i. If the request is made by the next of kin, the Registrar will consult with the student's Program Department Director/Chair and Dean to determine if the student is eligible. The Provost will have final approval of the award and the Vice Provost, Students will communicate the decision to the next of kin, ii. If the request is made by someone other than the next of kin, the Registrar will consult with the student's Program Department Director/Chair and Dean to determine if the student is eligible. The Vice Provost, Students, with the approval of the Provost, will contact the next of kin to determine if they wish to have the award conferred.	Continuing Education Certificate awarded, if a student: i. was formally registered with a cumulative GPA of 2.00; and ii. had completed two thirds of the curriculum leading to the certificate. Extenuating circumstances If a student does not meet the conditions outlined above, the Registrar will consult with the student's Program Department Director/Chair and Dean to determine whether an academic award can be recommended to the Provost without compromising the academic integrity of the University. The Provost will make the final decision on whether a posthumous award is to be recommended for approval by the Awards and Ceremonials Committee of Senate	official academic record (transcript). iv. The name of the student receiving a posthumous award will be read as usual at the next appropriate Convocation ceremony. If the next of kin (or designate) is in attendance and receiving the award on stage, it will be mentioned that they are receiving the award on the student's behalf. If the next of kin have chosen not to participate the student's name will still be read out with a mention of their passing or their inability to attend.
Thompson Rivers (BC)	Posthumous certificates, diplomas or degrees may be awarded at the discretion of the Division/ Faculty/School Dean on the recommendation of the relevant Department and Program faculty.	To be eligible, a student for whom such a recommendation is made must normally have succeeded in completing at least the first three-fourths of their program and have begun the final fourth. The notation "posthumous" will be recorded on the student's transcript, but will not appear on the certificate, diploma, or degree document.	1. Department Chairs, Academic Directors, or Program Coordinators will bring forward to the Dean any request for a posthumous award of a certificate, diploma or degree for a student enrolled in a program under their jurisdiction. 2. When a student has substantially completed course requirements in the last fourth of the program, the transcript will list prorated grades as provided to the Registrar by the Dean after consultation with the relevant Chair. Otherwise, no grades will be recorded for incomplete program requirements. 3. The Dean will convey to the Registrar's Office, with a copy to the Chief Student Affairs Officer, a written request for preparation

| | | | of the posthumous award of the certificate, diploma or degree. The request will provide the student's name, student number and program standing.

4. The Registrar's Office will ensure that the student's name appears on the graduation list that is sent to the Dean for approval, and that the certification is listed in the convocation program with the notation that it is being awarded posthumously.

5. The Chief Student Affairs Officer will contact the student's family to determine how and when the relevant certificate, diploma or degree document is to be presented or delivered.

6. If the document is to be presented at Convocation, a person named by the family may receive it at the ceremony. The Chief Student Affairs Officer will brief the family representative on the details for recognition during the Convocation ceremony. The student's name will be listed and read out as the final graduand in the respective program. |
|---|---|---|---|
| Toronto | Academic Affairs Committee is responsible for approving requests (may be delegated) | Posthumous degrees should be awarded only under the following circumstances:
1. Where the student has successfully completed all the requirements of his or her program or where all of the academic requirements have been completed and only a limited amount of practical work remains to be completed.
2. Where the award of a posthumous degree is approved by the Divisional Council concerned, and by the Academic Affairs Committee or the delegates of the Committee charged with approving examination results | Assent of the family should be sought after the Academic Affairs Committee has approved the award of the degree. September 9, 1976 |
| Western | No Senate policy | "Contingent on approval by the dean, a posthumous degree may be granted at a Convocation ceremony." | |
| Windsor | No Senate policy | "Our practice has been to review to what extent the student was close to completing degree requirements, | Where it is determined that the student was not "close" to completing degree |

		in consultation with the Faculty. Where it is determined that the student was close to completing degree requirements (e.g., last semester), a posthumous degree is awarded."	requirements, a degree substitute certificate (looks just like the degree, except for the wording) has been given to the family member, upon request.

COMMITTEE ON ACADEMIC STANDARDS,
CURRICULUM AND PEDAGOGY
Report to Senate
at its meeting of 22 March 2012

The Senate of York University

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

FOR ACTION

1. Establishment of a Graduate Program in Conference Interpreting • Faculty of Graduate Studies

The Committee on *Academic Standards, Curriculum and Pedagogy* recommends that Senate approve the establishment of a Graduate Program in Conference Interpreting, for which graduates will receive, subject to Senate approval, the degree of Master of Conference Interpreting, effective FW'12.

Rationale

It is the intention of ASCP to propose the establishment of a new Master of Conference Interpreting Degree at the Senate meeting on 26 April 2012. See *Notice of Motion* below.

The Master of Conference Interpreting (MCI) degree, which will be administratively housed in the School of Translation at Glendon, is intended to be a two-year professionally oriented degree which will equip students with interpreting skills toward the goal of becoming practicing professional conference interpreters. The MCI degree is the credential recognized in the industry. Currently only two other post-secondary institutions in North America offer the degree: the University of Ottawa and the Monterey Institute of International Studies in California.

The MCI program will be comprised entirely of coursework that will provide students with the opportunity to acquire the knowledge, skills and abilities needed to practice in local, national and international settings, including: the courts, healthcare system, government and private conference sectors, and international organizations. The degree requirement structure is as follows:

- Successful performance on the Entrance Exam for admission to the program
- 30 credits in Year 1
- Successful performance on the Transition Exam (summer term of year 1) to be eligible to continue to Year 2
- Minimum of 24 credits in Year 2
- Two internship placements - one in a healthcare/courtroom setting and one in a government conference setting
- Successful performance on the Exit Exam (summer term of Year 2)

Statements from the *University Health Network* (UHN), the *Ministry of the Attorney General of Ontario*, and the *Access Alliance Multicultural Health and Community Services* express their keen interest in collaborating with York to provide the work placement opportunities for the program.

The primacy of practical skills development in the MCI program makes it absolutely essential that students be taught by people who are first and foremost interpreters who hold recognized qualifications and who are regularly engaged in professional practice. To that end, most of the practical interpreting courses will be taught

by working interpreters who will teach on a part-time basis. This compares favorably with other programs in the field: 90% to 100% of courses in the MCI at the University of Ottawa are taught by part-time instructors, and roughly 70% of courses in the Glendon School of Translation's undergraduate programs in written translation are taught by contract faculty.

There is already a high degree of interest to teach in this program among interpreters locally, nationally and even internationally, including staff from the Government of Canada and a former Deputy Director of interpreting services at the United Nations in New York. It is expected that five course directors, each taking on the equivalent of a six-credit load, would suffice to cover the practical courses in interpretation during both years of the program. The professorial faculty at the School of Translation will teach some of the practical interpreting courses and others across the University will be involved in teaching the background courses in areas such as law, finance, and healthcare.

The proposal and supporting statements from external agencies confirm there is a pressing need for qualified professional interpreters worldwide as the industry is facing a significant labour shortage, and that the new program at York would be filling an area of demand. The importance and promise of the program to address the need for trained professionals is reflected in the considerable amount of funding - approximately $3 million - provided by both federal and provincial sources for it. In addition, concrete discussions about support for the program from the United Nations and the European Commission continue to advance.

Consistent with the <u>New Degree Program Approval Protocol</u> in the *York University Quality Assurance Procedures (YUQAP)*, an external review of the proposed new program was conducted. The following summary was provided by the reviewers:

> *The two-tiered program is a welcome addition to existing offerings in an industry where demand for interpretation is growing, while capacity building remains limited and there is a continuing dearth of qualified interpreters. The program is well structured, and covers all aspects of the body of skills and knowledge that interpreters must acquire if they are to meet interpretation market needs once they begin work. The laboratory facilities planned will be state-of-the-art, and the technology envisaged will provide an innovative approach to delivering instruction, particularly in year 1. The admission requirements are entirely suitable, as are the methods that will be used to assess performance. The mix of faculty members and working interpreters who will teach the courses is also well thought out.*

The Senate Committee concluded that the three issues raised by the external reviewers (enrolment targets; a direct entry to Year 2 option; and pedagogical support for working interpreters who will be instructors in the program) have been satisfactorily addressed. Principal McRoberts, as the resource Dean, has confirmed that the planned facilities for the program will be provided and, together with Vice-Provost Lenton, that a financial model to resource the program has been developed. On the basis of the strength of the proposal, the Senate Committee enthusiastically supports the establishment of the MCI degree and degree program.

The full proposal and statements of support are attached as Appendix A.

Approved: FGS Faculty Council 2 February 2012 • ASCP 7 March 2012 • Concurrence of APPRC 8 March 2012

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2. Establishment of a Graduate Diploma (Type 1) in General Interpreting • Faculty of Graduate Studies

> The Committee on *Academic Standards, Curriculum and Pedagogy* recommends that Senate approve the establishment of a (Type 1) Graduate Diploma in General Interpreting, effective FW'12.

Rationale
Type 1 Graduate Diplomas are awarded when a candidate admitted to a Master's program leaves the program after completing a predetermined proportion of the degree requirements. The proposal for the Diploma in General Interpreting is integrated with the proposal for the new MIC degree program, attached as Appendix A.

The description of the field and the settings of conference interpreting is described above.

Interpretation, however, is also practiced in non-conference settings, where the intensity and pace may be lessened, but where the stakes are still high, such as in local healthcare and courtroom settings. Noting this, the MCI program was designed to include capacity in community interpreting. For this reason the first year of the proposed MCI program is devoted to providing students with a broad base of knowledge, and with the opportunity to practice interpreting as it is conducted in a variety of settings.

It is expected that not all students in the MCI degree will want or be eligible to continue to the second year of the degree program. This cohort of students will be eligible to receive the *Graduate Diploma in General Interpreting.* The requirements of the Diploma are as follows:

- Successful performance on the Entrance Exam for admission to the MCI degree program
- 30 credits in Year 1 with a minimum grade of "B" in all courses
- Successful completion of an internship placement either in a healthcare or courtroom setting
- Program of training and preparation to take the court interpreter certification exam and/or a certification exam for healthcare interpreting

Through the successful completion of the Year 1 coursework and the work placement option, students will receive rigorous training for interpretation in healthcare settings and/or the Provincial courts. It is expected that students opting to pursue the Diploma will work towards external certification to practice in one or both of those sectors. To that end, the School of Translation will work closely with the *National Board of Certification for Medical Interpreters* and the *Healthcare Interpretation Network* to ensure students receive the necessary training and preparation within the program for the certification exams and eventual employment opportunities. The statements of support from those external bodies confirm their support for the specialization offered by the Diploma and their enthusiasm to partner with the School of Translation in the preparation of interpreters.

Although an external appraisal of a new graduate diploma is not required by YUQAP, the reviewers who assessed the integrated MCI degree-diploma proposal recorded their endorsement of the "two-tiered" program.

With Senate's approval the proposed Graduate Diploma in General Interpreting will be submitted to Quality Council for approval.

Approved: FGS Faculty Council 2 February 2012 • ASCP 7 March 2012 • Concurrence of APPRC 8 March 2012

NOTICE OF MOTION

1. **Establishment of a Master of Conference Interpreting (MCI) Degree • Faculty of Graduate Studies [Notice of Statutory Motion]**

It is the intention of Academic Standards, Curriculum and Pedagogy to recommend, by means of a statutory motion,

that Senate approve the establishment of the degree of Master of Conference Interpreting.

Rationale

See action item 1, above.

Approved: FGS Faculty Council 2 February 2012 • ASCP 7 March 2012 • Concurrence of APPRC 8 March 2012

CONSENT AGENDA

1. <u>**Change in Requirements for the Graduate Diploma in Financial Engineering**</u> • **Faculty of Graduate Studies**

   The Committee on *Academic Standards, Curriculum and Pedagogy* recommends that Senate approve the following changes to the requirements for the Graduate Diploma in Financial Engineering awarded concurrently with an MA degree in Mathematics & Statistics, effective FW'12

   - Addition of the option of admitting students to the Diploma coincident with their admission to the Graduate Program in Mathematics & Statistics;
   - Addition of the option for the required Diploma course OMIS 6000 3.0 to also be used to satisfy MA degree requirements;
   - Addition of the option for the Diploma research project to also be used to fulfill the MA survey paper requirement

Rationale
The Senate Guidelines for Type 2 Graduate Diplomas state that normally students are expected to complete the diploma requirements coincident with their degree program requirements, and the two are awarded simultaneously at convocation. The Type 2 Graduate Diploma in Financial Engineering is completed in conjunction with the MA or PhD program in Mathematics & Statistics. Currently the structure of the Diploma does not permit students to complete it and MA program in three terms; students are often taking two full years to complete them. Funding for graduate students' tutorial assistantships is only provided for one year of the degree program. The series of changes to the Diploma requirements is to enable students the ability to complete both the degree and diploma in less than two years.

The Senate requirement that some part of a graduate diploma be in addition to degree requirements is still being met with the proposed changes to the Financial Engineering Diploma. Further, enabling students to complete the diploma concurrently with the degree better aligns it with the Senate legislation.

Approved: FGS Faculty Council 2 February 2012 • ASCP 7 March 2012

2. <u>**Change in Degree Type • School of Translation**</u> • **Glendon College**

   The Committee on *Academic Standards, Curriculum and Pedagogy* recommends that Senate approve a change in the Accelerated (Second-degree two year) BA in Translation from a 90-credit BA to an Honours BA, effective FW'13.

Rationale
The Accelerated BA in Translation is a degree option for students who already hold an undergraduate degree and wish to pursue the program in Translation as a second-degree. As it stands now, the current Accelerated program requires students to complete a total of 60 credits in translation. For this reason, no change other than a reclassification of degree type is necessary to have the Accelerated program classified as an Honours degree. The reclassification of degree type would have absolutely no other effect on the program from an administrative, academic, or pedagogical perspective. The learning outcomes of the School of Translation would remain the same. The change in effect corrects the inadvertent designation of the program as a 90-credit degree when it was established in 2006.

Correcting the degree type classification will clarify and confirm for the industry - including the Government of Canada's Translation Bureau – that graduates of this program receive equivalent training to those in the (first-degree) Specialized Honours program in Translation. The change will also bring clarity for prospective students who also question the difference between the Specialized Honours and Accelerated 90-credit programs.

Approved by Faculty Council 6 October 2011 • Approved by ASCP 11 January 2012

FOR INFORMATION

1.   ASCP Priorities for 2011-12

As reported by Senate Executive last fall, ASCP established its priorities for the 2011-2012 academic year. Work has been steadily progressing on the top-five projects, which include:

- First-year forgiveness petitions framework
- Establishment of common academic regulations for the BSc degree (*Health and FSE*)
- *Senate Policy on Student Evaluation of Teaching*: Exploring options to make numerical results accessible to students
- Review of Faculty grades distribution standards and processes
- Call for and review of degree and undergraduate program learning expectations (UUDLEs)

Before the end of the year, it is the Committee's intention to bring forward proposals to Senate which arise out of the above-noted initiatives.

Amir Asif, Chair, ASCP

York University

Program Proposal Brief
of the
Master of Conference Interpreting (MCI)
and
Graduate Diploma (Type 1) in General Interpreting

1. Preamble

1.1 We have included this two-page statement as a sort of executive summary that speaks to what we believe are likely to be the main concerns about the Master of Conference Interpreting (MCI). Below, we summarize the MCI in terms of competing programs, pedagogical priorities, full-time faculty involvement, student demand, and program growth. In so doing, we point out the ways in which – as a professional training program – the MCI differs from other research-oriented master's degrees offered at York University.

As its name suggests, the MCI would focus mainly on conference interpreting, a rigorous and demanding profession, often practiced in the simultaneous mode, through the use of headphones, a microphone, and a specialized booth. The worldwide demand for conference interpreters is extremely high, both because of a lack of university programs and because of a massive rate of retirement among practicing professionals.

Competing Programs
At present, there are only two existing training programs in all of North America: one at the University of Ottawa, and the other at the Monterey Institute of International Studies in California. It is widely recognized that two programs alone are woefully insufficient to produce the numbers of new conference interpreters required to meet demand.

It is also clear that MCI degrees are signature programs for the universities that house them, because they allow the institutions in question to develop a privileged relationship with a government body or international organization. It is fair to say that the University of Ottawa enjoys a unique relationship with the Parliament of Canada, while MIIS has a solid connection to the United Nations in New York. It can further be argued both that these relationships have had a positive impact on the national and international reputation of the universities involved, and that they have had a trickle-down effect for other programs offered by these institutions.

Pedagogical Priorities
The MCI is intended first and foremost to allow students to practice and master a highly complex cognitive skill, one that has been compared to air traffic control in terms of its mental processing load. To succeed in developing their skills, students need to maximize the time they spend engaged in practice, which in turn means that the program must be made up of an overall number of courses that is higher than typically found in research-focused master's programs.

Also, if the MCI is to allow students to acquire interpreting skills, its courses MUST be taught by those that possess them. In short, instructors HAVE TO be experienced interpreters who are actively engaged in professional practice. If this were not the case, the industry would reject the MCI at York, and the program would not be viable. As a result, a significant proportion of the people teaching in the MCI – at very least 50% – will be part-time instructors. This compares favorably with other programs in the field: 90% to 100% of courses in the MCI at the University of Ottawa are taught by part-time instructors, and roughly 70% of courses in the Glendon School of Translation's undergraduate programs in written translation are taught by part-time instructors.

It should also be noted that many of the working interpreters who have expressed interest in teaching in the MCI have impressive credentials. One such individual is a former Deputy Director of Interpreting Services at the United Nations; he holds both an MCI from the University of Geneva and a *Juris Doctor* from New York Law School and has trained interpreters around the world for more than 20 years.

Full-Time Faculty Involvement
The obviously valuable contribution of part-time instructors will be complemented by the engagement of full-time faculty. Some of the practical interpreting courses will be taught by faculty within the School of Translation, a few of whom have professional designations as interpreters. Also, full-time faculty in other York University units will teach background courses that will be part of the degree. Finally, full-time faculty at York will also be called upon to act as pedagogical resources to part-time instructors, and full-time faculty will further provide executive oversight and administrative guidance to the MCI as a whole.

Student Demand

Information on student demand is presented in detail later in this brief. But to summarize the situation here, we would note the following points.

- *Mid-career professionals*: although the School of Translation has not engaged in any sort of promotion of the MCI project, our extensive consultation with the industry has meant that many are aware of our initiative – for this reason, we have already been contacted by roughly 15 mid-career professionals who have signaled their intent to apply to the program as soon as it comes on line.
- *Current students in the undergraduate BA in translation*: study of written translation is often considered a stepping-stone to interpreting, and roughly one quarter of our current students responded to a survey set up in the winter term to indicate that they were highly interested in pursuing training as interpreters.
- *High school students*: This group is not a target population for the MCI, as their knowledge of languages, world events, history, and current issues is underdeveloped; nevertheless, during promotional events the School of Translation is always approached by high school students who want to know whether we offer training in interpreting.

In short, student interest in interpreter training seems at times almost commensurate with the demand seen in the industry for interpreting services.

Program Growth

In the first years of the MCI, we expect to admit small cohorts. Over time, should the enrollment expand, we would seek additional full-time appointments to keep up with the pace of growth. This shift in size would need to be carefully balanced so as to preserve the integrity of training and ensure that practical instruction is provided by interpreters who are actively engaged in professional practice. For this reason, it is likely that we would seek to maintain a balanced weighting of part-time and full-time involvement.

2. Introduction

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

This brief outlines a proposal for a new Master of Conference Interpreting (MCI) program and (Type 1) Graduate Diploma in General Interpreting (GDGI). Both offerings are practice-oriented, but they will meet the highest standards of academic excellence, by creating new programming in two key areas: conference interpreting, and community (healthcare and court) interpreting.

Conference Interpreting and the MCI

Conference interpreting is a highly specialized and demanding profession practiced in government settings and in international institutions. It involves listening to and analyzing high-level technical, political, or financial speeches in one language, and the production of a parallel speech in another language. The two speeches can either be given in series ("consecutive interpreting") or at almost the same time ("simultaneous interpreting"). Conference interpreting is taught by select universities around the world, always as a graduate level program, and often following prior training in written translation.

The proposed Master of Conference Interpreting (MCI) is a two-year, professionally oriented degree program, comprised entirely of coursework that will provide students with the opportunity to acquire the knowledge, skills and abilities needed to practice in a variety of interpreting markets. For this reason, it is imperative that courses in the program be taught first and foremost by instructors who are themselves practicing interpreters. The proposed degree nomenclature – Master of Conference Interpreting – is consistent with that of similar programs, particularly the program at the University of Ottawa, which offers both a Master of Conference Interpreting and a Master of Arts in Translation Studies.

Community (Healthcare and Court) Interpreting and the GDGI

Interpretation is also practiced in non-conference settings, where the intensity and pace may be lessened, but where the stakes associated with error are arguably greater. To see that this is true, we need only think about how poor communication might impact on states of health (imagine the effect of confusing the words for "right" and "left" on a diabetic patient who needs to have a gangrenous limb amputated), or on basic freedoms (imagine the outcome of trial where an interpreter renders the question "do you plead guilty or not guilty?" with "did you kill that man?".) Despite the elevated risk, very little practical training is available to would-be community interpreters. Only one postsecondary institution – Vancouver Community College – offers language-specific training. Most other opportunities are sponsored by local agencies and healthcare institutions, and do not actually require their trainees to interpret anything in the classroom.

Faced with this reality, a decision was made to try and position the MCI so it could build capacity in community interpreting. For this reason, the first year of the proposed MCI program will be devoted to providing students with a broad base of knowledge, and with the opportunity to practice interpreting as it is conducted in a variety of settings. Students who successfully complete the coursework but exit the program following the first year will be granted a Type 1 Graduate Diploma in General Interpreting. Those who continue on in the second year of the program will intensify their focus on interpreting specifically in the conference setting, and successful completion of the second year will see them earn the Master of Conference Interpreting. To our knowledge, this career-laddering approach has not been used to structure any other interpreter training program in the world.

2.2 For graduate programs that wish to have a Quality Council endorsed field(s), please indicate the field(s) for each of the master's and PhD programs.

The Master of Conference Interpreting will not be made up of separate fields. The only categorization of learning will be between the broad-based exposure to interpreting planned for the first year, and the specific and in-depth focus on conference interpreting forecast for the second year.

2.3 Provide a brief description of the method used of the development and preparation of the proposal, including faculty and student input and involvement.

The proposal is a response to pressing demand voiced loudly by industry about a state of crisis that is facing interpreting as a profession. To meet the crisis head on, and to provide a new generation of professionals who can do high-quality work in high-stakes settings, training opportunities have to be provided at the graduate level.

