



The Senate of York University

Notice of Meeting

to be held at 3:00 pm. on Thursday, June 28, 2012
in the Senate Chamber, N940 Ross Building.

AGENDA

Senators are invited to a reception in the Senate Chamber immediately following the meeting.

1. Chair's Remarks (*W. van Wijngaarden*)
2. Minutes of the Meeting of May 24, 2012.....i
3. Business Arising From the Minutes
4. Inquiries and Communications
 - 4.1 Senators on the Board of Governors re: Board of Governors Meeting of June 25, 2012 (*G. Tourlakis / P. Wilkinson; to be distributed*)
 - 4.2 Academic Colleague to the Council of Ontario Universities (*L. Sanders*)
5. President's Items (*M. Shoukri*)
6. Committee Reports
 - 6.1 Executive (*Acting Vice-Chair of Senate*) 1
 - 6.1.1 Nominations for Election to Senate Committees and Other Senate Elected Positions
 - 6.1.2 Membership of the Vice-Provost Students on Senate and ASCP
 - 6.2 Awards (*V. Monty*) 15
 - 6.2.1 Recipients of Prestigious Awards for Graduating Students
 - 6.3 Academic Standards, Curriculum and Pedagogy (*A. Asif*) 17
 - 6.3.1 Establishment, Consecutive BEd (Technological Education) Degree Option, Education
 - 6.3.2 Establishment, Certificate of Completion in Educational Studies, Education
 - 6.4 Academic Policy, Planning and Research Committee / Academic Standards, Curriculum and Pedagogy (*Joint Report; A. Asif / A. Macpherson*) 38
 - 6.5 Academic Policy, Planning and Research (*A. Macpherson*)..... 47

Note: Under the auspices of APPRC, the Vice-President Finance and Administration will report to Senate on the budget context for academic planning.

7. Other Business

H. Lewis, Secretary

Consent Agenda (ASCP Items)

1. Changes to Masters and Doctoral Program Requirements, Physics & Astronomy Program, Graduate Studies
2. Changes to Requirements, Doctoral Program in Psychology,
3. Changes to Requirement, Masters and Doctoral Program, Clinical Developmental Specialization, Psychology
4. Changes to Transfer Credit Limit, International Baccalaureate Curriculum

The Senate of York University

Minutes

of the meeting held at 3:00 pm on Thursday, May 24, 2012
in the Senate Chamber, Ross Building.

W. van Wijngaarden, <i>Chair</i>	B. Hanke	N. Mandell	P. Singh
M. Adriaen	B. Heron	A. Mazurkov	D. Skinner
C. Archer	C. Heron	M. McCall	H. Skinner
A. Asif	C. Hibbs	G. Mianda	J.B. Smith
A. Belcastro	A. Hilliker	K. Michasiw	S. Snow
R. Ber	E. Honarparvar	P. Monahan	A. Solis
G. Berube	R. Hornsey	V. Monty	Y. Sorokin
M. Biehl	J. Huang	R. Myers	B. Spotton Visano
G. Brewer	C. Hudak	R. Mykitiuk	G. Tourlakis
D. Callison	M. Jacobs	A. Naipaul	C. Van Daalen- Smith
D. Cohn	J. Johnson	R. Nariani	R. Webb
A. Dixit	J. Kozinski	P. Ng	T. Wesson
L. Donaldson	M.. Larochelle	J. O'Hagan	J. Yeomans
S. Dranitsaris	R. Lenton	J. Pichini	A. Zalik
J. Duklas	S. Lewis	A. Pitt	
J. Edmondson	H. Lewis, <i>Secretary</i>	B. Rahder	
C. Ehrlich	D. Leyton-Brown	M. Rioux	
J. Elder	S. Ling	J. Rudolph	
E. Fine	M. Lockshin	L. Sanders	
R. Furguele	A. Macpherson	J. Schwarz	
E. Gutterman	C. Mallette	M. Singer	

1. Chair's Remarks

The Chair encouraged Senators to join in the celebration of York's graduating students at the June convocation ceremonies.

2. Minutes

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

3. Business Arising from the Minutes

There was no business arising from the minutes.

4. Inquiries and Communications

There were no inquiries and communications.