Before designing this brief, reviews were conducted on the two other programs in North America (at the University of Ottawa, and at the Monterey Institute of International Studies, in California). Following this, the School of Translation engaged in consultations with the following industry partners to gain a better sense of needs in the sector and of its students' performance in that sector:

- All Languages Ltd.;
- Association of Translators and Interpreters of Ontario;
- Association of Professional Language Interpreters;
- Canadian Association of Schools of Translation;
- In French Only Inc. – Translations;
- International Conference Interpreters Association (AIIC);
- International Conference Interpreters Inc.;
- Jacques Roland Translations;
- CLS Lexi-tech International;
- Multilingual Community Interpreter Services;
- Ontario Public Service Language Specialists Network; and
- Translation Bureau (Public Works and Government Services Canada).

The School's commitment to continued consultation is also evident in the discussions it has undertaken with key stakeholders since a plan for the new program was devised. The following parties have been provided with a brief on the proposed master's program and asked for comments or future collaboration:

- The Directorate General of Interpretation at the European Commission;
- The Directorate General of Interpretation at the European Parliament;
- The Healthcare Interpreter's Network;
- The Ontario Ministry of the Attorney General's Court Interpretation Service
- The Government of Canada's Parliamentary Interpretation Service;
- The Government of Canada's Conference Interpretation Service
- The Association of Translators and Interpreters of Ontario;
- International Conference Interpreters Association (AIIC);
- The Interpreting Service of the US Government's State Department;
- The Master's in Conference Interpreting at the University of Ottawa;
- The Master's in Conference Interpretation at the Monterey Institute of International Studies;
- The Interpreting Service of the United Nations Division of General Assembly and Conference Management; and
- The Language Services unit of the Organization of American States.

The holding of such consultations – past and present – has ensured that the program we have designed has taken industry needs into account, and that our work on the program takes place with the support and partnership of key stakeholders, most of whom will eventually welcome our graduates into future professional life, either as employers or as professional associations responsible for credentialing and promotion.

To demonstrate the School of Translation's relationships with industry stakeholders, we have included a number of statements provided to us by key players. These statements are located in the appendices of this proposal (Appendix I through Appendix VI), and together they paint a consistent picture about the need for new and qualified professionals and about the dearth of training opportunities in the field.

2.4 Indicate the Faculty/unit in which the program will be housed (for undergraduate programs) or anchored (for graduate programs).

The proposed master's program and graduate diploma will be administratively housed in the School of Translation, Glendon College, at York University. The Glendon School of Translation is the anchor unit and Faculty for the existing Graduate Program in Translation, which offers a Master of Arts (MA) in Translation Studies. The proposed master's program and graduate diploma will build upon existing strengths in the Graduate Program in Translation.

3. General Objectives of the Program

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

The new MCI straddles two worlds, which while distinct are also tightly linked: 1) the rigorous and demanding profession of conference interpreting, itself part of a broader spectrum of interpreting activity; and 2) the realm of graduate education with its emphasis on the generation of knowledge and the exercise of critical judgment. For this reason, it is possible to describe the objectives of the program in two ways. The professional objectives are outlined briefly below, while the academic objectives are detailed in Section 5.1.

Professional Objectives
From the professional perspective, the program has two general goals.

1. To Increase the Number of Qualified Conference Interpreters
The program will support the development of a skilled labour force, by providing additional training opportunities for would-be interpreters. Ultimately, we intend to increase the number of work-ready, high-quality conference interpreters coming out of the university training programs, so that there are enough skilled professionals to meet market demands and overcome the current labour shortage in the field.

2. To Build Capacity in Interpreting Generally
The MCI also aims to strengthen the capacity within professional interpreting broadly. It will do this by training interpreters to work in a number of settings – not only in conferences but also in healthcare institutions and in the courts and administrative tribunals. Furthermore, it will allow key stakeholders – students, experienced interpreters, and trainers – to move beyond the opportunities that are currently available to them in Canada's domestic market, which is often locally oriented. This will enable the Canadian industry expand beyond its currently limited sphere of influence, and to rise to the challenge offered by encroaching competitors from abroad.

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

The MCI and the GDGI are both entirely consistent with Glendon's mission to prepare future leaders through a bilingual liberal arts education. English and French are the focus of both the MCI and the GDGI, and both will ensure that students have a thorough understanding of the main political, economic, social, legal, and health-related issues that shape both the national and international spheres.

As for Glendon's Academic Plan (2010-2015), here too the MCI and GDGI are both well aligned. To demonstrate this, we have listed the Plan's priorities, along with a brief explanation of how the new graduate programs will contribute to them.

Bilingualism	The focus of the MCI and GDGI will be on English and French.
Other languages/cultures	The MCI will be complemented by an Extended Learning series that will offer training with additional languages and preparation for other cultural realities.
Internationalization	The main priority of the MCI is to prepare students for the international market. To that end, we are already cultivating relationships with the European Commission, the European Parliament, the United Nations, and other stakeholders that will provide strategic direction on program content, instructor training, and internship opportunities. It is also expected that many of our students will come to us from overseas.
Canadian/International Affairs	There are multiple opportunities for collaboration and partnership between our existing MPIA and the MCI. Our students will train for both the Canadian federal and international markets, and we anticipate that relationships we are cultivating in both spheres will mean that there will be a lot of traffic back and forth between Glendon, on one hand, and Ottawa, New York, and Brussels, on the other.
Program Development	From a financial perspective, the MCI will be a hybrid of the two models that exist currently for graduate programs at York. It will be a professional training program that does not provide student funding, but it will charge students regulated fees. This means that Glendon is able to diversify its program offerings and increase the number of graduate students, all without imposing a financial burden on the University.
Faculty Research	Interpreting is fertile ground for research, and other universities have leveraged their professional interpreter training programs to become prolific centres of research production. In Toronto, there is already substantial demand for the spin-offs from interpreting research, and it is anticipated that the presence of the MCI will bring with it an increase in interpretation research, particularly as plans for the School of Translation's PhD in Translation Studies take shape.
External Visibility	When the MCI is in place, York will be part of an elite group of institutions around the world that offer interpreter training. This will mean that the name of the University will be spoken in international circles, and that it will be highly visible to people in areas that rely on interpreting: government, finance, economics, international trade, human rights, international development, etc. We fully anticipate that there will be a trickle down effect on enrollment in other programs, especially those that are oriented towards public and international affairs.

4. Need and Demand

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

The only similar program in Ontario is offered by the University of Ottawa. However, the MCI will differ substantially from its Ottawa counterpart, as the MCI will be structured around three founding principles. In fact, these principles will make the MCI unique in North America, and arguably in the world.

Training in Multiple Interpreting Settings
The proposed program is primarily intended to train conference interpreters. However, it will also introduce students to interpretation in other settings – most notably the courts and the healthcare system. Doing so will provide students with additional employment opportunities, and it will enhance their work in the conference setting (for example, court training would be an asset for work in administrative tribunals and commissions of inquiry). To our knowledge, no other conference interpreter training program attempts to build capacity in other interpreting setting in this way.

Emphasis on Non-Parliamentary Conference Interpreting
Located in Toronto, the proposed program cannot rely on the tight collaboration with the Parliament of Canada that characterizes its sister program at the University of Ottawa. Instead the goal of the Master of Conference Interpreting will be to prepare interpreters to work in those markets that are present in or connected to Toronto: the government conference sector (federal and provincial), the private sector, and the international level. Background knowledge, class materials, and instruction will all be coordinated to ensure students are ready to interpret in settings other than Canada's federal Parliament.

Focus on Interpreting in International Markets
The proposed program will also aim to prepare students to work outside of local and domestic markets. This will be accomplished by presenting students with material from international organizations, be they based in Canada or abroad. Also, the Master of Conference Interpreting will focus exclusively on interpretation between English and French. Starting in Summer 2012, it will be complemented by a summer-intensive, continuing-studies program that will allow both Glendon graduates and working interpreters to add other working languages. The continuing-studies program will be offered on a non-credit basis, and it will cater to the needs of both graduates of the MCI and those interpreters already working between English and French (and who have no opportunities in Canada to add to their working languages). On the whole, the international focus will be an innovative step for conference interpreting in Canada, where an exclusive focus on the official languages normally prevents Canadian conference interpreters from working on the international market.

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

Demand from Industry both Nationally and Internationally
Demand as expressed within the industry was outlined in 1.3 above, and further proof of the overwhelming demand for interpreter training, from the industry perspective, is provided in the appendices. The documentation contained there comes primarily from sources interested in hiring conference interpreters, such as the Government of Canada or international organizations.

Demand from Industry Locally
It is also important to note that there are career opportunities for students that do not require them to travel so far afield. At the moment, there is more work in the GTA's public, parapublic, and private sectors than the local population of English-French conference interpreters – many of whom are advanced in age – can respond to. As one example of this reality, we might point to the Legislative Assembly of Ontario at Queen's Park, which has met repeatedly with representatives of Glendon's

School of Translation to impress upon us the Legislature's need for a larger pool of free-lance conference interpreters in the Toronto area.

We would also point to opportunities for English-French interpreters in other areas of interpreting. In a recent poll of healthcare interpreting service providers in the Toronto Region, the University Health Network indicated that it is always recruiting French interpreters, who are always in short supply as most are tempted by work in the conference setting.

Yet in a discussion of "local" demand, we would be remiss if we did not mention three major factors that will have a dramatic effect on the career paths of our graduates.

1. Courses within Year One will be offered online
All six of the practical interpreting courses in the first year will be delivered in an online format. This is also true for at least one of the background courses that will be part of Year One, and efforts are underway to determine whether other background courses can follow suit. In short, it is highly likely that students WILL NOT NEED TO BE IN TORONTO to obtain the Graduate Diploma, and that they can explore career options in the cities and countries where they find themselves.

2. French and English are the starting point, but not the end point
While the MCI and the GDGI are focused entirely on English and French at present, the School of Translation is working actively to equip its students to work with other language pairs. It should be noted that most of the students in the School's existing programs in written translation have knowledge of a language other than English and French – often a language of immigration spoken at home – and that most conference interpreters in Canada likewise have a third language that they would like to further refine so that they can use it professionally.

For these reasons, the School is implementing two separate initiatives:

a)   we have created a non-credit, summertime professional development series that would allow working interpreters and MCI graduates to add a third language to their professional repertoire (programming will be offered in Spanish, Portuguese, and Russian starting in July 2012, with the possibility of expanding to other languages in subsequent years); and
b)   we are seeking funding to expand the first year of the MCI to train students with other languages pairs (a grant application was recently submitted that could see us offer training with Mandarin, Cantonese, and Spanish). In other words, English and French will be the foundation of the MCI and the GDGI, but we have every intention of building upon this foundation to meet other needs at some point in the future,

3. The future of interpreting in all settings will be shaped by remote technologies
Already, many free-lance conference interpreters in Toronto are doing as much as half of their workload via teleconferencing and videoconferencing platforms, particularly as private companies and government agencies restrict travel budgets. A similar use of remote platforms is obvious in other interpreting settings. As an example, we would point to a recent pilot project by the interpreting services of the University Health Network in Toronto, highlighted recently by the Ontario Hospital Association as an innovative best practice.

http://www.oha.com/KnowledgeCentre/Library/Documents/Final%20-%20Patient%20Safety%20Guidebook.pdf

As noted on page 53 of the report, when UHN implemented a telephonic interpreting service, and when it ensured that hospital staff were properly educated about it, the use of the service increased 590% to reach 745 service requests in a three month span! The role of technology has become such a dominant force in interpreting that InterpretAmerica, a major forum that brings together interpreters from all settings, and from all across North America, has made technology the focus of its 2011 conference.

http://www.interpretamerica.net/

In light of the technological changes that are gripping the field of interpreting, many industry watchers are speculating that in as little as five years, all interpreting work will be done remotely. It therefore seems likely that graduates of the MCI and the GDGI will not be limited by work opportunities in any one city or locale. Indeed, it stands to reason that they will be able to take work that originates from anywhere, and to perform it from anywhere.

Demand from Various Student Populations

There is also substantial demand at the other end of the training spectrum, namely from potential students. It is important to point out any discussion with students about interpreter training needs to be handled carefully so as to manage expectations. This is because – if the experience of other interpreting programs is any indication – students who come directly from an undergraduate degree are not our target audience. Data from other programs suggest that the students who do best in interpreting programs are those who have had substantial work experience between their undergraduate studies and enrollment in interpreter training. In short, undergraduate students are not our main target group; mid-career professional are.

That said, it is possible to make several statements about three separate populations of potential students that have shown interest in the MCI.

Mid-Career Professionals

Because the current brief began with a large number of industry consultations, a great number of stakeholders in interpreting are aware of our plans to mount the MCI. As a result, news of the project has spread to many would-be interpreters, people who are currently in the job market in other areas. To date, the MCI has been contacted by roughly a dozen such individuals, who have in essence found their way to us without any prompting on our part. We would argue that the fact that these individuals have taken the initiative to contact us is a very strong indication of the potential power of the MCI. When we are able to actively engage in outreach and recruitment targeted to mid-career professionals, we are confident that the demand from within this group will be strong enough to support the program.

Students Currently Enrolled in Undergraduate Programs

To gain a sense of the interest in interpreter training among the School of Translation's current undergraduate students, a short survey was conducted. Out of the School's 110 B.A. students, 26 (or 24%) took the time to respond. Here are some of the most relevant results.

- When asked, "How are interested are you to learn that the School of Translation may offer graduate-level interpreter training?", 20 of the 24 respondents rated their interest at 8 or above, where 10 indicated "very interested".
- When asked, "How interested would you be in learning more about the School of Translation's potential plans for graduate-level interpreter training?", 18 of the 26 students rated their interest at 8 or above.
- When asked, "How likely is it that you would consider applying to a new interpreter graduate-leve training program at the School of Translation?", 9 out of the 26 students rated the probability at 8 or above, where 10 indicated "very likely". (Note: This response likely demonstrates that our students are well aware that conference interpreting is a demanding profession, and that an undergraduate degree in translation alone would likely not be adequate preparation.)
- When asked, "How likely is it that graduate-level interpreter training would enhance the reputation of the School of Translation?", 25 of the 26 students gave a rating of 8 or higher, where 10 indicated "very likely".
- When asked, "How likely is it that graduate-level interpreter training would attract more students to the School of Translation?", 22 of the 26 respondents gave a rating of 8 or higher, where 10 indicated "very likely".

Respondents were also given the opportunity to provide qualitative feedback, something that 11 of the 26 respondents chose to do. Some of the qualitative responses are provided below.
- "I can't wait to see how this turns out!"
- "I think it's a great idea, and it's definitely something that is missing at Glendon."
- "Please do it."

- "I believe that interpretation in the three disciplines of community, court, and conference would be a good fit."
- "I would be extremely happy to not have to leave Toronto to do Conference Interpreting at the University of Ottawa, and the field would attract a lot more people if there were two institutions offering the program."

High School Students

With this particular group, it is extremely important to manage expectations. Most of the high school students we meet need to dramatically enhance their language abilities, and to gain a much greater understanding of the world around them before they would be able to succeed in our undergraduate translation programs. Graduate-level interpreter training would therefore further exceed their grasp.

Still, to gain a sense of what the reaction might be from high school or CEGEP students, we consulted the Glendon Recruitment and Liaison Service. We were told that when the Service travels to secondary institutions in Ontario and Quebec, and when they speak to students about the School of Translation's programs in written translation, fully half of the students immediately ask whether the School also teaches interpreting. This suggests that there is some interesting – if careful – work to be done with this target population.

As one potential model, we might point to the European Commission's "Interpreting for Europe" campaign on YouTube, which shows footage of young interpreters working interspersed with short interviews where the same interpreters describe their work and their training. The videos essentially provide high school students with some basic information about the profession, and they encourage students to continue studying languages. This same type of approach could be used to guide outreach in the Canadian context.

5. Program Content and Curriculum

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

Interpreting as a profession is extremely rigorous and highly stressful[1]. Successful interpreters must learn to control their nervousness under extreme circumstances, and they must learn to rise to the challenge of frequent testing and accreditation assessments.

To reflect this reality and to prepare students for it, passage through the proposed Master of Conference Interpreting will be marked by a number of formal tests, which will form the backbone of the program.

Admission Exam

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[1] To help MCI and GDGI students deal with the stresses of their chosen program of study, the School of Translation has been engaged in an active conversation with Glendon's Counselling and Disability Services. At present, our plans are to bring staff in to meet with students early in the program in order to explain the range of services offered to them. These include

- *one-on-one personal counselling*
- *career counselling (to explore other option is conference interpreting doesn't work out for students)*
- *workshops on job search strategies*
- *workshops on stress management*
- *advice on establishing a life-work balance*
- *seminars on relaxation techniques, and cognitive stress management techniques*
- *study skills workshops tailored to the specific needs of MCI students*

Instructors within the MCI would also be encouraged to work closely with the staff of the Counselling and Disability Service to identify students at risk, and to ensure that students are referred to appropriate support before problems progress.

Applicants who meet the academic admission requirements (outlined below) will be invited to sit a performance test designed to judge their aptitude for interpreting. This test will be designed by our "Researcher-Instructors" responsible for curriculum development, and it will likely focus on tasks such as public speaking, shadowing, and sight translation in both the candidate's working languages.

In-Class Exams
In Year One of the new program, half-courses in practical interpreting will be punctuated by two sets of mid-term exams, and by a set of final exams at the end of the semester. (In the background courses, evaluation may be carried out through exams or through other traditional tools such as essays, reports, and projects.)

Transition Exam
At the end of the first year, those students that wish to continue with the intensive training in conference interpreting will need to pass a transition exam between the two years of the program. The exam will be developed by our "Researcher-Instructors", and it will assess the basic competencies students have acquired in Year One, as well as their aptitude for conference interpreting in Year Two. Students who do not proceed to Year Two will be eligible to receive the Graduate Diploma in General Interpreting, provided they have successfully completed the courses in Year One (i.e., they have obtained a minimum grade of "B" in all courses.)

Students who are not able to pass the transition exam on the first try, but who are interested in pursuing training in conference interpreting, will be encouraged to engage in professional practice in community settings, and to retake the exam at a later point in time. Despite this initial failure on the exam, they will be considered "in good standing", and thus able to return. (Because the MCI and GDGI seek to encourage career laddering, no time restriction will be placed on students who wish to retake the transition exam.) The exams will be assessed by a subcommittee of instructors who teach in Year Two.

Should a student come back to the program after a time and fail the transition exam on the second try, she or he would no longer be considered "in good standing". The student would therefore need to petition for reinstatement; should the petition be granted, the student would be given a third and final opportunity to sit the transition exam. A third failure would be definitive.

If students earn the GDGI, subsequently return to the program after a hiatus, and successfully complete the Year Two, they would be awarded the MCI degree. However, their transcripts would be altered to replace mention of the GDGI with that of the MCI. In short, graduates of the program would not be entitled to earn both credentials. We do not anticipate any objection to this stipulation, as the master's degree is obviously the superior qualification, one which is required by most organizations that would hire professional conference interpreters.

In-Class Exams
In Year Two, the bulk of the program will be devoted to practical interpreting courses. As in Year One, these will be punctuated each semester by two sets of mid-terms, and by a set of finals.

Exit Exam
Once students have completed both their coursework and a number of days of internship work, they will be required to take and pass an exit exam in order to earn their degree. Exams of this sort are a standard feature in other existing programs, and the professional community will expect to see a similar measure at York. Student performances will be assessed by a committee of working interpreters who were not among the instructors in the program, and the assessment is intended to ensure that the students are imminently ready for professional practice. Students who are not successful on their first attempt at the exit exam may, under extenuating circumstances, be allowed to sit a make-up exam. A second failure will result in the student being redirected to retake those classes in Year Two which are most likely to result in an improved performance on the exit exam the following year. If after retaking courses, and after sitting the exam a third time, the student is still not able to pass, the student will have exhausted all possibilities of earning the degree.

5.2 Provide a list of courses that will be offered in support of the program.

The table below outlines the courses that students would take in each of the four terms of the new program.

MA in Conference Interpreting – Program of Study				
Fall Term Year 1	Hrs/Week	Weeks	Total Hrs	Credits
Background Course I	3	12	36	3
Background Course II	3	12	36	3
Conference Interpreting I	3	12	36	3
Court Interpreting I	3	12	36	3
Healthcare Interpreting I	3	12	36	3
Term Totals			180	15
Winter Term Year 1	Hrs/Week	Weeks	Total Hrs	Credits
Interpreting Studies	3	12	36	3
Background Course III	3	12	36	3
Court Interpreting II	3	12	36	3
Healthcare Interpreting II	3	12	36	3
Conference Interpreting II	3	12	36	3
Term Totals			180	15

During the summer term between years 1 and 2, GDGI students would be required to engage in

1) Work placement opportunities in medical and court interpreting (roughly ten days of work), which are currently being arranged by the Coordinator of the MCI;
2) A program of training and preparation to take the Ministry of the Attorney General of Ontario's court interpreter certification exam (this program is the subject of discussion at the present time); and
3) A program of training and preparation to take an exam in healthcare interpreting, such as the National Board of Certification Exam for Medical Interpreters (it is difficult at this point to gauge the number of hours devoted to exam preparation, but it is possible that the lead-up to the two tests would require as much as a regular half-course, or 36 hours).

As further evidence of our progress on these fronts, Appendices 9 through 11 contain the following of letters of commitment from external partner organizations.

- University Health Network: this grouping of three large teaching hospitals downtown Toronto boasts one of the most organized interpreting services in the province, and their letter outlines their existing on-boarding process for new interpreters along with their willingness to bring work placement students from Glendon through it.
- Access Alliance Multicultural Health and Community Services: this community health centre specializing in care for various ethnic and linguistic patient populations has likewise signaled its intent to work with us to provide work placement opportunities.
- The National Board for Certification of Medical Interpreters: this US-based organization with an international scope has been a trailblazer in the creation of interpreter certification, and it has committed to providing our students with information on the certification process, with practice test materials, and with assistance getting registered for the tests.

Together, these letters should amply demonstrate that both the work-placement and exam-preparation requirements of the program will be organized for students, in much the same manner that other courses are[2].

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[2] *Coordination of the work-placement and exam-preparation modules will be the responsibility of the coordinator of the MCI. Although the responsibility imposes an additional administrative burden, the School of Translation is actively seeking external funding to lighten the load. Currently, a proposal to this effect is being studied by one of the provincial ministries.*

Students who intend on obtaining the GDGI alone will exit the program after successful completion of the work placement. Those who intend on continuing in Year 2 will have the opportunity of doing all of the above, and also of preparing to take the Transition Exam.

Fall Term Year 2	Hrs/Week	Weeks	Total Hrs	Credits
Into English I (Consecutive and Sight)	3	12	36	3
Into English II (Consecutive and Sight)	3	12	36	3
Into French I (Consecutive and Sight)	3	12	36	3
Into French II (Consecutive and Sight)	3	12	36	3
Documentation and Professional Practice I*	3	12	36	3
Term Totals			144	12
Winter Term Year 2	Hrs/Week	Weeks	Total Hrs	Credits
Into English I (Simultaneous and Sight)	3	12	36	3
Into English II (Simultaneous and Sight)	3	12	36	3
Into French I (Simultaneous and Sight)	3	12	36	3
Into French II (Simultaneous and Sight)	3	12	36	3
Documentation and Professional Practice II*	3	12	36	3
Term Totals			144	12

*These courses would only be offered if the MCI is successful in obtaining ongoing external funding.

During the summer term following Year 2, MCI students would be required to engage in

1) Work placement opportunities in conference interpreting, which are currently being arranged by the Coordinator of the MCI[3]; and
2) A program of training and preparation to take the Exit Exam.

The Exit Exam itself will likely be set for sometime at the end of June or beginning of July.

Descriptions for the courses listed in the table above are provided below, according to the category to which they belong.

Practical Interpreting Courses

TRAN 57xx 3.0 Court Interpreting I and II
These courses will prepare students for the specific demands of interpreting for the courtroom. They will focus on discourse types interpreters will encounter (charges to the jury, testimony, victim's statements) and on the particular importance of reproducing delivery and register.

TRAN 57xx 3.0 Healthcare Interpreting I and II
Students in these courses will prepare for the challenges of healthcare communication. They will learn to use strategies for different types of discourse (history taking, diagnoses, obtaining consent), and to navigate both technical terminology and the complex social dynamics of health.

TRAN 57xx 3.0 Conference Interpreting I and II
The focus here will be on laying the groundwork for the conference setting. Students will transition from dialogic to monologic discourse, by developing their sense of analysis, their verbal precision and concision, and their ability to perform under extreme stress.

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[3] *Discussions to this effect are taking place with several international institutions, with the federal government, and with some of the key stakeholders in the GTA. Our intent is to model the work placement in Year 2 after similar opportunities that are part of other programs. At the University of Ottawa, for example, students are required to engage in a minimum of 10 days of professional work, under the supervision of a Senior Interpreter. The work placements are arranged jointly between the coordinator of the program and the federal government.*

TRAN 57xx 3.0 Into English (Consecutive and Sight) I and II
In these courses, emphasis is placed on quick reflexes and in-depth analysis. Students learn and perfect techniques for note taking, smooth delivery, public speaking, concision, and using documentation appropriately. Strategies for English as A and B languages are explored.

TRAN 57xx 3.0 Into French (Consecutive and Sight) I and II
In these courses, emphasis is placed on quick reflexes and in-depth analysis. Students learn and perfect techniques for note taking, smooth delivery, public speaking, concision, and using documentation appropriately. Strategies for French as A and B languages are explored.

TRAN 57xx 3.0 Into English (Simultaneous and Sight) I and II
In these courses, students apply acquired techniques to work in simultaneous. Emphasis is placed on analysis, self-listening, professional delivery, and different speech and meeting types. Strategies for English as A and B languages are explored.

TRAN 57xx 3.0 Into French (Simultaneous and Sight) I and II
In these courses, students apply acquired techniques to work in simultaneous. Emphasis is placed on analysis, self-listening, professional delivery, and different speech and meeting types. Strategies for French as A and B languages are explored.

Courses the Promote Reflection on Professional Activity

TRAN 5700 3.0 Interpreting Studies (existing course)
This course will familiarize students with research in the nascent sub-discipline of Interpreting Studies. Students will explore the quantitative and qualitative methodologies used to examine interpreting in various modes and settings, including the community, the courtroom, and the conference hall.

(Note: These courses would only be offered if the MCI were successful in obtaining ongoing external funding)
TRAN 57xx 3.0 Documentation and Professional Practice I and II
Students will learn how to prepare themselves for assignments of different types, to be aware of the main social, political, and financial debates that interpreters deal with, and to navigate the paraprofessional variables (ethics, professional role) that frame their work.

Specific Background Courses

For the background courses, students will be required to choose three half-courses focusing in any of the following areas: Canadian Government, Economics and Finance, Courts and the Law, International Organizations, and Healthcare and Healthcare Delivery.

This background information is necessary for interpreters to do quality work. (A healthcare interpreter cannot work well effectively in a history taking, if she does not understand each party's objective in the encounter. Similarly, a conference interpreter cannot possibly handle an expert-to-expert debate on "asset-backed commercial papers" unless she knows what these are and how they were put to use in the finance industry.)

TRAN 57xx 3.0 Canadian Government
This course will familiarize students with the business of government. Emphasis will be placed on the primary government institutions, federal-provincial-territorial relations, the public service, the development of policy, and work and decision-making in a government context.

TRAN 57xx 3.0 Economics and Finance
In this course, students will learn about the functioning of financial and economic systems. They will familiarize themselves with topics such as the markets, financial reporting, decision-making and policy, and their implications for the private and public sectors.

TRAN 57xx 3.0 Courts and the Law
Students will examine the court system and its functions. Topics addressed include levels of superiority and jurisdiction in federal and provincial courts, the roles of actors within them, specific courtroom procedures, and differences between the civil code and common law.

TRAN 57xx 3.0 International Organizations
Students in this course will investigate the main international institutions likely to use their services: the United Nations, the European Commission and Parliament, the International Criminal Court, and NATO. Emphasis will be placed on current issues and their historical precedents.

TRAN 57xx 3.0 Healthcare and Healthcare Delivery
This course will prepare students for the main types of provider-patient encounters in primary, secondary, and tertiary care. Topics addressed will be physiology and disease, stages of diagnosis and treatment, and the roles of different actors in the system.

6. Program Structure, Learning Outcomes and Assessment

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

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

Academic Objectives
These objectives are expressed here in terms of the Ontario Council of Academic Vice-Presidents' Graduate Degree-Level Expectations.

1. Depth and Breadth of Knowledge
It is often said that interpreters cannot interpret what they do not know. It is for this reason that a choice was made to situate the interpreting program at the graduate level; training as an interpreter requires students to build a sophisticated network of knowledge in the fields where they will operate. Students in the MCI will therefore be expected to develop a *broad understanding* of areas such as political process, policy development, financial markets, courtroom procedures, and healthcare delivery. They will also be expected to develop a *detailed understanding* of the ethical implications and research dimensions of their professional practice.

2. Research and Scholarship
Although the MCI will not principally be a research-oriented program, it is nevertheless expected that students will demonstrate research abilities in two ways. First, a number of their background courses – including the course on Interpreting Studies, which will focus the theoretical frameworks and methodologies used to investigate interpreting as an object of research – will require them to produce research-based papers and assignments. Also, practical courses in interpreting will require students to do the research necessary to familiarize themselves in short order with the often highly technical discussions encountered by professional interpreters in their work.

3. Level of Application of Knowledge
Students will be expected to develop portable skill sets. In other words, the abilities they develop to interpret in one setting, with a given speaker, and a given type of communication will need to be adapted and refined to interpret in other settings, for other speakers, and with other types of communications. The professional interpreter's work is characterized by a high degree of unpredictability, and students will need to routinely apply the knowledge they acquire to new and unexpected situations.

4. Professional Capacity and Autonomy
This objective is clearly central to the mission of the MCI. By the end of the program, we expect that students will have the ability to engage in the ethical behaviour, complex decision-making, initiative-taking, and intellectual independence needed to perform successfully as autonomous professionals in

a high-stakes field of endeavour. Nearly every component of the program will seek to reach this particular objective.

5. Level of Communication Skills
Since the role of an interpreter is to ensure communication across language barriers, this objective will also figure prominently in the new program. However, rather that being targeted directly and overtly by any particular feature of the new program, this objective will be reached through the day-to-day business of interpreting practice.

6. Awareness of Limits of Knowledge
Interpreting work is broad and varied, and it places the interpreter at the heart of high-stakes discussion that are extremely technical in a dizzying array of fields. For this reason, it is extremely important for graduates of the MCI to recognize that they will encounter potential work opportunities that surpass their abilities at a given moment in time. Nowhere is this recognition more important than for students who earn the Graduate Diploma (Type 1), but who do not continue in the second year to earn the MCI. Every effort will be made to allow students to understand that general interpreter training by no means prepares them for the added burden of work in the conference setting.

6.2 Address how the program curriculum and structure supports achievement of the program learning outcomes. For research-focused graduate programs, comment on the nature and suitability of the major research requirement(s) for degree completion. For undergraduate programs, comment on the nature and suitability of students' final-year academic achievement in the program.

Reaching the Academic Objectives
The MCI curriculum will support the academic objectives in the following ways.

1. Depth and Breadth of Knowledge
This objective will be achieved through the background courses, which are intended to give students the wide range of contextual knowledge they need to do their work, and through courses in areas such as *Interpreting Studies* and *Documentation and Professional Practice*, which aim to give students an in-depth understanding of the workings and consequences of their practice. Knowledge acquisition will also be a by-product of hands-on interpreting in practical courses (the bulk of courses in Year 2, and the *Court* and *Healthcare Interpreting* courses in Year 1): to interpret speeches and presentations accurately and appropriately, students will have to develop strategies to understand and process their content.

2. Research and Scholarship
As noted above, the background courses and *Interpreting Studies*, which will require students to acquire and demonstrate traditional academic research skills. Research for the purposes of interpreting will also be actively reinforced in Year Two's *Documentation and Professional Practice*, and passively reinforced in all of the practical interpreting courses in both years One and Two.

3. Level of Application of Knowledge
Within Year One, the focus on interpreting in different settings will encourage students to apply their skills and knowledge to new situations. This process of application will be continued in Year Two, both in the transition from community- to conference-oriented work, and in the sheer variety of conference-oriented subjects that students will be exposed to in the second year.

4. Professional Capacity and Autonomy
This objective will be ensured in several ways throughout the program: students will be taught be practicing professionals, they will enter a program whose architecture has been developed in consultation with industry stakeholders, they will work on authentic materials that comes from the settings where they will actually work, and they will be evaluated by juries made up of representatives of key sectors in the profession. All these features of the MCI will reinforce professional capacity and autonomy. It should also be noted that we are currently working on another measure that will achieve this same objective. At this point, efforts are being made to provide students with internship opportunities, either on campus in the form of bilingual events that will come to Glendon to use the new conference facilities, or off campus in the form of placements with local users of interpreting services.

5. Level of Communication Skills
No one component of the MCI is designed to foster communication skills. Rather, the entire program is structured with this end goal in mind: all interaction in the practical courses will focus on refining the students' abilities to communicate, by aiming a laser-like intensity on the techniques that interpreters use to transmit messages accurately and effectively across language barriers. The background courses also contribute to this aim, by giving the students the tools they need to understand highly technical information in the source language, the analyze it for themselves, and then to restate it in the target language, losing none of its technical precision or communicative intent.

6. Awareness of Limits of Knowledge
The same aspects of the MCI that ensure professional capacity and autonomy will also help to instill an awareness of limits. Persistent exposure to varied material in both Year One and Year Two will allow students to identify strengths and weaknesses. If students have weaknesses linked to a particular setting or topic, and if these weaknesses cannot be addressed during training, then instructors will make students aware of the negative consequences of accepting future work in these areas. This point is particularly true as it applies to the intersection between the GDGI and the MCI: students who complete only one year of training will be made to understand that they have not developed the skills to work in the conference setting.

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

1. Depth and Breadth of Knowledge
Student achievement in this area will be assessed directly through assignments in the background courses (i.e, through the papers, discussions, presentations, etc. that students submit or participate in). It will also be assessed indirectly in students' interpreting performance, because they will not be able to effectively interpret specialized content in a variety of fields if they do not have depth and breadth of knowledge.

2. Research and Scholarship
Scholarship – although not the main focus of this professional training program – will be assessed in the *Interpreting Studies* course, through assigned papers, presentations, and discussions. Research – as it applied to preparing for an interpreting assignment – will be evaluated through assignments and discussions in *Documentation and Professional Practice.*

3. Level of Application of Knowledge
This area will be assessed only indirectly, again through interpreting performance. For example, students may well learn about the workings of International Financial Reporting Standards in a course on finance and economics, and then be called upon to use that learning in order to interpret a speech on the topic.

4. Professional Capacity and Autonomy
This area will be assessed indirectly through interpreting performance in the classroom, and more directly through performance on exams. It will also be evaluated in a holistic way when students participate in work placement opportunities.

5. Level of Communication Skills
Interpreting IS communication, and every assessment of their interpreting will be an assessment of their ability to communicate effectively on a given topic, in a given setting, and for a given set of clients.

6. Awareness of Limits of Knowledge
This area will be assessed indirectly through behaviour in the classroom (i.e., by the ways in which students react when presented with particularly difficult material), and more directly through their performance during work placement opportunities.

6.4 For graduate programs, indicate the normal full-time program length (i.e. the length of time in terms in which full-time students are expected to complete the program) including a description of how students' time-to-completion will be supported and managed to ensure that the program requirements can be reasonably completed within the proposed time period. Indicate if the program will be available on a part-time basis, and, if applicable, explain how students' time-to-completion will be supported and managed to ensure that the program requirements can be reasonably completed on a part-time basis.

The MCI will be available on a full-time bases only, and it is expected that the normal duration of study will be six consecutive terms.

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

Year Two: In-Class Delivery
It is anticipated that Year Two will be delivered in the traditional, in-class format. This is to ensure that maximum communication between instructors and students, who will be presented with very challenging material.

Year One: Distance Delivery
At this point in time, the School of Translation is exploring the option of offering the practical interpreting courses in Year One in an on-line format. We are examining this possibility for two reasons.

1. **It will allow us to reach a wider pool of candidates**
Not everyone has the linguistic and cognitive abilities needed for interpreting, and the number of suitable potential students living in the Greater Toronto Area may be limited. Offering some of the content of Year One on line will help us ensure that we draw students from a broad geographic base and that we obtain the number of students needed to make the new program viable.

2. **It will allow for future growth with other language combinations**
Our current funding structure only provides support for interpreting between Canada's official languages, English and French. Yet if we are to achieve our objective of increasing capacity in both conference interpreting (where Canadian interpreters need additional working languages in order to compete in international markets) and in interpreting in other settings (where the official languages are not in high demand), we will need to eventually move toward a broader array of languages. The on-line platform will allow us to make this move, because it will enable us to structure courses with a single framework for theoretical components and lesson plans, complemented by language-specific practical modules that can be developed and added at a fraction of the cost of duplicate courses and multiple instructors.

7. Admission Requirements

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

To be granted admission to the program, students must meet two principal conditions (in addition to submitting an application, complete with two letters of reference, where at least one is from an academic referee, and where the other may come from a professional referee in a field related to interpreting).

First, they must hold an honours undergraduate degree program or equivalent (typically a four-year full-time program) from an accredited postsecondary institution with a minimum grade point average of B in the final two years of full-time equivalent study. The preferred discipline for this degree would be translation, but allowances will be made for promising candidates with undergraduate training in other areas that have obvious relevance to interpreting, such as finance, economics, politics, public administration, law, and healthcare.

Second, candidates must successfully complete the entrance exam, described above. The exam measures candidates' aptitude for interpreting between English and French, in large part by assessing their proficiency in both languages. However, the following measures to assess language competence will also be used.

English Language Proficiency

Proof of English language proficiency is required for applicants who do not meet one of the following criteria:

1. Their first language is English; OR
2. They have completed at least one year of full-time study at an accredited university in a country (or institution) where English is the official language of instruction.

If required, proof of English language proficiency shall include one of the following:
• a minimum TOEFL score of 600 (paper based), 250 (computer based) or 100 (internet based)
• an IELTS overall band score of 7.5
• a York English Language Test (YELT) score of Band 1

French Language Proficiency
Applicants entering Master of Conference Interpreting must also be proficient in French. This knowledge will be ascertained through evidence of past work or though a standardized language test recognized by York University (French Language Admission Test [FLAT], Test de Français International [TFI]).

8. Resources

8.1 Faculty resources: Comment on the areas of strength and expertise of the faculty who will actively participate in delivering the program, focusing on its current status, as well as any plans in place to provide the resources necessary to implement and/or sustain the program. Plans for future development may include a faculty complement/renewal plan, together with indication of whether that plan has received approval and commitment of resources at the Faculty or central administration levels.

Comment on the provision of supervision of experiential leaning opportunities, as appropriate.

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

For graduate programs, comment on how supervisory loads will be distributed, as appropriate. Special attention should be paid to supervisory capacity for new PhD programs.

Table 1 – Listing of Faculty

For graduate programs: Identify all full-time faculty, retired faculty, adjuncts and sessional instructors who will be appointed to and who will actively participate in delivering the program, as follows:

Faculty Name & Rank	Home Unit	Primary Graduate Program (yes/no)	Area(s) of Specialization or Field(s)		
			Area/Field 1	Area/Field 2	Area/Field 3
Core Members					
Andrew Clifford, Assistant Professor	School of Translation	Yes			
María Constanza Guzmán, Associate Professor	School of Translation	No			
Lyse Hébert, Assistant Professor	School of Translaiton	No			
Aurelia Klimkiewiecz, Associate Professor	School of Translaiton	No			

It is proposed that the MCI be administered by a Category 5 Coordinator, as described in Appendix P of the YUFA Collective Agreement. As such, once the start-up funding provided by the Canadian

Language Sector Enhancement Program (CLSEP) Public Works and Government Services Canada, comes to an end, the coordinator would be entitled to a minimal stipend, but not to a course release. The initial coordinator of the Master of Conference Interpreting will be Dr. Andrew Clifford, current Chair of the School of Translation at Glendon. Dr. Clifford holds an Master of Conference Interpreting from the University of Ottawa, is a former staff interpreter with the Government of Canada, and is an active member of professional bodies such as AIIC and ATIO. He is also one of the few people in the world to be both a qualified conference interpreter and to hold a PhD in Translation Studies. He is already appointed to the Faculty of Graduate Studies at York University through the School of Translation's MA in Translation Studies, and he has experience in graduate supervision.

Other members of the faculty of the School of Translation will also be called upon as instructors within the MCI. Lyse Hébert, Assistant Professor, is an experienced community interpreter, and she would be qualified to teach the practical courses in Year One. Aurelia Klimkiewicz and María Constanza Guzmán would both be able to teach the research-oriented "Interpreting Studies" as well as the courses in "Documentation and Professional Practice".

Most of the practical interpreting courses will be taught by working interpreters. These individuals would teach on a part-time basis and would form the main body of instructors in the program. With the first year of the program set to begin in September 2012, it is too early to begin to list the specific professionals who will teach in the program. However, in the population of interpreters available locally, nationally and even internationally, there is a high degree of interest in the Glendon program. To provide some examples of that interest, we would note the following:

- discussions are currently underway with the Government of Canada, which has expressed willingness to examine ways in which its staff conference interpreters might teach within the MCI, despite the distance;
- a former Deputy Director of interpreting services at the United Nations in New York is eager to be a part of the MCI, and a funding campaign is currently underway to create a "research chair" that would allow him to join program faculty;
- the Ministry of the Attorney General has discussed the possibility of allowing some of its staff (English-French) court interpreters to teach within the program;
- many of the interpreting agencies and services in Toronto have express their support for our healthcare interpreting courses and their willingness to help identify potential instructors; and
- at least five individual and highly qualified practitioners (their qualifications include membership in the Association internationale des interprètes de conférence, certification with the Association of Translators and Interpreters of Ontario, accreditation through the Government of Canada's exams, and master's degrees in conference interpreting from other universities) in the Toronto area have made abundantly clear their desire to teach in the program.

In all, some 12 different individuals are engaged in different levels of discussion about teaching within the program, whereas our estimates are that five course directors, each taking on the equivalent of a 6-credit load, would suffice to cover the practical courses in interpretation during both years of the program. We would suggest that if the roster of potential instructors is as healthy as it is before we have even formally begin to recruit teachers, then the program will have little difficulty finding qualified practitioner instructors when it is actually able to seek them actively.

Unlike many other graduate programs, the MCI is *specifically designed* to rely heavily on the contribution of part-time instructors. This is because it is ABSOLUTELY ESSENTIAL that students be taught by people who are first and foremost interpreters who hold recognized qualifications and who are regularly engaged in professional practice. We cannot expect our students to develop the high-level skills needed to succeed in their chosen profession if they are not taught by those who possess them.

Other instructors at the School of Translation, at Glendon, and at York University will have a role to play in the MA in Conference Interpreting. Notably, they will be involved in teaching the background courses in areas such as law, finance, and healthcare.

To date, two agreements have been concluded that would allow interpreting students to partially fulfill their background requirements by taking courses in other programs. These agreements will allow MCI and DGDI students to enrol in

1) PPAL 6140, a course offered within the Graduate Diploma in Justice System Administration and the Master of Public Policy, Administration and Law; and

2) Two courses in the Master of Public and International Affairs at Glendon College.

The correspondence that confirms these agreements is located in Appendix Eight.

Table 2 – Graduate Supervision

For graduate programs: Identify the supervisorships of master's major research papers/projects (MRP), master's theses, doctoral dissertations, and post-doctoral students (PDF) by each faculty member who will be appointed to the proposed program completed within the past eight years and currently in progress.

Students in the MCI will not engage in research outside of their courses. For this reason, it does not make sense here to talk about graduate supervision.

Table 3 – Research Funding Received by Faculty

For graduate programs: Identify the research funding received for each of the past eight years by members who will be appointed to the proposed program. This table is intended to show the amount of funding available to support faculty research and potentially available to support students' work, either through the provision of stipends or materials for the conduct of the research. For this reason, grants for travel and publication awarded to faculty should not be included in this table. Major equipment grants, which provide important resources for the work of faculty and students, may be listed separately.

In February 2010, York University signed a Contribution Agreement with the Canadian Language Sector Enhancement Program (CLSEP), housed within the Translation Bureau, part of Public Works and Government Services Canada. The agreement is worth $410,000 over three years (funding will expire in March 2013), and it provides start-up funding for the MCI.