5. President's Items

President Shoukri commented on

- his visit to Brazil in the company of the Governor General and other university presidents, during which he was heartened to learn of York's strong reputation in the country's postsecondary circles, entered into agreements with counterparts, and discussed the government's plans to facilitate international exchanges (with Canada the possible destination for 12,000 students)
- generous donations from Douglas and Sandra Bergeron (\$2 million) and Seymour Schulich (\$1 million) in support of Engineering students at York
- efforts to better profile the University's distinctiveness and consultations on a new identity

- the naming of Julia Foster as the next Chair of the University's Board of Governors and Janet Morrison as the Vice-Provost Students
- notable accomplishment by members of the University community, increased enrolments for the summer following a campaign to attract students from York and other universities, and a positive success rate in NSERC funding competitions
- the selection of William Boyle for an honorary degree at the Fine Arts convocation ceremonies

6. Senate Committee Reports

6.1 Senate Executive

6.1.1. Nominations

The Vice-Chair of Senate presented a slate of candidates recommended by the Executive Committee. It was moved, second and *carried* **“that nominations be closed.”** As a result, a number of individuals were acclaimed and an e-vote ballot will be conducted for the position of Academic Colleague to the Council of Ontario Universities.

6.1.2 Information Items

The Executive Committee reported on

- the membership of its Working Group on External Partnerships
- remaining vacancies on Senate committees
- the Equity Sub-Committee's focus on academic support for students with disabilities as a major agenda item for 2012-2013

6.2. Academic Standards Curriculum and Pedagogy

6.2.1 Establishment of a Concurrent BEd (P/J) – BA (Early Childhood Education) Dual Credential Program, York University and Ryerson University

It was moved, second and *carried* **“that Senate approve the establishment of a Concurrent BEd (P/J) – BA (Early Childhood Education) Dual Credential Program, offered by York University and Ryerson University, as of Fall-Winter 2013-2014.”**

6.2.2 Consent Agenda Items

Senate approved by consent ASCP recommendations to

- establish a new program option for Executive MBA in India (Graduate Studies)
- restructure the Master of Finance Program into two fields (Graduate Studies)
- change degree requirements for the Master of Education Degree Program (Graduate Studies)
- change the fields offered by the Graduate Programs in Theatre Studies (Graduate Studies)

6.2.3 Information Items

Academic Standards, Curriculum and Pedagogy informed Senate of its

- progress in pursuing priorities for the year, with an emphasis on Faculty Grades Distribution Profiles and Review Processes and consideration of a core set of questions for use in the student evaluation of teaching
- approval of the rubric (INTE) for courses offered by the Master of Conference Interpreting program

6.3 Academic Policy, Planning and Research

6.3.1 Establishment of a Faculty of Engineering (Lassonde School of Engineering) (Statutory Motion)

It was moved, seconded and *carried* “**that Senate approve the establishment of a Faculty of Engineering to be called the Lassonde School of Engineering, and recommend approval of the new Faculty by the Board of Governors.**”

Dean Koziński thanked Senators for giving their unanimous approval to the Faculty.

6.3.2 Under the auspices of the Academic Policy, Planning and Research Committee, Senate received reports from

- Provost Patrick Monahan on progress toward academic planning priorities
- Vice-Provost Academic Rhonda Lenton on the Report of the Working Group on Budget Modeling and the first stage of consultations on its recommendation
- Associate Vice-President Lisa Philipps on a review of the Organized Research Unit landscape

The following were among the comments made by Senators on the budget model report:

- the academic budget model should protect the York University Libraries as a pan-University resource and ensure that it does not promote competition between units and Faculties
- there appear to be inequities in the current allocation of resources that may persist in a framework that is rooted in activity-based budgeting
- incrementalism might creep in at the unit level given that the largest share of any budget is salary
- the model must take into account differential teaching costs and teaching modes
- the exercise should not result in simple cost-cutting
- late Spring was not the ideal time to undertake consultations

In response to other questions, it was confirmed that the model would apply to non-academic units and service costs would be monitored (and could be challenged).