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

As part of the $20 million awarded to Glendon in recognition of its designation as a Centre of Excellence for French-Language and Bilingual Postsecondary Education, the College will refurbish an existing space to become an Interpreting Laboratory. This space will feature state-of-the-art interpreting booths, the functionality to transmit sound to the booths from a range of media, and the capacity to record and transmit student interpretations. These functions will enhance student learning in the classroom, and they will allow the MCI to network with other interpreting programs to create distance learning opportunities. In addition, one of the amphitheatres that is under construction will be outfitted with a permanent interpreting booth and necessary sound system, such that students will have realistic work placement opportunities when real conferences are held on campus. Finally, work is also underway on a virtual lab space, a set of tools that would emulate the physical laboratory setting and allow students to engage in supplementary training from the comfort of their own homes.

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

MCI students will have access to Glendon's graduate student IT lab, a designated space with a number of work stations and other resources.

8.4 Academic services: As appropriate, comment on academic services that directly contribute to the academic quality of each program under review.

8.5 Financial support of graduate students: As appropriate, comment on the financial support that will be provided to master's and/or PhD students, including how this support will be sufficient to ensure adequate quality and numbers of students.

In terms of university finances, the MCI will be a new sort of animal. It will be professionally oriented, but it will charge regulated fees. This is because, perhaps unlike would-be lawyers or executives, our target demographic cannot be expected to shoulder the additional financial burden of deregulated fees. At the same time, students will not receive financial support from the university (apart from scholarships funded by third parties). This is because their main focus will not be research, but rather the acquisition of an advanced professional skill set. As a result, MCI students will spend significantly more time in the classroom (15 hours a week) than students in traditional programs. Accordingly, the MCI will need to rely on revenue from student tuition and provincial subsidies to offset its considerable instructor costs. The MCI is therefore a hybrid financial model, one which offers advantages to 1) the University, which is relieved of the burden of paying graduate student funding; 2) the Faculty of Graduate Studies, which is able to raise graduate enrollment at no additional cost, and 3) its home faculty, Glendon, which receives an additional revenue stream.

9. Enrolment Projections

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

The projected start date of the program is September 2012. It is anticipated that enrollment in Year 1 will be 20 students, and that approximately 7 of these will go on to Year 2 of the program. (Other conference interpreter training programs around the world have similar attrition rates. This is because conference interpreting is a highly advanced skill, and only a small percentage of students attain the level of proficiency needed for professional practice.) Our goal in subsequent years of the program is to attain a steady state of 20-25 students in Year 1, and 7-10 students in Year 2. We hope to attain this level by the time the third cohort of students begins the program, in 2014.

York University Quality Assurance Procedures (YUQAP)
New Program Appraisal

External Appraisal Report on the Proposed New
Master's in Conference Interpreting (MCI)

Please provide feedback, as appropriate, on the evaluation criteria provided below.

External Reviewers:

Gila Sperer
Manager, Conference Interpretation
Translation Bureau
Public Works and Government Services Canada

Barry Slaughter Olsen
Program Chair, Interpretation
Assistant Professor of Translation and interpretation
Monterey Institute of International Studies

1. Outline of the Visit
- Who was interviewed: *Andrew Clifford, Lara Ubaldi, Rhonda Lenton, Allan Hutchinson, Paul Tonin, Kenneth McRoberts, Sabine Lauffer, Gilles Fortin, Aladin Alaily, current students of Glendon's translation program, Dr. Candace Seguinot, and Dr. Aurelia Klimkiewicz.*
- What facilities were seen: *Glendon College Campus, new auditorium, theatre, proposed classroom for interpreting lab.*
- Any other activities relevant to the appraisal: *Extensive discussion with Dr. Andrew Clifford regarding realistic expectations of a master program in interpreting.*

2. General Objectives of the Program
- Is/are the program name and degree designation(s) appropriate?
  - *Yes, the program name is appropriate, as is the degree designation for both year 1 and year 2. The Type 1 Graduate Diploma in General Interpreting (GDGI - year 1) reflects the level and type of instruction that will be provided. The Master's in Conference Interpretation (MCI - year 2) does the same, and is consistent with similar programs in other institutions.*
- For graduate programs that wish to have a Quality Council endorsed field(s), are the fields indicated in the proposal appropriate?
  - *As indicated in the Program Proposal, the Master of Conference Interpreting will not be made up of separate fields.*
- Are the general objectives of the program clear and are they consistent with University and Faculty missions and academic plans?
  - *The general objectives of the Program are clearly set out. As indicated in the Program Proposal, they are indeed consistent with the University and Faculty mission and academic plans.*

3. Need and Demand
- Is there sufficient explanation of need/demand for the program?
  - *Yes. There is a worldwide shortage of interpreters, attributable to a number of factors: demand is growing, a large percentage of the industry is near, at or beyond retirement age, and there are not enough existing interpretation programs to provide the influx of new interpreters needed. The Glendon College GDGI/MCI will be seen by the industry as a welcome addition to existing offerings.*

4. Program Content and Curriculum
- Does the curriculum reflect the current state of the discipline or area of study? If applicable, comment on the appropriateness of any unique curriculum or program innovations or creative components.
    - *The overarching framework of the curriculum (i.e. two-tiered approach with GDGI option upon successful completion of the first year of studies) is an innovative and welcome response to current market needs while providing a clear path to the second year of studies in conference interpreting for students that have proven capable of advancing to the second year of studies for the MCI degree. A detailed course-level curriculum had not yet been developed when the external review took place.*
- For undergraduate programs, comment on the appropriateness of the anticipated class sizes.
    - *Although this question is indicated for undergraduate programs, it should be noted that the projected annual intake for each language combination of 20 students is considered too high, based on the experience of the external reviewers. This is particularly the case for graduate programs that include a performance component in the entrance exam, as is the case with interpreting.*
- For graduate programs, is there adequate evidence that each graduate student in the program will take a minimum of two-thirds of the course requirements from among graduate level courses?
    - *Based on the Program Proposal Brief, students would easily be able to cover the requirement.*

5. Program Structure, Learning Outcomes and Assessment
- Are the program requirements and learning outcomes clear, appropriate and in alignment with the relevant degree level expectations?
    - *Yes. These are clearly set out in the Program Proposal, and are appropriate; the mix of background courses, academic research studies and professional practice courses are in line with the degree level expectations, and will provide the extensive background knowledge, research capabilities, and interpreting skills needed to succeed in the industry.*
- Comment on the appropriateness of the program curriculum and structure to support the program learning outcomes. For undergraduate programs, comment on the nature and suitability of students' final-year academic achievement in the program. For research-focused graduate programs, comment on the nature and suitability of the major research requirement(s).
    - *The two-year program structure and its components are entirely appropriate. As indicated above, the mix of background courses, academic research studies and professional practice courses will provide the extensive background knowledge, research capabilities, and interpreting skills needed to succeed in the industry, both at the medical/court/community interpretation level and at the conference interpretation level. Individual course curricula had not yet been developed at the time of the external review.*
    - *There are no major research requirements, since this is not a research-focused graduate program.*
- Are the methods and criteria for assessing student achievement appropriate and effective relative to the program learning outcomes?
    - *Yes, the most important assessment tools being the exit exams and the qualifying exam between the first and second years. The paramount criterion for determining achievement in an interpreter training program is performance.*
- For graduate programs, comment on the appropriateness of the program length, including on how students' time-to-completion will be supported and managed to ensure that the program requirements can be reasonably completed within the proposed time period.
    - *The program length is appropriate and in line with industry standards.*
- Comment on the appropriateness of the proposed mode(s) of delivery to meet the program learning outcomes.
    - *The GDGI on-line or distance delivery method during year one is innovative and if well executed and planned will provide training in a cost effective and efficient format. To the external reviewers' knowledge, no purely on-line interpreter training program has been successfully implemented yet. However, there is pent-up demand and on-line delivery has the potential to provide training in areas where interpreters are needed but no training programs are available. There is opportunity*

here, but not without obstacles. The mode of delivery (face-to-face) for the second-year MCI is appropriate and should work well.

6. Admission Requirements

- Are the admission requirements appropriately aligned with the program learning outcomes?
    - *Yes. The undergraduate degree and reference requirements, coupled with successful completion of the entrance examination, will ensure that entrants have the language and other skills required to complete the program with success.*
- Is there sufficient explanation of any alternative requirements, if any, for admission into an undergraduate, graduate or second-entry program, such as minimum grade point average, additional languages or portfolios, along with how the program recognizes prior work or learning experience?
    - *At present, there are no alternative requirements, and no existing arrangements for direct entry into the MCI, year 2 of the program.*

7. Resources

For all programs

- Adequacy of the administrative unit's planned utilization of existing human, physical and financial resources, and any institutional commitment to supplement those resources, to support the program.
    - *Based on the external reviewers' discussions with faculty and administration, existing resources will be used very well for the program. We took particular note of the College's willingness to provide existing classroom space to build and equip a state-of-the-art simultaneous interpreting laboratory as well as the construction of permanent interpreting booths in the auditorium currently under construction. The program, as currently designed, will take advantage of existing faculty expertise where appropriate and supplement where necessary with adjunct professors or instructors. Overall, the external reviewers were impressed with York University's commitment to the new program, which will be vital during its initial years.*
- Appropriateness of the collective faculty expertise to contribute substantively to the program*.*
    - *Given the practical nature of the proposed program, the expertise of the program's director will be used extensively. Inasmuch as there are no other practicing interpreters on the faculty at Glendon College, the professors that have been identified as able to contribute will be limited to teaching some of the theoretical components of the curriculum.*
- Participation of a sufficient number and quality of faculty who are competent to teach and/or supervise in the program, including qualifications, research, innovation and scholarly record.
    - *As noted above, the practical nature of this program will require instructors who are practitioners. Consequently, professional experience and a willingness to teach (and to learn proper pedagogy) should be given primacy over academic credentials when selecting instructors for the practical interpreting classes.*
- Evidence that there are adequate resources (e.g. library, laboratory) to sustain the quality of scholarship produced by undergraduate students as well as graduate students' scholarship and research activities.
    - *During the site visit, the external reviewers did not have time to spend in the college library to assess the collection's appropriateness for the proposed interpreting program.*

Additional criteria for graduate programs only

- Evidence that faculty have the recent research or professional/clinical expertise needed to sustain the program, promote innovation and foster an appropriate intellectual climate.
    - *Faculty members who will be teaching background courses, such as ethics, in some cases already teach similar courses, and have the expertise needed. For practical interpretation courses* per se*, however, practicing interpreters will be needed. As an interpreter himself, Professor Clifford certainly has the abilities and expertise required to select instructors, and to establish and maintain an appropriate intellectual climate.*
    - *Program instructors will be making excellent and use of technology to deliver GDGI/MCI course content and assess student performance.*
- Where appropriate to the program, evidence that financial assistance for students will be sufficient to ensure adequate quality and numbers of students.
    - *The MCI is a professional training program that does not provide student funding.*

- Evidence of how supervisory loads will be distributed, and the qualifications and appointment status of faculty who will provide instruction and supervision.
  - *The supervisory load will be distributed among two assistant professors, two associate professors, and a number of practicing interpreters. Most of the practical interpretation courses will be taught by working interpreters, engaged on a part-time basis.*

8. Quality of Student Experience

- Is there evidence of a program structure and faculty research that will ensure the intellectual quality of the student experience?
  - *The program as proposed will provide a rigorous intellectual experience for interpreting students and help them develop the necessary skills to work successfully as interpreters. The creation of a one-year academic and training program at the graduate level for community, legal and medical interpreters will be a most welcome development for the profession, far surpassing the majority of existing course offerings in North America. Key to the success of the program will be the ability to retain and train adjunct faculty capable of teaching the practical interpreting courses and jury exit exams. Given Glendon College's location in the greater Toronto metropolitan area, there should be an adequate pool of well-qualified practitioners to draw from.*

Note: Reviews are urged to avoid using references to individuals. Rather, they are asked to assess the ability of the faculty as a whole to deliver the program and to comment on the appropriateness of each of the areas/fields of the program that the university has chosen to emphasize, in view of the expertise and scholarly productivity of the faculty.

11. Other Issues

- *The external reviewers note that no provision has been made in the Degree Program Proposal to test and accommodate candidates who may qualify for advanced entry into the second-year MCI program. Most two-year programs contemplate such an option.*
- *The external reviewers also note that the Degree Program Proposal has little information regarding recruiting and potential student pools.*

12. Summary and Recommendations (*Note: The responsibility for arriving at a recommendation on the final classification of the program belongs to the Appraisal Committee. Individual reviewers are asked to refrain from making recommendations in this respect.*)

The two-tiered program is a welcome addition to existing offerings in an industry where demand for interpretation is growing, while capacity building remains limited and there is a continuing dearth of qualified interpreters. The program is well structured, and covers all aspects of the body of skills and knowledge that interpreters must acquire if they are to meet interpretation market needs once they begin work. The laboratory facilities planned will be state-of-the-art, and the technology envisaged will provide an innovative approach to delivering instruction, particularly in year 1. The admission requirements are entirely suitable, as are the methods that will be used to assess performance. The mix of faculty members and working interpreters who will teach the courses is also well thought out.

Recommendations:
- *Criteria for direct entry into the MCI, year 2 of the program, should be considered.*
- *Working interpreters engaged as instructors should be given pedagogical support.*

In the lines that follow, we offer a response to three issues that are raised in the External Appraisal of the Master of Conference Interpreting (MCI). These issues are as follows:

1) The enrollment targets for Year One of the MCI;
2) The possibility of an advanced entry option to Year Two of the MCI; and
3) The measures taken to offer pedagogical support to the interpreters who will teach within the MCI.

Each of the three issues is discussed in moderate detail below.

1. Enrollment Targets

We shared with the external reviewers that a target enrollment of 20 was set for Year One in each of the language streams. This number had previously been agreed upon at York out of financial considerations, and it was the result of discussions among the School of Translation, the Vice-Provost's Office, and the Office of the Vice-President of Finance.

The external reviewers raised a concern about this number, noting that even the most successful language streams in other programs only manage to draw around 15 students per year. It is true that the other programs in question are delivered solely in a face-to-face mode (and therefore require students to move to the site of the training), whereas our Year One will be delivered on-line (and will therefore be potentially able to pull students from across the province, throughout the country, and around the globe.

That said, we have funding for the English/French stream in 2012-2013, and the other streams in 2012-2013 and 2013-2014, and we do not need to meet enrollment targets while we are funded. When our outside financial support comes to an end, and if we are not able to meet our enrollment targets, we obviously would not be disappointed if the Central Administration of York were able to offer us some flexibility.

2. Advanced Entry to Year Two of the MCI

During the external reviewers' visit, representatives of the School of Translation took place in a thorough discussion of this option, which would consist of allowing select students to take the transition exam between Year One and Year Two, without having enrolled in Year One beforehand. If they are able to pass the exam, these students should be allowed entry to Year Two.

We feel that this option has merit. However, for the time being, we would argue that we can act on this suggestion on a case-by-case basis. Essentially, we would work to accommodate students either by granting them transfer credits as the equivalent of courses in Year One, or by waiving program requirements (within reason). Both avenues would require the students in question to submit a formal petition, and both would be grounded in the program requirements and associated program learning outcomes.

Once the program is up and running, and once we have greater familiarity with our student base, we will assess the nature of the need, at that point considering the possibility of introducing a permanent, structural change to the program. In short, we recognize the merit of the reviewers' recommendation, but we would like to reserve the right to introduce a significant structural change to the MCI until we know more about the nature of the change that is needed. Like the options for transfer credit or waiver before it, a formalized process for advanced entry into second year would be based on program requirements and associated learning outcomes

3. Pedagogical Support for Working Interpreters

As the external reviewers noted, the most important consideration when hiring instructors for our practice-oriented courses is finding people who are qualified interpreters currently engaged in professional practice. Only those who have first-hand and current knowledge of the profession can be expected to teach it adequately to others.

That said, while interpreters would walk into the classroom with the professional skills needed, they would not necessarily have the pedagogical skills needed. For this reason, we are taking measures to ensure our instructors are well equipped before they begin to teach. First, we are currently in the process of hiring a team of curriculum developers, whose job it will be to mount our practice-oriented courses by building lesson plans, finding teaching tools, and identifying or creating speech material that students can use to interpret. The resulting deliverables will be made fully available to our instructors upon hiring.

Second, we plan to offer a five-day "Training for Trainers" session in July. We already ran a one-day session of this type in November. It was led by an experienced Master Class Trainer from the Directorate General of Interpretation at the European Commission, who was flown from Brussels for the event. The one-day event was attended by 20 interpreters, of whom roughly 10 were local to Toronto. The European trainer has already tentatively agreed to return this summer, and this will give those interested in teaching with us another opportunity to perfect their classroom skills.

Finally, we are also in the process of building a database of scholarly material on teaching, and more specifically on the teaching of interpreting. There are the beginnings of a substantial research literature on the topic of interpreter training, and we are taking steps to make this material available to our future instructors.

January 4, 2011

Dr. Douglas Peers
Dean and Associate Vice-President Graduate
Faculty of Graduate Studies
York University

GLENDON COLLEGE

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Re: Proposal for Master of Conference Interpretation

Dear Dr. Peers:

I am writing with respect to the proposed creation of a Master of Conference Interpreting (MCI), to be anchored in the School of Translation and offered on the Glendon Campus. While I regard this as an important project for Glendon, and for the University, my support is conditional upon establishing a funding formula that can sustain the program over the long term.

Before addressing the long-term funding question, let me affirm that this program is fully consistent with Glendon's goals for program and curriculum development. The proposed program fits squarely with our recent designation by the Ontario government as the Southern Ontario Centre of Excellence for French-Language and Bilingual Postsecondary Education, for which the government provided a $20 million capital grant. The proposed program clearly responds to the needs of an industry that is important both nationally and internationally. Located in Toronto, it would draw upon a large pool of candidates who, upon graduation, would have little difficulty locating excellent, high paying employment. By offering interpretation training in fields such as healthcare and healthcare delivery, the courts and the law, the MCI would also position York and Glendon as leaders in meeting a growing regional need for certified interpreters.

At the same time, as the potential resource dean I must emphasize that Glendon would be unable to maintain this program under the prevailing structure of financial transfers to resource faculties. It is my understanding, however, that there is under discussion a possible alternative arrangement that would make the program viable.

The MCI would be a first for graduate programs at York. It would be a professionally oriented degree program, but at the same time its students would pay regulated fees. Students would receive no funding during their terms of study. The program would consist entirely of coursework (taught primarily by course-directors who are themselves practicing interpreters). In these ways, the MCI would be consistent with a similar program that is offered at the University of Ottawa that charges standard fees.

The intensive classroom time means that the MCI would face larger than usual instructor costs. For this reason, the standard graduate tuition fees collected from the MCI students and a portion of the grants to be determined would need to flow to Glendon's operating budget, effectively enabling us to operate the program. (Once again, students would receive no financial support.) In return, the MCI would offer the University a way to reduce the current shortfall from its M.A. target. With such an arrangement, I would be able to offer my unequivocal support to this proposal.
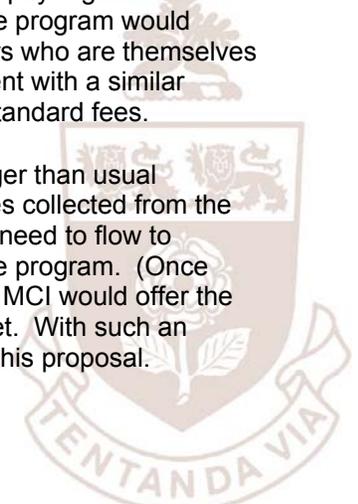
There is reason to believe that additional funds may become available from the federal government, or from one or more international organizations, once the current start-up funds have been exhausted. But we cannot plan on the basis of this assumption.

In sum, I firmly support this project in principle. I believe that it could be fully viable on the condition of a funding model that would be appropriate to the unique nature of the program,

Sincerely,
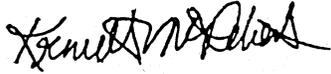
Kenneth McRoberts
Principal

cc : Prof. Andrew Clifford

York

UNIVERSITÉ UNIVERSITY

Memorandum

OFFICE OF THE VICE PROVOST ACADEMIC

4700 Keele St.
Toronto Ontario
Canada M3J 1P3
Tel 416 650 8017
Fax 416 736 5876

To**:**   Chair, Faculty of Graduate Studies APPC

From**:** Rhonda Lenton, Vice Provost Academic

Date**:**   January 25, 2012

Subject**:** Master of Conference Interpreting and Type 1 Graduate Diploma in General Interpreting

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I have had an opportunity to review the report from the external consultants and am happy to lend my support for the Master of Conference Interpreting (MCI) and the Type 1 Graduate Diploma in General Interpreting. As I indicated in my September 12, 2011 letter, the proposal for these programs has been developed following the new York University Quality Assurance Policy and Procedures (YUQAP). There has been broad consultation within York and as is confirmed in the report of the external reviewers, there is market need. The external reviewers highlight the shortage of interpreters worldwide, and indicate that the Glendon College MCI/ GDGI will be seen by the industry as a welcome addition.

While the external reviewers have raised some concern about the size of the student cohort proposed for the MCI, it is my understanding that the annual intake was set at 20 students given the high attrition rate typical for these types of programs. It may be optimistic to assume that the program would reach the steady state intake in its first year, but in any event, I would recommend that Glendon conduct a careful evaluation after year 1 in order to determine whether the size of the program (including a consideration of the attrition) should be adjusted down.

The student learning outcomes are clearly set out and appropriate according to the external evaluation and the assessment tools are properly aligned with the requirements of the programs. The on-line GDGI will contribute to the needs in the field and to York's program offerings in alternative formats.

The programs are very much consistent with the Glendon mission and the proponents have worked closely with the Principal and the Office of the Provost to develop a financial model that will ensure that the programs are adequately resourced. The enrolment and retention patterns will be monitored over the first several years of the programs to assess the robustness of the financial model and to determine if any changes are needed. The necessary faculty members to support the program are in place in combination with part-time working interpreters who will provide practical expertise. Glendon will ensure that the working interpreters are provided with pedagogical support. A recruiting strategy for the programs is also important to maximize a strong potential pool of students and this needs to be a priority.

I am confident that the Glendon College MCI and GDGI will contribute to York's strength in professional programs.

cc: Ken McRoberts, Principal, Glendon College
        Andrew Clifford, Glendon College
        Paul Tonin, Academic Affairs Officer

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Memo

To**:**   Principal McRoberts, Glendon College

From**:**   Cynthia Archer, University Librarian

Date**:**   April 13, 2011

Subject: Proposed Master of Conference Interpreting (MCI)

_____

York University Libraries can support the proposed Master of Conference
Interpreting. Faculty and students will benefit from York University Libraries'
extensive research collections. Students have access to the widest range online
materials; electronic journals, e-books, government publications and indexes.
Graduate students have access to print collections at Frost Library at Glendon as well
as being able to request materials from Scott Library on Keele campus be delivered to
Frost Library for pick-up. Graduate students receive up to 50 journal articles from
resource sharing at no cost each year.

Students will be able to receive specialized assistance in the Libraries and online.
Librarians at Frost provide curriculum-integrated, in-class workshops designed for
specific course upon request.

New library research services are being provided by York University Libraries.
The Libraries' digital initiatives program provides graduate students and
researchers access to electronic publishing services for conference papers and
journals. The institutional repository, YorkSpace, makes faculty and student
research articles accessible to scholars online and, in the future, will host copies
of York's theses in digital format.

cc: Julie Drexler – Head, Leslie Frost Library
        Catherine Davidson – Associate University Librarian, Collections

April 4, 2011

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www.accessalliance.ca

Andrew Clifford, PhD
Chair, School of Translation
Glendon College
2275 Bayview Avenue
Toronto ON M4N 3M6

Dear Mr Clifford,

This letter is to confirm the interest of Access Alliance Multicultural Health and Community Services in participating in an internship program with Glendon College.

The objectives of the program to offer training to newcomers, bridging education to on the job work experience and obtaining interpretation certification are in line with the mission and values of Access Alliance. With over 20 years of experience in training and recruiting medical interpreters, we feel this partnership will be mutually beneficial. At this time, we would be able to commit to working with you to set up an internship program which will meet the needs of the candidates and also benefit the sector by facilitating highly skilled interpreters to enter the workforce.

We look forward to working with you on this project.

Sincerely,

Vera Kevic
Supervisor,
Interpretation and Translation Services
Vkevic@accessalliance.ca
416-324-8619 ext 250

From: training@aiic.net
Subject: Re: Interpreter Training in Toronto
Date: May 5, 2010 9:14:49 AM GMT-04:00
To: aclifford@glendon.yorku.ca

Dear Andrew,

Thank you for your note.

The shortage of English and French mother-tongue interpreters is indeed well documented. I have copied links to a small selection of press reports below.

AIIC has always considered that post-graduate courses are better suited to interpreter training. The requisite levels of intellectual maturity, general knowledge and foreign language skills are rarely found in under-graduate students. I can only suggest that you refer your authorities to AIIC's Best Practice recommendations which you'll find here.
http://www.aiic.net/ViewPage.cfm/page60.htm

As they will see, we do not even consider post-graduate courses in our listing of Interpreting Schools and Programmes. This approach is mirrored by the EU sponsored EMCI network of interpreting Masters courses, all of which must be post-graduate.

 hope this will be helpful and we wish you all the best with setting up a School at York.

all the best
Andy Gillies
AIIC Training

http://www.euractiv.com/en/culture/eu-moves-address-shortage-english-interpreters/article-179520
http://euobserver.com/9/27647
http://www.guardian.co.uk/education/2008/jan/29/furthereducation.tefl

Best Practice recommendations

- Programmes at post-graduate level are more appropriate to train conference interpreters for entry into the profession.
- Applicants have to pass an aptitude test before being admitted to the school.
- Applicants are encouraged to spend considerable time living and working or studying in a country where their non-native languages are spoken before they consider entering a professional training programme.
- The school and teaching faculty inform candidates before and during their studies about relevant potential employment opportunities.
- Is the curriculum posted online
- Courses are designed and interpretation classes taught by practising conference interpreters whose language combinations are recognised by AIIC or by an international organisation.
- Teachers of interpretation have had some teacher training specifically related to interpretation.
- All programmes are delivered by a combination of native speakers of the students' A and B/C (native and non-native) languages.
- The curriculum includes a theory component and a course which addresses professional practice and ethics. These courses should be delivered by practising conference interpreters.
- The final diploma in Conference Interpretation is only awarded if the candidate's competence in both consecutive and simultaneous interpreting in all working language combinations has been assessed and judged consistent with professional entry requirements.
- Final examinations are conducted in an open and transparent fashion. Candidates should understand the assessment criteria.
- Final examination juries are composed of teachers from the academic programme and external assessors who are also practising conference interpreters. The latter's assessment of each examinee's performance should count towards the final mark awarded.
- Representatives from international organisations and other

bodies that recruit interpreters are invited to attend final exams as observers if they are not already present as external assessors.

Source URL: http://www.euractiv.com/en/culture/eu-moves-address-shortage-english-interpreters/article-179520

EU moves to address shortage of English interpreters

Published: 18 February 2009

Faced with a "succession crisis" in its languages department, the European Commission will unveil an awareness-raising campaign tomorrow (19 February) aimed at encouraging young people to consider a career in languages and "making English a less rare language".

Background

The EU institutions spend around €1bn on translation and interpreting every year, representing about 1% of the EU budget or €2.50 per citizen. 72% of EU documents are originally drafted in English, 12% in French and just 3% in German, while 88% of the users of the Commission's Europa website speak English, according to figures from the EU executive.

Fearing that the EU institutions will likely face an acute shortage of English interpreters by 2015, the Commission is seeking to boost language learning among young people "to make sure that EU multilingual meetings can continue to be fully serviced with interpreters" when many of the current staff retire.

The campaign, which follows on from similar schemes run by the EU executive's interpretation directorate in the Czech Republic and Latvia, includes a video to promote the interpreting profession in the UK.

In the hope of "making English a less rare language," the Commission will also make use of online platforms "to get in touch with possible future linguists for the EU language

services". "We need to make sure that young Europeans know that language study can be important for a future career and that the institutions offer a variety of jobs for excellent linguists," argues the EU executive.

Education largely remains a national competence in the EU. Indeed, one official admitted to EurActiv that "the Commission can't decide national policies". But he did stress the need "to find a way to encourage people to learn other languages" despite the dominance of English, particularly if countries like the UK are to remain competitive.

The official cited promoting the European Masters in Interpreting and raising awareness of post-graduate conference interpreting training available in the UK as examples of concrete steps that the Commission could take.

Such training is available at Heriot-Watt, Bath, Newcastle, Leeds and Salford universities among others, he added.

"If we do nothing, the EU institutions will lose at least one third of their English language interpreters by 2015 due to retirement," the EU executive states, citing a global shortage of English mother tongue interpreters and the recruitment efforts of competitors like the UN and the World Bank among problems faced by the European institutions.

Another problem is lack of adequate replacements for retirees. "Thanks to continuous on-the-job training, retiring interpreters leave with more languages than can be provided by young colleagues coming in," the EU executive laments.

The Commission's UK campaign will be replicated for native speakers of French and German later this year.

Positions

In this week's Economist, **Belgian academic Philippe van Parijs** of the **Catholic University of Louvain** predicted that "Europeans will become bilingual, except for Anglophones, who are becoming monolingual".

Van Parijs remarks that "speakers at EU meetings automatically choose the language that excludes the fewest people in the room" and is "understood at least minimally by all," which is "almost always English".

But the predominance of English brings its own problems, according to the professor. "In Brussels, native English speakers are notoriously hard for colleagues to understand. They talk too fast, or use obscure idioms," Van Parijs explained to the Economist.

Next Steps

Later this year: Commission's UK campaign to be replicated for native speakers of French and German.

Brussels faces shortage of English-language interpreters

ANDREW WILLIS
19.02.2009 @ 17:32 CET
EUOBSERVER / BRUSSELS - The English language may be increasingly heard on the streets of Europe but the European commission's interpretation and translation services are facing a serious shortage of English mother-tongue speakers.

This was the message from two senior commission officials on Thursday (19 February) when they addressed reporters as part of a campaign to increase awareness of the situation.

Despite its increased usage, the commission is finding it hard to recruit native English language speakers
"I can tell you it is a worldwide problem," said Brian Fox of the commission's interpretation directorate, adding that they were also having difficulties hiring interpreters who can translate from German into other languages.

It appears that the increasing use of English as a global lingua franca is directly related to the shortage of native speaking interpreters.

"Everyone speaks English and the corollary of that is that the English don't feel the need to speak anything else," said Mr Fox, adding that there was also a view among native English speakers that they were not good at learning other languages.

"There is no genetic aberration that means they can not learn languages," said Mr Fox,

who was critical of the English education system, which allows pupils to drop foreign languages at an early age.

Added to the difficulty of hiring new staff, many native English speakers are soon to retire.

"We are facing this retirement wave because English mother-tongue translators were recruited very early when the UK and Ireland joined the European Communities in the 1970s, meaning that many of our colleagues are now approaching retirement age," said Mr Klaus Meyer-Koeken of the commission's translation directorate.

Compounding the shortage problem is the huge reliance of native English speakers visiting Brussels on English translation.

"Eighty seven per cent of English delegates who attended meetings in the EU institutions listened to English interpretation and listened to nothing else," said Mr Fox, reporting on a commission survey with over 3,000 respondents.

Despite the shortage of native English-language translators and interpreters, Mr Meyer-Koeken said English was increasingly becoming the "common linguistic denominator" in commission daily life, with 75 percent of internal documents printed only in English.

http://www.guardian.co.uk/education/2008/jan/29/furthereducation.tefl

Wanted: English speakers with fluency in sarcasm

There is a critical shortage of interpreters with adequate skills in their mother tongue. Why? Peter Kingston reports

Peter Kingston
The Guardian, Tuesday 29 January 2008

What is the Russian for "sub-prime mortgage"? Anyone? Most of us will never know, which is just as well because Russian apparently has yet to coin a word or phrase for this risky brand of loan.

But the question is being tossed out to a bunch of young people who do need to come up with an answer to this, indeed to any linguistic riddle thrown at them, and they have to do so instantly.

The eight sitting around the table in this Russian session at Leeds University with various shades of alert anxiety on their faces are training for an occupation in crisis. They want to be interpreters.

Of all the lubricants of international affairs, interpreting is most crucial, which makes the shortage of people who can do it is so serious. A proliferation of post-war international organisations such as the United Nations and the European Union fuelled a demand for

multilingual interpreters, says Dr Svetlana Carsten, director of the interpreting postgraduate programme at Leeds. A decent flow of applicants emerged to take up these jobs from the earliest university interpreting courses set up in the 1960s.

Retirement is looming for this generation but latterly there simply haven't been the numbers coming through to replace them. The average age of the interpreters working at the European commission in Brussels, for instance, is now over 58, and this at a time when the numbers of languages spoken at meetings there has reached 23.

"More and more people are claiming their language rights," says Brian Fox, director of interpretation at the commission. "The Welsh, for instance, have contacted us about the possibility of having Welsh interpreting. Irish was added a couple of years ago and the Spanish government has requested Basque, Galician and Catalan." The biggest demand, however, is for interpreters who have English as their first language and fluency in two others.

Loss of numbers
"We don't have every language at every meeting but English is in 99.9% of meetings," says Fox. "Last year the head of English translation at the United Nations in Geneva said he was going to lose 60% of his staff in the next five to 10 years and there was insufficient succession."

Interpreters fall broadly into two categories: conference interpreters, who work at the UN, EU and other major international organisations, and public service interpreters, who work in a variety of settings including courts and hospitals.

It is the conference interpreters, typically working in sound-proof booths providing simultaneous spoken translations of proceedings in the adjoining room, who arguably require the greatest skills. They facilitate business at the highest international levels, in sessions covering everything from cross-border security to the minutiae of fishing policy. Such skilled operators can expect to earn up to about £50,000.

The work is so demanding and the need for precision so great that conference interpreters translate into their mother tongues. "If you get a word wrong at the UN you can have diplomats knocking at your door shouting to get it sorted out," says Laurence Binnington, visiting professor in the Russian department at the Monterey Institute's school of interpretation in California, the only graduate school for interpreters in the United States.

Carsten blames the education system for the fact that, for instance, on the Leeds programme this year there are only three graduates with mother tongue English training to interpret from German. There is an immediate crisis in the numbers of German-English interpreters. Almost as serious is French-English shortage. Spanish is so far OK. "Spanish is seen as much more sexy and easier," she says.

The government's decision in 2004 that a modern language should no longer be compulsory at GCSE was fatal, in her view. "You need to do a language up to 16 at

least."

The subsequent decline in numbers taking foreign languages in secondary school has had a knock-on effect with the closure of a number of university departments, notably for Russian and Arabic.
"There's a malevolent conjunction of factors," says Fox. "Native English speakers convince themselves that there's no need to speak other languages because everybody speaks English, and that they themselves are not good at languages. Both of these are wrong."

The earlier academic specialisation in Britain than in other countries also contributes, he reckons. If they haven't been dropped earlier, languages tend to go at 16 when students choose their three or four A-levels. "It's very difficult to get top marks in languages," he says. "You can get full marks in science but nobody gets full marks in languages."

In February, the Higher Education Funding Council for England (Hefce) is funding the creation of a national network for interpreting, bringing together the four English universities with postgraduate programmes: Leeds, which is leading the network, Bath, Salford and Westminster. A virtual learning system linking the four will enable them to run interactive discussions and record real events for students to interpret. The network will do missionary work in schools and colleges to encourage more youngsters to study languages.

With such a serious interpreter shortage, those leaving Leeds having completed their one-year MA in interpreting should be strolling into jobs. But there is another problem. Over the last five years, Carsten says, the Leeds postgraduate programme has had about 30 students with mother tongue English and two eligible EU or UN languages. She has recommended only 16 of these to sit the European commission's test to be accredited as interpreters. Only a half of them have been accepted.

Poor command of English
One of the prime reasons has been their inadequate command of their own language, English. For whatever reasons - they haven't read enough, they have spent too much time in front of screens, they don't converse discursively with their families as a matter of course, or have not been taught English adequately at school - the graduates coming on to the interpreting courses lack vocabulary, accuracy, fluency and verbal dexterity in their mother tongue.

"What young people wanting to work as interpreters don't realise is that we judge them on their mother tongue," says Carsten. Their other languages, which they will be listening to rather than speaking in their professional work, can be improved. Though the unit spends a lot of time trying to remedy deficiencies in English, in many cases it is too late.

Many of the young hopefuls cannot speak in the appropriate "register" for the event they would be interpreting. Their only modes of speech are informal, peppered with "like", for instance, she says. They misuse words and don't know the subtle differences between

synonyms.

"The sort of language that is used at the commission can be high-faluting, difficult, complex, sometimes deliberately abstruse," says Binnington, adding that the register problem for would-be interpreters is even worse in the US. Sometimes a more colloquial translation is needed.

"Understanding the language being translated is only half the battle," says Fox. The interpreter's other equally important half is conveying the "pitch", ie how the speaker is delivering what is spoken. Are they speaking defensively, say, or apologetically or sarcastically? The ability to convey such nuances is lacking in too many candidates.

Simultaneous interpreters need to be mentally nimble. Carsten reminds her students time and again that if an unexpected word is uttered by a speaker that doesn't exist in their mother tongue they must instantly conjure up an equivalent word or phrase.

So, what about sub-prime mortgage? Without a blink, she says: "Zaemy s visokim riskom" (high-risk lending).

Monday 19 April 2010

To whom it may concern

I am writing this letter as President of the Association of Translators, Terminologists and Interpreters of Ontario in reference to Glendon College's proposal to launch a second graduate level conference interpreter training program in Canada. My colleagues on the ATIO Board of Directors and I have held discussions with the School of Translation at Glendon College, and following those discussions, I would like to now describe the sort of program that ATIO would gladly support.

There is clearly a need for an additional program in Canada to produce more professional interpreters, however we feel that quality must be a more important consideration that quantity. Specifically, to produce high quality graduates, we believe that a new program must:

1. Train interpreters to work in all modes of interpreting (simultaneous, consecutive, whispered) and in a wide variety of conference settings, including federal-level conferences, provincial meetings and private sector events;
2. Prepare professionals for both the Canadian and international markets, by familiarizing trainees with the activities of bodies such as the International Civil Aviation Organization;
3. Help to ensure quality interpreting is available in non-conference settings, by providing students with a solid foundation in the demands of interpreting in the courts and the community; and
4. Provide students with a solid foundation in matters of interpreting ethics, industry standards, and professional practice.

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Member of the Canadian Translators, Terminologists and Interpreters Council (CTTIC)
Membre du Conseil des traducteurs, terminologues et interprètes du Canada (CTTIC)

A program that meets these criteria would earn the support of ATIO, and we would also hope that it would merit approval from York University and the Province of Ontario.

If you have any questions about ATIO's position on this matter, we would be pleased to discuss it with you.

Regards,

Nancy McInnis
President, ATIO

Dear Andrew,

Please find below detailed information on our staffing needs in particular for English as made public under Ian Andersen's responsibilty.

Best,
Wolter

There is a tangible deficit in the number of English booth interpreters available to DG SCIC at peak times. Although the universities are beginning to produce a steady flow of good candidates for our accreditation tests, as yet the numbers coming on stream are not sufficient to meet present or projected demand, particularly in view of the age pyramid in the English interpreting unit.

The staffing of the English unit is critical to the operation of DG Interpretation – and by extension for the Institutions and bodies it serves - as almost all meetings require English interpretation. This means that if no English interpreters are available, the meeting has to be cancelled, even if interpreters for the other languages can be found. The need for English native-speaker interpreters will become increasingly acute.

Taking into account the current trend in demand and potential future, larger conference centres, **we are looking at a need for about 300 English native speaker conference interpreters within the next ten years**. To this we have to add the needs of other international organisations and, of course, business.

DG Interpretation wants to make sure that young people know that interpreting can be an attractive career choice for university graduates with a good knowledge of languages. In collaboration with our sister services in the European Parliament and The European Court of Justice, VideoSCIC - with Lucinda Afreixo (SCIC A11) as director, cameraperson and editrix-in-chief - has produced a video clip to help young English speakers learn more about the interpreting profession.

"Interpreting for Europe … into English", addressed chiefly to a British and Irish audience, is launched today on YouTube at:
                    http://www.youtube.com/watch?v=MA2fWvtMPDU

and on a number of EU and national websites. We hope this will lead to a substantial increase in intake of English candidates to interpreter schools. It will be followed later this year by productions for French and German speakers.

Memo:
http://europa.eu/rapid/pressReleasesAction.do?reference=MEMO/09/74&format=HTML

Q&A:

English, a rare language?

The European Commission is facing a serious language interpreting shortage over the next 5-10 years

The European Commission's interpreting service faces a potential succession crisis for linguists for a number of languages - and a shortage in several others. Without an increase in the number of qualified graduates from interpreter schools and universities, the EU Institutions will lose at least one third of their English language interpreters by 2015 due to retirement – and about half in a ten-year perspective.

The European Commission's Directorate-General for Interpretation wants to make sure that young people know that interpreting can be an attractive career choice for university graduates with a good knowledge of languages. In collaboration with sister services in the European Parliament and The European Court of Justice, DG Interpretation has produced a video clip to help young English speakers learn more about the interpreting profession. "Interpreting for Europe ... into English", addressed chiefly to a British and Irish audience, is launched today on YouTube at: http://www.youtube.com/watch?v=MA2fWvtMPDU and on a number of EU and national websites. It will be followed later this year by productions for French and German speakers. In 2008, the first such clip - for Latvian - was produced by the European Commission.

(See http://www.youtube.com/watch?v=cS9yDc0o0ig&feature=channel_page).

Large numbers of native-speaker English linguists were recruited from the mid 1970s to the mid 1980s after the United Kingdom's and Ireland's accession to the then EC in 1973. As they reach retirement age, they are not being replaced at the same rate. Thanks to continuous on-the-job training, retiring interpreters leave with more languages than can be provided by young colleagues coming in, which – combined with similar age-profile issues in other key bridging languages like French, German, Italian, Dutch – may create difficulties for the European Commission's interpreting service in making available all the many different combinations of languages that need to be covered in meetings.

The growth in the use of English as a means of communication worldwide has been accompanied by a corresponding belief that being able to speak English is enough for

international contacts, both for one's work and for one's personal or social life. This applies to those who are not native English speakers as much as to those who are. However, it is safe to say that this perception has gained particular dominance in the English-speaking countries, where young people can see no advantage to themselves in learning another language.

There has consequently been a marked decline in the numbers of young people learning languages. This has been particularly apparent in the UK and indeed in English-speaking countries in general, but is also true of many countries throughout the world where learning English is considered essential but other languages are neglected.

Key messages
There is a tangible deficit in the number of English booth interpreters available to DG Interpretation at peak times. Although the universities are beginning to produce a steady flow of good candidates for our accreditation tests, as yet the numbers coming on stream are not sufficient to meet present or projected demand, particularly in view of the age pyramid in the English interpreting unit.
The staffing of the English unit is critical to the operation of the European Commission's interpreting service – and by extension for the Institutions and bodies it serves - as almost all meetings require English interpretation. This means that if no English interpreters are available, the meeting has to be cancelled, even if interpreters for the other languages can be found. The need for English mother-tongue interpreters will become increasingly acute. Taking into account the current trend in demand and potential future, larger conference centres, we are looking at a need for about 300 English native speaker conference interpreters within the next ten years. To this we have to add the needs of other international organisations and, of course, business.

The knock-on effect has been a worldwide shortage of languages graduates. This is felt perhaps most keenly by the international institutions where there is a continuing demand for translators and interpreters, with both the EU and the UN institutions finding it ever harder to fill the posts falling vacant as the wave of staff that joined in the seventies and eighties reaches retirement age. The UN has been actively seeking candidates in Europe to fill its posts in New York, demonstrating that this is a global market in which various national and international bodies are competing for high-calibre staff. At the same time, the number of meetings is increasing and English is a key language in most of them.

Questions & Answers on Interpretation

How many English Unit interpreters are there at the European Commission today and what is the situation in a ten-year perspective?

DG Interpretation today has 70 EN staff interpreters, of which 25 will have to retire by 2018, which is the best-case scenario. In the worst case – if all choose early retirement from age 55 - we shall lose 48 EN staff interpreters by 2018. The actual figure will be between the two, possibly around 35 or 50% of today's total. This figure, however, does not take into account potential departures for other personal reasons, such as mobility, illness or pre-retirement part-time. Given past trends, there is a strong probability that the real scenario will tend further towards the worst case. In other words, a minimum loss of 3-4 English staff interpreters per year over the *coming* ten years, compared with an average loss of one per year over the *past* ten years. The average age of staff as well as freelance EU interpreters is just over 48.

The EU Institutions between them currently have a total of 297 accredited freelance interpreters, of which only about 123 regularly work for DG Interpretation, for example because they have rarely used languages or because they live very far away. Their age profile is very similar to that of the staff interpreters, which means we are likely to lose at least 54 of our regular freelance interpreters or 45% by 2018.