6.3.3 Information Items

Academic Policy, Planning and Research provided Senate with information on the following items:

- early stages of organization and consultation on the development of a new Strategic Research Plan for the University
- the aims, timing, and focus of an external review of the ORU landscape
- the development of templates for the annual reporting done by ORUs
- the timing of applications for ORU Charters
- a discussion paper on defining ORU membership issued by the VPRI
- the addition of the VPRI as a member of APPRC’s Sub-Committee’s on ORUs
- a new name of the for Advisory Committee on Biological Safety (dropping the term “advisory”)

6.4 Awards

Senators joined in congratulating the recipients of the following prestigious awards:

University Professors: Professor Jan Rehner, Writing Department, LA&PS, and Stanley Tweyman, Philosophy, LA&PS

President’s University-Wide Teaching Awards recipients: Robert Muller, Psychology, Health (Senior Full-Time Faculty Member category); Patricia Bradley, Nursing, Health (Full-Time Faculty Member); Jon Sufrin, Humanities, LA&PS (Contract and Adjunct Faculty Member); and Jeremy Burman, Psychology, Health (Teaching Assistant)

The Awards Committee also reported on

- new student awards approved in calendar year 2011
- the disbursal of awards for graduate students in 2010-2011

7. Other Business

There being no further business, Senate adjourned at 5:10 p.m.

W. van Wijngaarden, Chair

H. Lewis Secretary

York University
Board of Governors
Synopsis of the 424th Meeting
Held on 25 June 2012

Remarks

This being his final meeting, the Chair of the Board extended warm thanks and appreciation for the tremendous support he received during his three-year term from his colleagues on the Board, the Senate Chairs with whom he worked, Deans, members of the senior administration and their staff, and particularly President Shoukri.

The President expressed his deep gratitude to Mr Cantor for his advice, leadership and considerable contributions as Chair of the Board. He also welcomed Mrs Foster as the incoming Chair. Appreciation was conveyed to retiring and continuing governors for their hard work and dedication this past year, and newly appointed members of the Board were welcomed.

The President commented on

- the Province's anticipated six-month consultation exercise on post-secondary education in Ontario
- the inspiring spring convocation ceremonies
- solid summer session enrolments
- the integrated branding exercise and marketing strategies
- recent faculty and student successes

Members of the Board congratulated Dr Ken Ng on his receiving the Queen's Diamond Jubilee Medal.

Appointments / Re-appointments

Senior Administration

- Noël Sturgeon as Dean of the Faculty of Environmental Studies for a five-year term commencing 1 August 2012
- Janusz Kozinski as Dean of the Lassonde School of Engineering commencing 1 July 2012 to 30 June 2015
- Don Hastie as the Interim Dean of the Faculty of Science & Engineering for a one year term commencing 1 July 2012
- Renewal of Dezső Horváth as Dean of the Schulich School of Business for a three-year term commencing 1 July 2013
- Renewal of Alice Pitt as Dean of the Faculty of Education for a five-year term commencing 1 July 2013

Governors

- Paul Cantor as an Honorary Governor
- Aiden Flatley for a four-year term commencing 1 July 2012
- Martin Lockshin (Senate nominee) for a two-year term commencing 1 July 2012
- Debbie Jamieson (non-academic staff nominee) for a two-year term commencing 1 July 2012
- Emile Wickham (undergraduate student nominee) for a two-year term commencing 1 July 2012
- re-appointment of Guy Burry to the Pension Fund Board of Trustees, effective 1 July 2012 – 31 December 2013
- re-appointment of Walter Whiteley (YUFA nominee) to the Pension Fund Board of Trustees for a three-year term commencing 1 July 2012

Approvals

New Faculty

- establishment of a Faculty of Engineering and naming it “The Lassonde School of Engineering”, effective 1 July 2012
- the location for the building to house the Lassonde School of Engineering, in the lot adjacent to the Scott Library, on the south side of Arboretum Lane

Financials / Fees

- the 2012-2015 Four-year Budget Plan
- the York University Audited Financial Statements for the year ending 30 April 2012
- an increase of 3.7% to the undergraduate residence room rates for the Keele and Glendon campuses for each of the 2012-2013 and 2013-2014 academic years
- a revised meal plan rate structure and policy framework to provide greater flexibility for residence students and improve the marketability of the University’s meal plan program, effective FW 2012-2013
- the President’s June 2012 report on appointments, tenure and promotion
- an increase of 2% in the cost of the monthly rate for parking permits, effective September 2012.
- Pursuant to approval by referendum, a new levy up to \$15 per term for all currently enrolled Master of Environmental Studies students, to fund the capital costs for the Green Campus Cooperative Café in the Health, Nursing & Environmental Studies Building, effective FW 2012/13 – FW 2014/15
- a \$2,000 per term tuition fee for the new Master of Conference Interpreting degree, subject to approval of the program by the Ontario Quality Assurance Council.
- The establishment of an international student fee category for the Professional LLM program offered through the Osgoode Professional Development Program; and the international students tuition fee of \$28,620 for the LLM program, effective September 2012
- the contractual terms with Superb Catering for the provision of food services in the Orange Snail (Stong College) for a five-year term ending April 30, 2017 with an option for one five-year extension