Table 1 : English active language interpreters - retirement 2009 – 2018 – three scenarios		
	Staff	Freelances
Best case	25	40
Worst case	48	75
Average Case	35	54

In other words, just to keep up with the current level of demand – and demand is on the increase – we will need to add at least 18-22 freelances per year to our joint EU accreditation list in the hope that an average of 3 or 4 of them will join the DG Interpretation staff every year and that 8-9 of them will be available to the Commission for freelance work.

Taking into account the current trend in demand and potential future, larger conference centres, we are looking at a need for about 300 English native speaker conference interpreters within the next ten years. To this we have to add the needs of other

international organisations and, of course, business.

THE NATIONAL BOARD OF CERTIFICATION
FOR MEDICAL INTERPRETERS

Andrew Clifford
Chair, School of Translation
Glendon College
2275 Bayview Avenue
Toronto ON M4N 3M6

Dear Mr. Clifford,

On behalf of the National Board of Certification for Medical Interpreters (NBCMI), I am pleased to state that we are committed to collaborating with you and Glendon College to allow your program's graduates to access our national certification program for medical interpreters. I would like to work out the details in the coming weeks, but for now we can commit to collaborating with you on the following:

- ensuring that Glendon College students from the School of Translation have all the information about our written and oral performance, including a tailored webinar for Glendon College;
- demonstrating where students can find online preparation and test;
- ensuring that there are testing centers for both exams accessible to students in the Province of Ontario, and that students know where to find them; and
- verifying that students know how to register for the tests.

We look forward to working with you to help ensure that your program fulfills the prerequisites to sit for our exams. As you know, there are not many graduate programs in healthcare interpreting. We commend you in this effort and wish you success.

Warm regards,

Elena Langdon, CT, MA
Chair, National Board of Certification for Medical Interpreters

Travaux publics et
Services gouvernementaux
Canada

Public Works and
Government Services
Canada

Bureau de la traduction

Translation Bureau

Mr. Andrew Clifford
Chair, School of Translation
Glendon College
2275 Bayview Avenue
Toronto ON M4N 3M6

Dear Mr. Clifford,

I am writing in relation to the proposed new program at Glendon College to train conference interpreters. Given present trends, the Government of Canada considers the demand for interpreters to be strong and likely to remain so for the foreseeable future. In Canada and other countries, there is in fact a severe shortage of interpreters.

On the one hand, demand is increasing, for a variety of different language combinations, because of the growing internationalization of business and other exchanges. At the same time, Canada's linguistic duality and the Official Languages Act is reflected in the continuing need for a large pool of interpreters in our two official languages.

On the other hand, the supply of trained interpreters is shrinking, since many staff interpreters and freelances are reaching retirement age. This problem is particularly severe in Canada, given the rapid expansion of the profession in the federal government in the 1970s and 1980s. Moreover, since their skills are portable, a number of Canadian interpreters have accepted opportunities with international organizations such as NATO, the International Criminal Court and the UN. For all these reasons, there is sure to be an ongoing need for university training programs in this profession for a long time to come.

At the present time, there is only one university program for training conference interpreters, and this is the Master's in Conference Interpretation offered by the University of Ottawa. That program graduates an average of only between three and six new interpreters each year, which means that the gap between the number of interpreters available and the number needed is constantly growing. For this reason, there is definitely room in Canada for another university training program in this area.

Canada

It would be important, however, that any new conference interpretation program be at the graduate level, as is the case already at the University of Ottawa and the major interpretation schools abroad. At the federal Translation Bureau, for example, a Master's degree in interpretation is a condition of employment.

We wish Glendon College continued success in its training of language professionals.

Sincerely,

Alain Wood
Director,
Interpretation and Parliamentary translation

C.C. Francine Kennedy
    Gila Sperer
    Dominique Chauvaux

Andrew Clifford, PhD
Chair, School of Translation
Glendon College
2275 Bayview Avenue
Toronto ON M4N 3M6

Dear Professor Clifford,   25 March 2010

Further to our phone discussion regarding internships for graduates of the Glendon College graduate program in Interpretation Studies, UHN is keenly interested in supporting the induction of interpreters into the medical field.

Through our Mentorship Program, recruiting is multi-step process that begins with screening for qualifications (training and testing) and an interview, which involves both oral and written components. If they pass the interview, new hires attend an orientation session.

Their first assignment is to shadow a staff interpreter through several assignments. Having completed the first phase of shadowing, the new interpreter is then shadowed for his or her first few assignments by a staff interpreter.

After each shadowed assignment, there is an evaluation and self-evaluation, followed by a debriefing with the staff member. The new interpreter also has a mentor within the department.

I believe Glendon graduates would benefit from a similar on-boarding process in a fully supervised internship placement. Successful interns would of course be offered a contract to provide freelance services at UHN, which has the largest hospital interpreter program in the country.

If Glendon's project is funded, UHN is committed offering internship opportunities for your graduates.

Given the critical shortage of trained medical interpreters in Toronto, I cannot overstate the potential impact of the multilingual program proposed.

Sincerely,

Elizabeth Abraham, MA, MSc, C.Tran.
Manager, Interpretation and Translation Services
University Health Network
750 Dundas Street West, Suite 2-227
Toronto ON M6J 3S3
t.416-603-6446 f.416-603-5979 email elizabeth.abraham@uhn.on.ca

Ministry of the Attorney General

Ministère du Procureur général

Court Services Division
Corporate Planning Branch
3rd Floor
720 Bay Street
Toronto, ON M7A 2S9

Division des services aux tribunaux
Direction de la planification interne
3e étage
720, rue Bay
Toronto, ON M7A 2S9

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Téléphone: (416) 314-4608
Télécopieur: (416) 326-3070

Ontario

May 11, 2010

Andrew Clifford, PhD
Chair, School of Translation
Glendon College
2275 Bayview Avenue
M4N 3M6

Dear Dr. Clifford,

Thank-you for sharing the Glendon Initiative for Interpreter Training expected to commence in September of 2012.

The Ministry has been involved in the development of interpretation programs at several community colleges over the past several years and has provided input and guidance regarding appropriate curriculum for interpretation programs. We have also supported in an advisory capacity the development of the *National Standard Guide for Community Interpreting Services* that was developed by the Healthcare Interpretation Network.

There is a great need for professional training opportunities for those wishing to embark on a career as a professional interpreter. At present, there are very few programs that provide students upon graduation with the skills required to perform court interpretation at the high level required to work in Ontario's courts.

With the shortage of professional training opportunities for court interpreters, the Ministry is particularly interested in the first year of Phase I of Glendon's proposed interpreter program that would provide students with background knowledge in law and also with Phase III of the program that we would see focus placed upon language-specific training in the courts. Glendon College's interpreter training initiative will be part of a much needed response to begin to address the training shortfalls in this field.

Thank-you for sharing Glendon's plans to date with the Ministry and we would be pleased to discuss partnerships regarding this initiative for the future.

Sincerely,

Sheila Bristo
A/Manager, Court Interpretation Unit
Court Services Division
Ministry of the Attorney General

Healthcare **Interpretation** Network

18 May, 2010

Mr. Andrew Clifford
Chair, School of Translation
Glendon College

Dear Professor Clifford,

The Healthcare Interpretation Network (HIN) is very pleased to give its fullest support to the proposal for a new Master's program in interpreting, submitted by the School of Translation at Glendon, York University, and is looking forward to being included among the School's partners.

In its capacity as a not-for-profit organization, HIN provides a forum for:

1. The development of strategies to promote awareness of the language barriers that inhibit the quality of health care provided to patient populations with limited English proficiency;

2. the recognition of the need for the development of standards to guide the training of language interpreters in the health care sector; and, finally,

3. the exchange of information.

Given HIN's mandate and vision, we strongly believe that the School of Translation at Glendon is extremely well-positioned within Canadian academia to promote the creation and implementation of a post-secondary training programme, at an MA level, in Interpreting (with specialization in Court and Healthcare interpreting), initially in the two official languages and potentially in other non-official languages, primarily the higher volume languages in larger urban areas such as the GTA.

The College's geographical location, at the core of one of the most vibrant, diverse, and multicultural Canadian provinces, with a rating among Canadian Universities, Glendon is an integral part of York University, which in turn is one of the most reputable post-secondary institutions in Canada and one of the preferred choices of students in language programmes. In addition to Glendon's unique bilingual orientation (Glendon hosts Collège Boréal and the Cité collégiale), its multilingual aspirations make the School of Translation at Glendon a wise choice for graduate-level interpreter training and an excellent potential partner for HIN.

The faculty members of the School of Translation at Glendon are among Canada's leading researchers in translation studies. Their academic achievements and various areas of expertise, as well as their hands-on experience, are enhanced by a research-inductive environment that encourages excellence and innovation. The School's extensive expertise on language and translation training, its continuous commitment to learning, its willingness to take the pulse of the needs of the community and stay in close contacts with various academic and professional stakeholders operating in the field of translation and interpreting have been demonstrated to HIN through the School's unfailing commitment in the process of developing of the *National Standard Guide to Community Interpreting Services* (NSGCIS).

HIN has also worked very closely with the School of Translation at Glendon in creating the HIN Medical Terminology Project, a multilingual tool of vital importance for community interpreters. Future plans are to expand the terminology database to include more non-official languages to ensure that community interpreters have the necessary tools to perform their job to the best of their capacities.

York University's plans to introduce a PhD programme in Translation Studies bring hope that research in Community Interpreting will find fertile ground in which to grow and research deliverables will enhance CI practice. The university's short term plans to introduce intense summer training programmes, tailored to the needs of practitioners, are viewed by HIN as a competitive advantage, especially since Glendon is capable of offering programs in other languages such as Spanish.

It is our understanding that, because of the quality of their work and the increasing interest of students and professionals in furthering their education in one of the programmes offered at York and more specifically at Glendon, in the School of Translation, the School has received federal and provincial funding to expand its facilities and to enhance research. This is an additional reassurance for HIN that the School of Translation at Glendon meets all the academic and material requirements for the creation of a programme that will promote CI, one of HIN's central missions.

These examples of collaboration demonstrate the mutual support and good will of both organizations but, most importantly, the School of Translation's capacity to undertake a serious project and produce valuable deliverables.

On this basis, HIN looks forward to more successful projects with the School of Translation in the future.

Should you require further information, please do not hesitate to contact me at 416-603-6446

Sincerely,

Elizabeth Abraham

Elizabeth Abraham
President, Healthcare Interpretation Network

March 3, 2012

GLENDON COLLEGE

COLLÈGE
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Dr. Allan Hutchinson
Dean and Associate Vice-President Graduate
Faculty of Graduate Studies
York University

Re: Proposal for Master of Conference Interpretation

Dear Dr. Hutchinson:

I am writing with respect to the proposed creation of a Master of Conference Interpreting (MCI), to be anchored in the School of Translation and offered on the Glendon Campus. I am very pleased to offer my unqualified support to this initiative.

This program is fully consistent with Glendon's goals for program and curriculum development. Indeed, it falls squarely with our designation by the Ontario government as the Southern Ontario Centre of Excellence for French-Language and Bilingual Postsecondary Education, for which the government provided a $20 million capital grant.

The proposed program clearly responds to the needs of an industry that is important both nationally and internationally. Located in Toronto, it would draw upon a large pool of candidates who, upon graduation, would have little difficulty locating excellent, high paying employment. By offering interpretation training in fields such as healthcare and healthcare delivery, the courts and the law, the MCI would also position York and Glendon as leaders in meeting a growing regional need for certified interpreters.

The MCI would be a first for graduate programs at York in that it would be a professionally oriented degree program for which students would pay regulated fees. However, students would receive no funding during their terms of study. The program would consist entirely of coursework (taught primarily by course-directors who are themselves practicing interpreters). In these ways, the MCI would be consistent with a similar program that is offered at the University of Ottawa that charges standard fees.

The intensive classroom time means that the MCI would face larger than usual instructor costs. However, it is my understanding that the Associate Provost Academic and Vice President Finance & Administration have put in place an arrangement whereby the standard graduate tuition fees collected from the MCI students and a portion of the grants to be determined would flow to Glendon's operating budget, effectively enabling us to operate the program. (Once again, students would receive no financial support.) On this basis, the programme clearly would have the necessary funding resources.
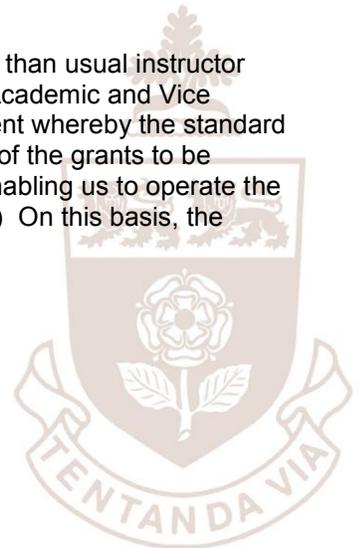
With respect to facilities to support the program, the opening of the new Centre of Excellence building will enable us to transform some existing space to serve a laboratory for interpretation. In addition, the auditorium of the new building will feature a permanent interpretation booth

In sum, as resource dean, I support this proposal without qualification. It would constitute an important initiative for Glendon, and for the University.

Sincerely,

Kenneth McRoberts
Principal

Cc A. Clifford

ACADEMIC POLICY, PLANNING AND RESEARCH COMMITTEE

Report to Senate
at its meeting of March 22, 2012

FOR ACTION

1. Senate Policy on Organized Research Units

APPRC recommends

> that Senate approve the *Senate Policy on Organized Research Units*, as set out in Appendix A, to replace the current *Senate Policy, Guidelines, and Procedures on the Chartering and Review of Research Centres / Institutes at York.*

Rationale

Modernization of the policy framework governing the approval and renewal of ORUs has long been a priority for Senate. It was spelled out as a goal in the *University Academic Plan 2005-2010*, and it was encouraged by the Senate Committee on Research and the Academic Policy and Planning Committee, the predecessors to APPRC.[1] It is therefore particularly significant to present a recommendation to Senate, one that is strongly backed by members of APPRC.

APPRC's efforts to update the Policy began in earnest in the autumn of 2010, but gained additional momentum in the latter half of 2011. Consultations were intensive, collegial, and constructive throughout the process. Policy drafts issued in late 2010 and December 2011 attracted a great deal of interest and generated helpful comments that strengthened the final version presented to Senate.

It has been the intention of APPRC and its Sub-Committee on ORUs to present a crisp, clear, aspirational document to Senate. The main features of the Policy are:

- a true reflection of current organizational structures that clarifies the roles of Senate, APPRC (and its Sub-Committee on ORUS), and the Vice-President Research and Innovation

- a clear statement of expectations attaching to ORUs which situates them in the University and external context, the latter emphasizing aspiration / attainment of national and international recognition and leadership

- the addition of a new category of ORU which will permit a fairer assessment of Organized Research Service Units applications and reviews

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[1] The UAP called for "a review academic programs and unit structures (Faculties, schools, departments, interdisciplinary programs, Colleges, ORUs, etc.) to achieve a structural array that is appropriate to York's overall mission and to the objectives set out in this plan." Between 2007 and 2009 SCOR and APPRC urged serious attention to revisions of ORU legislation in line with UAP objectives given concerns that have frequently arisen in reviews of centres and questions. Other milestones include the establishment by the then VPRI of an advisory group which drafted a report completed in April 2010 (and was reviewed by APPRC's Sub-Committee on ORUs in June that year), a well-attended open forum held on March 7, 2011, and the establishment of an ad hoc working group (the ORU Sub-Committee augmented by the Chair of APPRC, members nominated by ORU directors, and members nominated by the VPRI) to take on drafting task shortly after the forum.

- fixed terms (with no administrative or interim review) that expire after five years with the opportunity for ORUs to seek new charters thereafter

- an emphasis on collegiality, and the expression of relationships between ORUs and Faculty / University planning

- regular competitions which will permit meritorious groups to seek charters

- criteria for new charters that emphasize actual ORU performance against commitments made at the time the original charter was granted, an peer review of re-applications

- the possibility of re-application in the case of unsuccessful charter applications

- clarity about the purpose and nature of annual reports

- the addition of winding up provisions

APPRC is grateful to all those who have corresponded and commented on the initiative in the past, and especially to those who participated in the work of the ad hoc group responsible for drafting.[2] The final stages of editing addressed issues raised during the most recent phase of consultations, and APPRC believes that the Policy in its final form reflects a consensus and represents a decided enhancement of the framework.

Final approval by APPRC March 8, 2012

Documentation is attached as Appendix A (Policy for approval) and Appendix B (associated Guidelines and Procedures for information).

The current policy, guidelines, and procedures can be accessed from the following URL:

http://www.yorku.ca/secretariat/policies/document.php?document=95

FOR INFORMATION

1. Strategic Research Plan

A priority for Vice-President Haché in the coming months involves working with the collegium on a new strategic research plan for the University. The first stage focuses on consultations, and APPRC will advise on the launch of the initiative.

2. York-CIGI Collaborative Initiative: Chairs, Graduate Scholarships and Research Program in International Law

At a special meeting held on March 1, the Committee endorsed an initiative involving funded faculty appointments and graduate scholarships at York in the area of international law. They are to be established in conjunction with the Centre for International Governance Innovation (CIGI) in Waterloo. Faculty members appointed at York under this arrangement would also hold Chairs at CIGI.

---

[2] Members of the Ad Hoc Working Group as of February 2012: Alison Macpherson, Anna Agathangelou (from January 2012), Diethard Böhme, Eduardo Canel, Robert Haché (from July 1, 2011), Susan Henders, Ric Irving, Roger Keil (from September 2011), David Mutimer (from January 2012), Robert Everett; previous members: Dawn Bazely (to July 1, 2011), Susan Dimock (to December 2011), and Stan Shapson (to June 30, 2012).

Although approval by APPRC was not necessary, the Provost sought the Committee's counsel on the initiative (the term "program" that is sometimes used to describe the York-CIGI collaboration is generic and refers to research activities). The Committee received the following documents from the Provost:

- a communication seeking the Committee's support for the faculty appointments, graduate scholarships, and research program in collaboration with CIGI
- an agreement between York and CIGI dated August 2010
- a subsequent Protocol to Promote and Protect Academic Freedom
- a subsequent [draft] Protocol Governing York-CIGI Chairs Allocation and Recruitment Process

Also received by APPRC was documentation forwarded by the Chair of Senate consisting of documents related to deliberations on an earlier, Osgoode-specificity version of a York-CIGI collaboration (involving the establishment of a Centre for International Law, an element no longer contemplated by the two institutions). These documents were provided by the Chair of the Osgoode Hall Law School Faculty Council at the instruction of the Council. At the request of the Chair of Senate, these documents were kept in confidence until they were posted on the Senate Website on March 7. The Chair of APPRC assured Senate at its meeting of February 16 that the Osgoode Hall Faculty Council documentation would be taken into account when deliberating on the revised proposal brought to it by the Provost.

The Committee conducted a thorough discussion of the proposal, and can confirm the following:

- the initiative aligns with York strengths and planning aspirations
- final approval of all the faculty members hired rests with the University, and all faculty members will be hired according to collegial processes and collective agreements
- the Protocol on Academic Freedom goes beyond current protections for faculty members
- the rights of York's governing bodies will be upheld to the fullest
- all Faculties may participate in this opportunity by submitting proposals for appointments (which may be joint in nature)
- York and other universities have long and generally positive experiences with funded research involving non-University partners (such as the NSERC Industrial Research Chairs)
- the York appointees who hold CIGI Chairs will have teaching loads comparable to Canada Research Chairs or Canada Research Excellence Chairs, and they will responsible for both undergraduate and graduate teaching and supervision of York students

Members of APPRC observed that the initiative has great potential in terms of leveraging the appointments by (for example) attracting other scholars to the University, promoting interdisciplinary teaching and research, building research intensity, and enhancing reputations. Opportunities exist for complementary initiatives, such as collaborative research (which might include ties to existing or new ORUs) and a variety of curriculum offerings – subject in every case to all Council and/or Senate approvals. A number of members considered the Academic Freedom Protocol to be a potential model for future agreements as the University pursues external opportunities in line with UAP goals to extend collaborations.[3]

At the conclusion of the discussion, the Committee approved, unanimously, a resolution to:

[3] The UAP emphasizes the "value of partnerships and outreach to the broader community consistent with institutional autonomy" and argues that "even more can be done by means of externally-oriented collaboration, partnerships, and community ventures leading to the acquisition, dissemination, and sharing of special skills and approaches."

endorse the proposal for chairs and graduate scholarships international law, including the recruitment procedures for chairs, as contemplated by an agreement between the University and the Centre for International Governance Innovation, and in light of the Protocol to Promote and Protect Academic Freedom that has been entered into between the University and CIGI, as well as the Protocol Governing the Chairs Allocation and Recruitment Process."

The Committee also formally confirmed for the Chair of Senate that it had taken note of the documentation transmitted by the Osgoode Hall Law School. In doing so, it resolved to "express appreciation to Osgoode colleagues for their extensive work on this matter."

3.   **Expansion of Summer Programming**

As reported in February, the Committee was consulted by the Provost on the expansion of summer programming, a prospect APPRC welcomed. At the March 8 meeting Vice-President Monahan previewed the communications plan in support of Summer 2012 offerings.

Alison Macpherson, Chair

SENATE POLICY ON ORGANIZED RESEARCH UNITS
(Has associated Procedures and Guidelines)

1.   **Policy Statement**

It shall be the policy of York University to provide for the establishment of Organized Research Units (ORUs) within the scope, terms and conditions of this Policy and its associated guidelines and procedures.

2.   **Vision, Principles and Objectives**

2.1.   Research in Academic Planning

York's University Academic Plan identifies research intensification as a primary planning objective in the quest for York to ascend to the fore of Canada's leading comprehensive research intensive institutions. York's creative and scholarly research endeavours also provide a stimulating and innovative environment that enriches all other academic activities, are vital to attracting highly motivated students seeking innovative experiential and other high quality learning experiences, and strengthen the University's commitments to external engagement and social justice.

2.2   Collaborative Research and Organized Research Units

While the promotion and encouragement of individual research excellence remains at the forefront of research development at York, in an increasingly complex research environment, the quest for excellence and leadership also depends on collaboration and interaction between researchers from often diverse backgrounds in pursuit of common goals. Indeed, collaboration and interdisciplinarity are hallmarks of the distinctiveness and leadership of York that provide the University with the expectation of a natural competitive advantage in realizing its research aspirations.

While collegial collaborative activity within and across disciplines occurs broadly and arises organically, there are many instances where the scope or scale of the research opportunity can best be developed through formal collaborative association and the strategic investment of resources. Further, as no academic institution can expect to provide leadership in all areas of research endeavors, it is important for the institution to develop appropriate mechanisms to enable it to invest strategically in the development of larger-scale research initiatives.

York's collaborative research goals are furthered by a number of key activities, which include:

-   the development and implementation of strategic research plans of the University and Faculties

-   strategic investments in larger-scale research initiatives

-   responsiveness to external research opportunities, such as are established by the federal and provincial governments and other major funders of research, as well as by civil society, communities, industry, and business.

Opportunities typically follow natural cycles, and their duration and evolution will vary according to their purpose and nature.

York University sees the Organized Research Unit (ORU) as an important formal mechanism through which it can work to achieve its aspirations of collaborative strategic research leadership and

development as well as other important research goals. Research Institutes and Centres chartered by Senate are expected to:

- foster vibrant and ongoing programs of collaborative research that explicitly incorporate York's tradition of interdisciplinary collegial scholarship

-provide communities to support individual researchers

- add value and promote quality by bringing together critical masses of scholars aspiring to national leadership and international recognition in clearly identified areas of research consistent with York's values and traditions of community engagement and the translation and mobilization of knowledge, broadly construed and including the methods used in the Sciences, Social Sciences, Humanities, and Fine Arts, to the greater benefit of society

- provide institutional platforms, including specialized administrative expertise, from which to apply for grant and infrastructure support for collaborative and individual projects, and an institutional framework within which to administer them when granted

- provide the means and the encouragement to co-operate with scholars at other universities and institutions, as well as with community and private-sector-based researchers

- enhance and extend teaching, foster the training of future researchers, in a rich environment for graduate student learning and research.

- contribute to building the external reputation and raising the external profile of York research and researchers

3. Nature of Organized Research Units

All ORUs are expected to seek and obtain support from a variety of internal and external sources. ORUs are normally expected to assist in the attainment of University research plans. They may be organized exclusively within York or established jointly with another university or institution (within Canada or internationally) through formal agreement. Research Centres/Institutes may be developed either within the Faculties on the Keele and Glendon campuses or through the office of the Vice President Research and Innovation (VPRI), as warranted by the size, degree of interdisciplinarity, and impact of the initiative.

4. Senate Authority

Organized Research Units are established by means of Charters approved by Senate on recommendations from its Academic Policy Planning and Research Committee (APPRC), which oversees the application and evolution of this policy.

5. Nature and Duration of Charters

No entity shall have or use the designation of Research Centre/Research Institute unless it has been chartered by Senate. ORU charters are approved by Senate. ORU charters are approved by Senate based on recommendations of its Academic Policy, Planning and Research Committee (APPRC). Charters are for a fixed term of five years.

6. Role of the Vice-President Research and Innovation

York's research is conducted by individuals and groups working within and across Faculties and academic units. A key role is assigned to the Vice-President Research. ORUs at both the Institutional and Faculty level are expected to be supported by the Faculties and normally reflect the strategic objectives of the Faculty as well as the Institution. The VPRI is responsible for issuing calls

for ORU applications and overseeing their review, and is expected to play a major role in supporting the seeding and nucleating of ORUs and in providing the ORUs with access to the tools needed to reach their objectives and sustain their success for the duration of the opportunity. The VPRI also has a primary role in ensuring the accountability and sound management of ORUs, according to its mandated responsibilities. In applying this policy, the VPRI coordinates efforts with the Academic Policy, Planning and Research Committee of Senate and its Sub-Committee on ORUs.

7.   **Effective Date of this Policy / Transition Provisions**

This Policy, and attendant operational changes, comes into effect on the date it is approved by Senate. In the interest of a gradual and orderly transition to the chartering model set out in this Policy, all current charters shall continue until each ORU's next scheduled review or June 30, 2015, whichever comes first.

GUIDELINES

1. Roles and Expectations

Organized Research Units may be institutionally based or based within Faculties. Institutional ORUs will normally be expected to attract and support a large critical mass of researchers from across multiple units and Faculties. Faculty-based ORUs normally bring together a critical mass of researchers predominantly from a single Faculty.

All ORUs are expected to:

- attain at least national leadership and international recognition in the relevant area of research.

- normally align with the strategic research objectives of the University and/or lead Faculty and drive development of research at the Institution in their areas

- identify opportunities and be a focus for research-related faculty recruitment

- build around a single focus, or serve as a synergistic hub for convergent programmatic activities

- provide successful leadership in the pursuit of programmatic and infrastructure funding, while also taking advantage of opportunities to grow and develop their research programs and to sustain their operations

- provide an enhanced research and training environment for undergraduate and graduate students and postdoctoral fellows

- develop extensive relationships within the region, nationally and internationally and to actively engage in knowledge transfer and knowledge mobilization activities to an extent appropriate to the area of research

2.   Organized Research Service Units

In some instances, the operations of an ORU may primarily involve the provision of service or contract research products to internal or external clients. Such ORUs shall receive the designation of Organized Research Service Units (ORSUs). While excellence in scholarship and education remains an important goal of these units their evaluation places emphasis on the demonstrated excellence and the continuing relevance of the core services provided.

PROCEDURES

1. **Responsibility for Documents and Processes**

Responsibility for templates and processes with respect to the chartering, governance and review of York University Research Institutes and Centres lies with the Vice President Research and Innovation, who shall seek advice from and consult with the APPRC Sub-Committee on ORUs and may consult with other relevant groups around the University.

2. **Timing of Applications**

Proposals for new ORUs may be submitted at any time or in response to calls for proposals by the VPRI (Institutional ORUs) or Faculty Research Office (Faculty-based ORUs). (For spontaneous proposals, prospective applicants are strongly advised that the viability of an application is contingent upon the availability of resources and other forms of support from the applicable Faculty/Faculties and/or the Division of the Vice-President Research and Innovation.)

3. **Application Components**

3.1   Templates and Processes

All applications must conform to prescribed templates consistent with the Senate Policy on ORUs. Applications for Institutional ORU status must be accompanied by letters of support from all participating Faculties. Applications for Faculty-based ORU status must be accompanied by a letter of support and commitment by the Dean/Principal of the lead Faculty, who may also provide the reports of any external peer reviews that they have requested, and by letters of support from other participating Faculties.

The office of the VPRI shall ensure due diligence in the assessment of ORU charter applications. The VPRI may seek advice from appropriate internal and external advisory bodies in developing an assessment, and will declare the source of the advice received. Applications for ORU status also may, at the discretion of the lead Faculty/VPRI, be subject to external peer review in addition to internal consultation.

4. **Criteria**

Applications will be assessed by comparison to the expectations for ORUs as described under Guidelines, with the weighting placed on individual criteria appropriate to the nature of the application and the context in which it is submitted.

5. **Approval Process**

All applications and accompanying review documentation shall be provided to the Sub-Committee on ORUs of APPRC for information and discussion. No member of APPRC or its Sub-Committee on ORUs may participate in discussions regarding recommending an ORU charter (application or renewal) if they are a member (current or prospective) of the ORU under consideration.

Applications are expected to fulfill two criteria for chartering: 1) be of a high academic standard with realistic goals and aspirations appropriate to the area of research, clearly defined and meeting the expectations set out in the guidelines; and 2) have a commitment for appropriate levels of resource support to fulfill the charter mandate. For applications fully fulfilling these criteria, the VPRI will propose to the Sub-Committee on ORUs that the applicants be granted a Charter. The Sub-Committee on ORUs shall be responsible for making recommendations to APPRC. APPRC shall be responsible for making recommendations to Senate.

Unsuccessful applicants may re-apply under the terms specified in clause 3, above (Timing of Applications).

6.   Annual Reporting

ORUs are expected to maintain a sound financial footing and to comply in full with all applicable University policies and relevant external requirements.

Conforming to prescribed templates, retrospective annual reports shall detail progress made toward achieving goals and finances, together with a prospective research and financial plan for the year ahead.

Institutional ORUs submit their reports to the office of the VPRI. Faculty-based ORUs submit their reports to the Lead Faculty, but provide copies to other participating Faculties and the Vice-President Research and Innovation.

Annual reports shall be forwarded to the Sub-Committee on ORUs of APPRC for information and comment.

7. New Charters

In the year before the end of their charter, interested ORUs may submit an application for a new charter. The application process will consist of two parts: a) a retrospective review of the past term and b) a proposal for the next term.

The application process is administered by the Office of the VPRI in consultation with APPRC and resources shall be made available through the office of the VPRI to support the review process. This will include a site visit of up to two days by an expert external review team of normally 3 members selected by the VPRI in consultation with the Sub-Committee on ORUs on the basis of suggestions by the ORU itself, and the participating Faculties. Materials to be provided in advance of the site visit will include all annual reports and plans from the past and a full application addressing the proposed next term of activities.

As part of the review process, the review team will receive an overview of the philosophy, culture and expectations for ORUs at York so as to be able to appropriately appreciate the unique aspects of the York ORU environment. This introduction will include a welcome briefing by the VPRI and interaction with at least one member of the Sub-Committee on ORUs, and the opportunity to meet with other ORU directors in related areas (Institutional or Faculty, based on the individual review). While review visits are expected to follow a common protocol, time will also be provided to the team to allow them to appropriately explore issues that they may identify during the course of the review.

The review team shall report on ORU progress against expectations and assess and report on the continuing opportunity for the ORU as well as the alignment of the ORU with ongoing internal Faculty/University strategic priorities and external priorities and opportunities. The Review Committee report will be communicated to the ORU and the ORU director shall have an opportunity to provide a written response to the report. The VPRI also may seek advice from others in the formulation of recommendations regarding applications for new charters.

Applications for new charters and accompanying review documentation shall be provided to the Sub-Committee on ORUs of APPRC for information and discussion

Applications are expected to fulfill three criteria for subsequent chartering: 1) being judged through external peer review to have met expectations outlined in their existing charter; 2) have a new charter proposal that continues to be of a high academic standard with realistic goals and aspirations appropriate to the area of research, clearly defined and meeting the expectations set out in the

guidelines; and 3) have a commitment for appropriate levels of resource support needed to fulfill the new charter mandate. For Applications fully fulfilling these criteria, the VPRI will propose to the Sub-Committee on ORUs that the applicants be granted a new Charter. The Sub-Committee on ORUS shall be responsible for making recommendations to APPRC. APPRC shall be responsible for making recommendations to Senate.

Unsuccessful applicants may re-apply under the terms specified in clause 3, above (Timing of Applications).

In the absence a new Senate-approved charter, ORU funding will cease at the expiration date of the existing charter and ORU activity will cease no more than three months following the expiration of the Charter, at which time the designation of Research Centre / Research Institute shall no longer be used by the research group.

8.   Sunset (Winding Up) Provisions

All ORU assets are the property of the University in the absence of explicit agreements stating otherwise. All agreements with respect to ORU assets must be in compliance with University policies and procedures and must be approved by the affected Faculties and VPRI before execution.

It is recognized that during the course of their lifespan ORUs may accumulate assets dedicated to the areas of ORU activity. This may include physical assets as well as supports such as endowments.

In their accumulation such assets may be accompanied by a legacy clause that specifies their disposition within the Institution when the charter of the ORU expires and ORU activities cease. In the absence of a legacy clause or sunset agreement in the ORU charter, following the expiration of its charter the assets of an Institutional ORU revert to the VPRI, whereas assets of a Faculty ORU revert to the Faculty.

Faculty of Graduate Studies

Change to Graduate Diploma Academic Requirements Proposal

1. Program/Graduate Diploma: Financial Engineering Diploma Program

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

3. Proposed Change(s) and Rationale

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

The regular Masters program can be completed in 3 semesters, though it is not unusual for students to require longer. The Diploma plus Masters cannot be completed in 3 semesters, and students often take 2 full years to finish. We believe these timelines should be more closely aligned, for academic reasons.

Even though a second year funding has never been officially offered prior to students arriving at York, the Department of Mathematics & Statistics always normally provided TA funding to students in 2nd year. Prior to Fall 2010, FGS had normally approved such funding. This changed in Fall 2010, when financial pressures led to FGS enforcing the terms of students' original offers (usually 3 semesters). This is a second reason why students who can finish in less than 2 full years should be given the opportunity to do so. We wish to provide multiple paths that allow students to finish their Masters plus Diploma as efficiently as possible, given their academic objectives.

1. Currently students enter the Masters program in September, and upon arrival apply to enter the Diploma program. If accepted, they are permitted to take Schulich courses, typically starting their first fall. We propose that the program be given the option of pre-admitting some students to the Diploma program. This could allow a more efficient choice of courses, meaning that some students might finish their coursework in 3 or 4 semesters, allowing them to complete a research project (in lieu of an internship) in their 4th or 5th semester.
2. We propose that the Diploma course OMIS 6000 3.0 be allowed to count for major credit in a student's Masters degree (thereby reducing the total number of courses required). OMIS 6000 3.0 is an Operations Research course, with significant mathematical content. The current calendar copy reads: "Any of these courses may be used to satisfy the requirement in (a)." This could very easily be interpreted to mean OMIS can be allowed to count for student's MA credit. This proposal is designed to formalize it for the sake of clarity.
3. Currently students doing the Diploma must follow the "Masters by coursework" option. Yet if those students complete a financial engineering research project (rather than an internship), that project is often comparable to the workload of the "Masters by survey paper" option, which has a lower coursework requirement. FE research projects may be mathematical or financial in nature, but in cases where there is sufficient mathematical content, we propose that Diploma students be allowed to submit their FE research project report as meeting the Survey Paper requirement of the Masters program. The Financial Engineering Coordination Committee would be required to review the mathematical content of such Projects. After these changes go into effect, the Master's degree and diploma will normally be completed in 12 half courses (usually during a period of 4 to 5 terms) while the Master's degree alone requires 8 half courses. The option to count the financial engineering research project towards the survey paper allows a possible path for the Master's degree and diploma to be completed in 10 half courses plus the survey paper. Therefore, students who follow a fastest path can POSSIBLY finish in 4 terms. But, students (who are not pre-admitted) should expect to spend at least 5 terms due to the FNEN courses schedule.

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.

The Financial Engineering Diploma program is a collaborative program established through the cooperation of the Schulich School of Business and the Department of Mathematics & Statistics. This Diploma must be awarded concurrently with a Schulich MBA or a Master's degree in Mathematics & Statistics.

Financial Engineering is one of the fastest growing areas of applied mathematics. It is attractive to prospective students who are considering applying to the Master's program in Mathematics & Statistics, so has had an impact on admissions to this program. Admission to the Diploma program is highly competitive. The Financial Engineering Diploma program allows students to acquire both the theoretical knowledge and specialized skills needed to develop new financial instruments. Students who successfully complete this program find careers in the financial sector.

In comparable programs offered by Toronto area universities (Univ. of Waterloo, Univ. of Toronto, McMaster Univ.), students are required to take approximately 8 half courses and are expected to spend 3 or 4 consecutive terms in the program. In comparison, Mathematics & Statistics Masters students at York, who also take the Financial Engineering Diploma program must meet higher coursework requirements (currently 13 half courses), and students require significantly more time to complete their degree. A higher course load within York's diploma program is not unreasonable because, unlike other programs, this one is not purely professional in nature. However, we perceive that 13 half courses is unusually heavy and we believe that the balance will be improved by these changes.

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.

A 'stand alone' Graduate Diploma in Financial Engineering, which is administratively anchored in Schulich, is also available. However, the 'stand alone' diploma has slightly different requirements as it was developed for a different audience. The proposed changes apply ONLY to the Financial Engineering Diploma program awarded concurrently with a Master's degree in Mathematics & Statistics.

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

Not Applicable

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

Students who are currently enrolled in the Financial Engineering Diploma program will not be affected by the proposed changes.

4. Calendar Copy

Nature of Change: CHECK ONLY ONE (use one form for each change)

_____ Degree Requirements
_____ Admissions Requirements

Current Calendar Copy	Proposed Calendar Copy
Type 2 Graduate Diploma in Financial Engineering	**Type 2 Graduate Diploma in Financial Engineering**
Admission Requirements	**Admission Requirements**
The Graduate Diploma in Financial Engineering is completed either in conjunction with ~~a Master of Arts or Doctoral degree~~, or as a standalone graduate diploma. For the concurrent offering, students must first apply and be accepted to the regular ~~Master of Arts or Doctoral program~~. ~~After being accepted to the Master of Arts or Doctoral program, students then submit a separate application for the diploma.~~ For the stand-alone offering, see the Business Administration section of this Calendar.	The Graduate Diploma in Financial Engineering is completed either in conjunction with <u>the regular master's or doctoral program in Mathematics & Statistics</u>, or as a standalone graduate diploma. For the <u>Type 2</u> offering, students must first apply and be accepted to the regular <u>master's or doctoral program in Mathematics & Statistics</u>.

<u>Applicants may indicate their interest in pursuing the Type 2 Graduate Diploma in Financial Engineering at the same time they apply to the regular master's or doctoral program in Mathematics & Statistics, or they may submit a separate application for the diploma during the first term in which they are registered in the regular master's or doctoral program.</u>

For the stand-alone <u>diploma</u> offering, see the Business Administration section of this Calendar. |
| **Diploma Requirements** | **Type 2 Diploma Requirements**

<u>The requirements for the Type 2 Graduate Diploma in Financial Engineering may be completed in conjunction with the MA by Coursework or MA by Survey Paper program requirements.</u> |
| ~~(a) Students must complete the MA by coursework as described above.~~

(~~b~~) Students must complete all of the following courses. ~~Any of these courses may be used to satisfy the requirement in (a):~~ Mathematics & Statistics 6910 3.0: Stochastic Calculus in Finance; Mathematics & Statistics 6911 3.0: Numerical Methods in Finance; Financial Engineering 6210 3.0: Theory of Portfolio | <u>The requirements for the diploma are as follows:</u>

(<u>a</u>) <u>Successful completion of the following courses:</u>
- MATH 6910 3.0, Stochastic Calculus in Finance
- MATH 6911 3.0, Numerical Methods in Finance
- FNEN 6210 3.0, Portfolio Management |

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Management; Financial Engineering 6810 3.0: Derivative Securities; Financial Engineering 6850 3.0: Fixed Income Securities; Operations Management and Information Systems 6000 3.0: Models and Applications in Operational Research; Computer Science 5910 3.0: Software Foundations.	• FNEN 6810 3.0, Derivative Securities • FNEN 6850 3.0, Fixed Income Securities • OMIS 6000 3.0, Models and Applications in Operational Research • CSE 5910 3.0, Software Foundations *Note 1: MATH 6910, MATH 6911, and OMIS 6000, may be used to satisfy the MA by Coursework or MA by Survey Paper program requirements.* *Note 2: Students with little or no background in finance may find it beneficial to take FINE 5200, Managerial Finance, as background for the finance courses listed above.* *Note 3: It is recommended, but not required, that such students take ECON 5030, Econometrics of Financial Markets* *Note 4: Students with little background in computing may need an introductory course before taking the computer science course listed above. Students with a strong background in computer science may request to substitute FNEN 6820, Advanced Derivative Securities, MATH 6651, Advanced Numerical Methods, or MATH 6652, Numerical Solutions to Differential Equations, in place of CSE 5910.*
(e) In addition to the course requirements, diploma students must complete one of the following: (i) subject to availability, an internship of at least 10 weeks duration in a financial institution, or (ii) a research project.	(b) In addition to the course requirements, diploma students must complete one of the following: (i) subject to availability, an internship of at least 10 weeks duration in a financial institution, or (ii) a research project. *Note: Students in the MA by Survey Paper program option who decide to fulfill the above requirement through completion of a research project may request that the diploma research project also be used toward fulfillment the MA survey paper requirement. Such requests must be made in writing to the Financial Engineering Coordination Committee, accompanied by the confirmation from the student's faculty advisor that the diploma research project is of acceptable quality to meet the MA by Survey Paper program requirements. Such requests will be considered by the Financial Engineering*

	Coordination Committee only if the diploma research project contains substantial mathematics content, equivalent to that expected of students in the MA by Survey Paper program option.
(~~d~~) Students who did not use the Practicum in Statistical Consulting (6627 3.0) to fulfill the requirement for the Master's degree will be allowed to give a talk on their internship or research paper to fulfill the seminar requirement (students should enrol in MATH 6004 (Mathematics Seminar) in order to receive a grade.)	(<u>c</u>) <u>Diploma seminar requirement</u>: Students who did not complete MATH 6627 3.0, Practicum in Statistical Consulting, as part of their Mathematics & Statistics degree program requirements are required to give a talk on their internship or research paper to fulfill the diploma seminar requirement. Such students should enrol in MATH 6004, Mathematics Seminar, in order to receive a grade.
~~Students should expect to spend two years to complete the course work for the master's degree and diploma. They will then do the internship or research paper in the following summer.~~	**Diploma Length** <u>Students typically require four consecutive terms to complete the coursework for Mathematics & Statistics degree program and Type 2 Graduate Diploma in Financial Engineering, and then go on to complete the internship or research project, normally in one term.</u>

School of Translation
Accelerated BA in Translation
Change in Degree Type

Proposal Brief

a) Description of the Proposed Changes
The School of Translation is requesting that the Accelerated (Second-degree) BA in Translation be changed from a 90-credit to an Honours BA, effective FW'13:

As it stands now, the current Accelerated program requires students to complete a total of 60 credits in translation. For this reason, no change other than a reclassification of degree type is necessary to have the Accelerated program classified as an Honours degree.

b) Changes to Requirements and Learning Outcomes
The change we are requesting would affect the type of degree offered to students who come to the School of Translation with a prior degree in another field. This reclassification would have absolutely no other effect on our programs from an administrative, academic, or pedagogical perspective.

As such, the Learning Outcomes of the School of Translation would remain the same. For reference, our outcomes are provided below.

Objective	Component	Courses
1. Depth and Breadth of Knowledge • Understand the relationship between language and culture, particularly in the Canadian context, and demonstrate sensitivity to their development over time (for example, by translating source documents from various places in the English-speaking world, and by considering how the translation of the documents might differ if the target text is intended for an audience in France, in Belgium, in Senegal, in Quebec, or in French-speaking parts of Ontario or Manitoba) • Recognize translation issues in communication across languages and cultures, notably at the local, national and international levels (for example, by noting that different language communities respond to the need for neologisms differently: cf. "mèl" in France with "courriel" in Canada) • Acquire strategies for reading, understanding, and analyzing texts written in French and English (for	**Depth and Breadth of Knowledge** are largely conveyed to students through the translations of authentic texts that they are called upon to produce in practical translation courses, be they "thème" or "version", general or specialized.	TRAN 2210 Intro to Translation I TRAN 2220 Intro to Translation II TRAN 2210 Version générale I TRAN 2220 Version générale II TRAN 3210 Specialized Translation I TRAN 3220 Specialized Translation II TRAN 4210 Specialized Translation III TRAN 3210 Version spécialisée I TRAN 3220 Version spécialisée II TRAN 4210 Version spécialisée III TRAN 4225 Intro Tran into English (for Francophones) TRAN 4230 Specialized Translation into English (for Francophones) TRAN 4225 Traduction de textes généraux vers le français (pour Anglophones) TRAN 4230 Traduction de textes spécialisés vers le français (pour Anglophones)

example, by noting that a financial statement, a briefing note for a minister of cabinet, and a report on a clinical trial are not structured in the same way, nor are they carried out in exactly the same way on both sides of the Atlantic) • Master and use metalanguage and key concepts within the field of Translation Studies (for example, by discussing the need for "étoffement", "modulation", "transposition" and other translation techniques)		
2. Knowledge of Methodologies • Understand and assess translation tools (for example, specialized paper lexicons, online terminological databases like Termium and the Grand dictionnaire, and concordanced bitexts like TransSearch) • Understand and assess translation techniques and processes (for example, by noting when it might be necessary to replace French stylistic preferences for "informational balance" across a sentence with English preferences for "end weight")\	**Knowledge of Methodologies** is transmitted in the practical translation courses listed above, but also in the other professionally oriented courses that convey essential skills.	TRAN 2250 Comparative Stylistics TRAN 2250 Stylistique différentielle TRAN 3260 Documentation TRAN 4370 Terminology TRAN 4370 Terminologie TRAN 4370 Terminología TRAN 4525 Outils d'aide à la traduction TRAN 4250 Techniques of Textual Revision TRAN 4250 Technique de la révision
3. Application of Knowledge • Identify textual and contextual aspects that constitute translation problems (for example, noting that the "kitchen accord" and "la nuit des longs couteaux" both describe the same pivotal moment in Canadian constitutional history, but they carry radically opposed connotations that make translation difficult) • Use appropriate techniques and processes to solve translation problems (for example, consultation of parallel texts, reference to subject matter experts, identification and use of reliable sources of background information, etc.) • Assess translation products (for example, through self-revision, revision of others, to determine grammatical correctness, accuracy of meaning, appropriateness of style, exactness and uniformity of terminology, etc.) • Master the techniques of documentation (by identifying reliable sources of information, from the most general resources for lay people to the most specific tools for subject matter experts)	The **Application of Knowledge** is addressed in practical translation courses, but also in our theory course, our course on documentation, and our course on terminology.	TRAN 3260 Documentation TRAN 4370 Terminology TRAN 4370 Terminologie TRAN 4370 Terminología TRAN 3270 Theory of Translation TRAN 3270 Théorie de la traduction TRAN 3270 Teoría de la traducción TRAN 4250 Techniques of Textual Revision TRAN 4250 Technique de la révision

4. Communication Skills • Communicate effectively in both spoken and written French and English (notably through the use of hyper-correct sentence grammar, appropriate style and text format, and careful consideration of the needs of specific groups of end users) • Adapt both written and spoken communication to meet audience needs (notably by altering given documents so that they are appropriate for different groups, such as transforming a clinical report for specialists into scientific popularization for a lay audience)	**Communication Skills** are addressed in every single component of our program, as translation is nothing less than communication across linguistic and cultural barriers.	
5. Awareness of Limits of Knowledge • Become familiar with scientific and research methods as they apply to given objectives (for example, the epistemological assumptions and methodological underpinnings of textual analysis, corpus-based research, observational studies, and experimentation and inferential statistical analysis of data) • Understand issues of research ethics (notably as they apply to human subjects, and to interactions between linguistic and ethnic groups that have unequal access to power) • Develop a sense of critical analysis (such as by determining which electronic resources constitute reliable and unreliable sources of information for communication professionals) • Understand the interdisciplinary nature of Translation Studies (through readings on translation written in the field of religion, literary and cultural studies, linguistics, sociology, and cognitive psychology) • Be able to correctly situate Translation Studies within the spectrum of scholarly disciplines (by noting its use of theoretical frameworks and methodologies from other disciplines, and by noting struggles to establish Translation Studies as a discipline in its own right)	**Awareness and Limits of Knowledge** are addressed to a certain extent in our practical translation courses, as they are always guided by theoretical underpinnings, but most directly in our courses on theory.	TRAN 3270 Theory of Translation TRAN 3270 Théorie de la traduction TRAN 3270 Teoría de la traducción TRAN 4636 History, Societies, and Translation I TRAN 4638 History, Societies, and Translation II

6. Autonomy and Professional Capacity	Autonomy and Professional Capacity	
• Be ready to enter a language profession, notably that of translation into English or into French (through an understanding of professional ethics, quality control, professional networking, and the realities of free-lance and staff work in both the private and public markets, in Canada and abroad)	**Autonomy and Professional Capacity** are likewise a part of nearly every course (as translation work is almost always conducted as part of a simulation of professional practice), but they are dealt with most explicitly in courses like technical writing and in work placement opportunities granted to students.	TRAN 3500 Stage d'été TRAN 4500 Stage en partenariat TRAN 3310 Problems in Professional Writing TRAN 4310 Techniques in Business and Technical Writing I TRAN 4320 Techniques in Business and Technical Writing II TRAN 4330 Documentation in Business and Industry
• Understand the need to keep knowledge and skills up to date (through recognition that technological tools, clients, and markets are in a constant state of flux)		
• Be able to work both independently and as part of a team (for example, as an independent contractor on shorter documents, or as part of a group of professionals performing front-line work and a consistent approach to large-scale projects)		
• Demonstrate the intellectual flexibility needed to adapt to an ever-changing market (notably by learning to cope with a range of technical fields, including politics, administration, economics, finance, advertising, pharmaceuticals, and technology, and by producing translations with a range of technical tools, from word processors to translation memory software, concordancers, localization tools, and content management applications)		

The change in degree type has no impact on the priorities outlined in Glendon's Academic Plan. As such our programs remain highly consistent with those priorities.

Bilingualism	Students in the School of Translation's undergraduate programs are arguably among the most bilingual at Glendon, as they are called upon to use both languages in a professional capacity and with an extreme attention to detail.
Other languages/cultures	The Accelerated Honours BA promotes other languages and cultures by a) offering an attractive option to our already diverse student population; b) providing students with an opportunity to incorporate use of a third language, in addition to English and French, into their translation activities; and c) allowing students to participate in exchanges with partner schools of translation in Europe.

Internationalization	The Accelerated Honours BA will be an attractive option for international students, many of whom come to Glendon with prior degrees. The Accelerated program allows them to receive professional training in a short period of time, and to integrate into the professional labour market quickly. .
Canadian/International Affairs	The main employers of translators are (in Canada) the Government of Canada and (abroad) international organizations. Material from these sources finds its way into nearly all of our courses, ensuring that translation students are very familiar with Canadian and international affairs.
Program Development	Translation is a signature program at York, with room for growth. If we can attract more students into translation, we are likely both to build the critical mass and outside stakeholder attention needed to develop our programs in new and exciting ways.
Faculty Research	Faculty research needs a strong connection with classroom teaching, as each feeds the other. Healthy enrollment therefore is a winning condition for healthy research outputs.
External Visibility	The Accelerated program has the highest enrollment of all the offerings at the School of Translation. If leveraged properly, it has the potential to draw attention to both Glendon and York as a signature program offered nowhere else in southern Ontario.

c) Assessment of Impact

The impact of these changes on other programs is non-existent. If implemented, this proposal would have ABSOLUTELY NO EFFECT on student pathways. The only change would be the category of degree offered to students with a prior BA. It is worth pointing out that Translation is not offered on the Keele campus, and that a not insignificant number of the students at the School of Translation come to us after completing a degree elsewhere at York. In short, the reclassification of degree type would not inconvenience anyone on the Keele campus, nor would we be channeling Glendon students away from other programs.

d) Summary of Resource Implications

No new resources are required in terms of new tenure faculty or physical resources. This is because student pathways in the Accelerated Honours BA will be identical to what they are now.

e) Rationale for the Reclassification

The request for the reclassification is being put forward for three reasons:

1. **Coherence for Students**
   Many students who enter the current Accelerated program are confused about what separates it from our Specialized Honours in Translation. Upon learning that the current Accelerated program is an ordinary BA, many wrongly assume that the Honours program is somehow better, and transfer into it. To avoid this situation, and to make our offerings more

coherent for students, we would like to be able to assure them that all of our undergraduate degrees are honours programs.

2. **Pedagogical Integrity**
   More than simply clearing up confusion, we would actually like to be able to discourage prior degree students from switching into our Specialized Honours BA. When they make the switch, they are required to take courses that were included in our program to meet the needs of less experienced students coming more or less directly from high school (e.g., EN 1520). Because of this, they have no opportunity to choose from among the more specialized courses (e.g., TRAN 4525 Outils d'aide à la traduction, TRAN 3500 Stage en entreprise) that have a profound impact on their ability to offer employers marketable professional skills.

3. **Industry Recognition**
   While both our degree programs have traditionally enjoyed full recognition from professional orders and major employers, the Government of Canada's Translation Bureau has recently begun to ask some questions about our Accelerated program, doubtless out of a concern that students in it somehow do not get equivalent training to those that take our Specialized Honours degree. If both programs were in the same degree category, it would go a long way towards warding off any future difficulties with recognition of the degree within the translation industry.

f) Other Relevant Criteria
No additional criteria are relevant to the Direct Entry Option.

g) Changes to Program Requirements
As per the establishment of a Pan-University Degree Structure for the Bachelor of Arts, approved by Senate on May 26, 2011, changes have been made accordingly.

h) Calendar Copy

CURRENT:

Glendon – Translation - Accelerated Bachelor of Arts
(for holders of a previous degree)

Admission Requirements

Students must:
- have a university degree;
- have passed the entrance exam for the School of Translation.

Program Requirements

A minimum of 60 credits ~~is required for the degree. A total of~~ 48 credits ~~are to be taken~~ as listed below for the anglophone and the francophone streams. The remaining 12 credits will be chosen in consultation with the Director of the School of Translation.

Francophone Stream	Anglophone Stream
GL/TRAN 2210 3.00	GL/TRAN 2210 3.00
GL/TRAN 2220 3.00	GL/TRAN 2220 3.00
GL/TRAN 3210 3.00	GL/TRAN 3210 3.00
GL/TRAN 3220 3.00	GL/TRAN 3220 3.00
GL/TRAN 2250 3.00	GL/TRAN 2250 3.00
GL/TRAN 3260 3.00	GL/TRAN 3260 3.00
GL/TRAN 3270 3.00	GL/TRAN 3270 3.00
GL/TRAN 4210 3.00	GL/TRAN 3310 3.00
GL/TRAN 4225 3.00	GL/TRAN 4210 3.00
GL/TRAN 4250 3.00	GL/TRAN 4225 3.00
GL/TRAN 4370 3.00	GL/TRAN 4370 3.00
GL/FRAN 2214 3.00	GL/FRLS 2240 6.00
GL/FRAN 3240 3.00	GL/FRLS 3240 3.00
GL/FRAN 3241 3.00	GL/FRLS 3241 3.00
Three credits in EN (English) or ENSL (English as a Second Language) at the 2000 level or above. Three additional credits in TRAN (School of Translation).	Three additional credits in TRAN (School of Translation).

PROPOSED:

Glendon – Translation – Accelerated <u>Honours</u> BA
(for holders of a previous degree)

Admission Requirements

Students must:
have a university degree;
have passed the entrance exam for the School of Translation.

Program Requirements

<u>Students must complete</u> a minimum of 60 credits, <u>including</u>:
- 48 credits as listed below for the Anglophone and the Francophone streams.
- 12 credits will be chosen in consultation with the Director of the School of Translation.
- <u>24 credits at the 3000 or 4000 level with at least 12 credits at the 4000 level.</u>

Francophone Stream	Anglophone Stream
GL/TRAN 2210 3.00	GL/TRAN 2210 3.00
GL/TRAN 2220 3.00	GL/TRAN 2220 3.00
GL/TRAN 3210 3.00	GL/TRAN 3210 3.00
GL/TRAN 3220 3.00	GL/TRAN 3220 3.00
GL/TRAN 2250 3.00	GL/TRAN 2250 3.00
GL/TRAN 3260 3.00	GL/TRAN 3260 3.00
GL/TRAN 3270 3.00	GL/TRAN 3270 3.00
GL/TRAN 4210 3.00	GL/TRAN 3310 3.00
GL/TRAN 4225 3.00	GL/TRAN 4210 3.00
GL/TRAN 4250 3.00	GL/TRAN 4225 3.00
GL/TRAN 4370 3.00	GL/TRAN 4370 3.00
GL/FRAN 2214 3.00	GL/FRLS 2240 6.00
GL/FRAN 3240 3.00	GL/FRLS 3240 3.00
GL/FRAN 3241 3.00	GL/FRLS 3241 3.00
Three credits in EN (English) or ENSL (English as a Second Language) at the 2000 level or above. Three additional credits in TRAN (School of Translation).	Three additional credits in TRAN (School of Translation).

CHANGEMENT DE :

Baccalauréat ès arts accéléré ~~en traduction~~ : réservé aux titulaires d'un autre baccalauréat

Conditions d'admission
Les étudiant(e)s doivent :
- être titulaires d'un diplôme universitaire ;
- avoir réussi à l'examen d'entrée de l'École de traduction.

Exigences du programme
~~Pour un baccalauréat ès arts,~~ un minimum de 60 crédits est requis, incluant les 48 crédits obligatoires, comme indiqués

CHANGEMENT À :

<u>Traduction</u>
Baccalauréat ès arts spécialisé accéléré : réservé aux titulaires d'un autre baccalauréat

Conditions d'admission
Les étudiants doivent :
- être titulaires d'un diplôme universitaire ;
- avoir réussi à l'examen d'entrée de l'École de traduction.

Exigences du programme
un minimum de 60 crédits est requis, incluant :
- 48 crédits obligatoires, comme indiqués dans les

dans les tableaux - courant francophone ou courant anglophone. Les 12 autres crédits sont choisis en consultation avec la directrice ou le directeur de l'École de traduction.

tableaux - courant francophone ou courant anglophone.
- 12 autres crédits sont choisis en consultation avec la directrice ou le directeur de l'École de traduction.
- 24 crédits au niveau 3000 ou 4000 <u>dont au moins 12 au niveau 4000</u>

Courant francophone	Courant anglophone
GL/TRAN 2210 3.00 GL/TRAN 2220 3.00 GL/TRAN 3210 3.00 GL/TRAN 3220 3.00 GL/TRAN 2250 3.00 GL/TRAN 3260 3.00 GL/TRAN 3270 3.00 GL/TRAN 4210 3.00 GL/TRAN 4225 3.00 GL/TRAN 4250 3.00 GL/TRAN 4370 3.00 GL/FRAN 2214 3.00 GL/FRAN 3240 3.00 GL/FRAN 3241 3.00 Trois crédits EN (anglais) ou ENSL (anglais langue seconde) au niveau 2000 ou plus. Trois crédits supplémentaires en TRAN (École de traduction).	GL/**TRAN** 2210 3.00 GL/TRAN 2220 3.00 GL/TRAN 3210 3.00 GL/TRAN 3220 3.00 GL/TRAN 2250 3.00 GL/TRAN 3260 3.00 GL/TRAN 3270 3.00 GL/TRAN 3310 3.00 GL/TRAN 4210 3.00 GL/TRAN 4225 3.00 GL/TRAN 4370 3.00 GL/FRLS 2240 6.00 GL/FRLS 3240 3.00 GL/FRLS 3241 3.00 Trois crédits supplémentaires en TRAN (École de traduction).

Courant francophone	Courant anglophone
GL/TRAN 2210 3.00 GL/TRAN 2220 3.00 GL/TRAN 3210 3.00 GL/TRAN 3220 3.00 GL/TRAN 2250 3.00 GL/TRAN 3260 3.00 GL/TRAN 3270 3.00 GL/TRAN 4210 3.00 GL/TRAN 4225 3.00 GL/TRAN 4250 3.00 GL/TRAN 4370 3.00 GL/FRAN 2214 3.00 GL/FRAN 3240 3.00 GL/FRAN 3241 3.00 Trois crédits EN (anglais) ou ENSL (anglais langue seconde) au niveau 2000 ou plus. Trois crédits supplémentaires en TRAN (École de traduction).	GL/TRAN 2210 3.00 GL/TRAN 2220 3.00 GL/TRAN 3210 3.00 GL/TRAN 3220 3.00 GL/TRAN 2250 3.00 GL/TRAN 3260 3.00 GL/TRAN 3270 3.00 GL/TRAN 3310 3.00 GL/TRAN 4210 3.00 GL/TRAN 4225 3.00 GL/TRAN 4370 3.00 GL/FRLS 2240 6.00 GL/FRLS 3240 3.00 GL/FRLS 3241 3.00 Trois crédits supplémentaires en TRAN (École de traduction).

APPROVED BY CASTL/APPROBATION DU CNAP : 8 November 2011

Presentations to Senate Meeting of March 22, 2012

1. **York University – CIGI Initiative**
    Presenter: Patrick Monahan, Provost

2. **Building Vibrancy through Research: York University's Strategic Research Plan (2013-2018)**
    Presenter: Robert Haché, Vice President Research and Innovation

York University-CIGI Initiative: Presentation to Senate

Patrick Monahan, Provost

March 22, 2012

Outline of Presentation

- Provide overview of agreement

- Identify major areas of concern that have been raised

- Discuss attempts to respond to concerns

- Propose development of an academic governance framework by APPRC to be voted on in Senate in April

- Hear from Senators

Overview

- A total of $60 million in funding to be provided over 10 years to fund 10 Chairs and 20 graduate students

- Ambition is to establish York University as world leader in international law

- Aligns with White Paper/UAP goals

- Funding to be provided by the Centre for International Governance Innovation (CIGI) in Waterloo and the Government of Ontario

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Overview

- CIGI is non-partisan, non-profit, independent centre of excellence in field of international governance

- From the outset CIGI has confirmed a commitment to the highest standards of academic excellence, respect for academic freedom, and a recognition that the university has final authority with respect to appointment of chairs and academic matters generally

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Background

- Original CIGI agreement entered into in August 2011 envisaged all chairs being appointed as Osgoode faculty

- Initiative approved by Osgoode Faculty Council in November 2011 subject to finalizing an academic freedom protocol by January 2012 deadline

- Terms of the protocol were not finalized by deadline and approval lapsed

- University decided to proceed with a model that will permit other faculties to participate in the initiative, in addition to Osgoode

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Overview

- University has attempted to respond to major concerns identified during Osgoode discussions

- negotiated and signed two Protocols (February 10 and March 9), intended to protect academic freedom and set out a process for allocating and recruiting chairs

- APPRC has reviewed these documents, discussed the initiative, and endorsed it unanimously

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Major Areas of concern

- Influence over identification of research areas for chairs

- Role of CIGI in reviewing shortlists of candidates

- Academic freedom of Chairs following their appointment

- Control over curriculum, students, other academic matters

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Identifying Research Areas for Chairs

- York Faculties will develop proposals for Chairs, including the title of the Chair, and the research area(s) for the Chairs

- Those proposals will be reviewed by a University committee on the basis of criteria set out by the Provost

- Proposals for chairs approved by a Steering Committee

- It is standard procedure for a donor to agree to the general research areas for a chair

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Recruiting Chairs

- Chairs will be recruited by Faculties using normal collegial processes

- CIGI has no decision-making role regarding Chair recruitment

- Collegial University process will generate a shortlist of candidates

- No names can be added to a shortlist by anyone outside the Faculty

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Recruiting Chairs

- The shortlist will be reviewed by the Steering Committee

- In the event that there is any difference of opinion within Steering Committee, shortlist will be referred to an independent committee of scholars at arms-length from CIGI & University

- View of independent committee of scholars will be binding on Steering Committee

- Independent peer review is standard within CRC, CERC and NSERC Industrial Research Chair program

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Recruiting Chairs

- Once shortlist is settled, the University will recruit the Chair using normal collegial processes – CIGI has no involvement of any kind

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Chairs' Academic Freedom

- Chairs will hold a tenure-stream/tenured faculty appointment at the University, in addition to holding a CIGI Chair

- Will enjoy all academic freedoms and rights enjoyed by full-time faculty members at York

- The chair will be expected to undertake research in the area identified by the Faculty in original proposal

- This is the normal expectation for all Chairs at York, during the term they hold the Chair

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Other academic matters

- Proposal does not involve any curriculum or program change

- Any proposals for curriculum change would follow normal Senate process

- Students will be enrolled in existing degree programs at York and subject to existing university policies applicable to graduate students

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APPRC/Senate's role

- Want to work with APPRC and Senate to clarify the basis upon which the initiative could proceed

- APPRC has agreed to develop an academic governance framework to clarify these academic freedom protections & provide for ongoing monitoring and oversight

  - Clarify expectations/understandings regarding research areas, recruiting of chairs, academic freedom, & other academic matters

  - Provide ongoing oversight by APPRC/Senate over implementation

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Next steps

- Time is of the essence

- I will ask that the APPRC academic governance framework be submitted to Senate for endorsement in April

- Want to hear from Senators as to what form this academic governance framework should take and work collaboratively with colleagues

- Will not proceed without Senate endorsement of academic governance framework

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Building Vibrancy through Research:

York University's Strategic Research Plan (2013-2018)

March 22, 2012

RESEARCH

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SRP Development – a commitment to Partnership

YORK RESEARCH

- **The Imperative**

  - Provostial White Paper and the University Academic Plan identify Research Intensification as a primary goal in the quest to build overall institutional excellence and national and international recognition

  - The research landscape is rapidly changing

  - Our present Strategic Research Plan (SRP) dates to 2003 and is amorphous in its ambitions

- In this context there is a need to clearly articulate a vision for Research at York in its next phase of development

SRP Development – a commitment to Partnership

- **The Opportunity**

    - To engage in a collaborative, University-building exercise that articulates a clear valuation and appreciation of Research at York that integrates research into all aspects of the fabric of the University

    - To build a strong broadly accepted aspirational vision for the development of research based on a comprehensive consultation process with the University community and external stakeholders

SRP Development – a commitment to Partnership

- **The Commitment**

  - To engage the community through valuation, consultation and identification exercises that identify core York research values
    - Workshops, focus groups, open consultations, visits to Faculties and Units

  - To integrate voices from a diverse community into a broad aspirational vision for York Research

  - To appropriately identify and articulate areas of opportunity in the strategic development of research across the Institution

SRP Development – a commitment to Partnership

- Timelines

  - Spring 2012 – Intensive university-wide consultations
    - Establishing base values, expectations and opportunities

  - Winter 2012- Draft plan consultation

  - Spring 2013- Recommendation to Senate