Development / Capital Projects

- authorization for the President to negotiate the terms of a contract with the *Forum York Developments Consortium* to construct and operate the first-phase of a mixed-use retail-student residential facility, and to site the project on the York-owned lands at the southwest corner of the Pond Road and Sentinel Road
- a capital allocation of \$5 million to procure and install a 2,800-ton steam turbine driven chiller in the Central Utilities Building on the Keele campus

Policies

- an increase in the approval levels for major facilities or renovations within the University’s Capital Projects Policy, from \$1 million to \$2 million, effective 1 July 2012
- the establishment of a *Policy on Hospitality* and a *Policy on Perquisites*, to bring the University in compliance with the Broader Public Sector Accountability Act, 2010
- the *Occupational Health and Safety Policy* for 2012
- an updated Banking Resolution, adding the incoming Chair of the Board, Mrs Julia Foster, as a signing officer of the University

Reports / Presentations

- Ken Greenberg, Greenberg Consultants Inc. and Donna Hinde, The Planning Partnership, gave a presentation on the updated York University Master Plan
- The Vice-President Finance & Administration reported on:
 - The Housing Strategy
 - The 2012-2015 Budget Plan
 - The 2012 York University Audited Financial Statements
- Jon O’Kane gave the 2012 Annual Report on the Student Representative Roundtable
- Each of the Executive, Finance & Audit, Governance & Human Resources, Investment and Land & Property committees reported for information on matters discussed in their recent meetings.

*The agenda for the meeting is posted on the Board of Governors website at
<http://www.yorku.ca/secretariat/board/meetings.html>*

For further information on any of the above items contact the University Secretariat.

Harriet Lewis, Secretary

COU Update / May-June 2012

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.

Background: The Drummond report, containing 362 recommendations, surveys the current and forecasted fiscal situation in Ontario, assesses all program areas of government spending, and makes recommendations for restraint including program cuts and/or consolidation, changes to program delivery and policy.

There are a number of chapters of interest to postsecondary stakeholders including the chapter on postsecondary education (chapter 7), health system (chapter 5), elementary and secondary education (chapter 6), labour relations (chapter 15), back office efficiency and procurement (chapter 16) and pensions (chapter 19). COU is undertaking a review and analysis of the report to identify positions and potential impacts of pertinent recommendations, if implemented. COU has provided preliminary analysis of the recommendations and proposed positioning for public responses to affiliates.

The government has begun implementing some of Drummond's recommendations.

The recent budget has discontinued funding for international marketing and signaled the government's intent to commence a process to consolidate asset management of university pension plans. Various recommendations of the commission may be implemented by government over time and there is not likely to be one consolidated response from government indicating which recommendations have been accepted.

Audit of Teaching Assessments for University Faculty by Auditor General of Ontario

The Office of the Auditor General of Ontario (OAGO) is conducting a "value-for-money" audit of how faculty members' teaching is evaluated at Ontario universities.

Update: In November 2011, COU was notified that the Auditor General of Ontario would be conducting an audit of faculty teaching assessments at Ontario universities.

While COU has not received formal documentation specifying the scope of the audit, it appears the focus of the audit is to assess whether universities have established appropriate procedures for the evaluation of faculty teaching and whether those procedures are being followed.

Three universities were selected to be visited by OAGO staff to review teaching evaluation policies and procedures and test compliance. The University of Ontario Institute for Technology was the first university selected by the OAGO, followed by the University of Toronto and Brock University. The Auditor General's findings are expected to be published in the December 2012 Auditor General's report.

The COU Secretariat anticipates that no other universities will be included in the audit.

Division: Policy and Analysis

Updated: May/June 2012

University Operating Funding

In Budget 2012, the Ontario government announced a multiyear commitment to fund enrolment increases over the next three years.

Background: The 2012 budget confirmed the government's commitment to fund an increase of more than 60,000 new spaces in postsecondary education (41,000 spaces for universities). The budget announced,

however, that the growth is expected to be realized only by 2017-18 (and not by 2015-16 as announced in the 2011 budget).

For the next three years, the projection (showing increases incrementally from the previous year) is:

2012 enrolment projections	2012-13	2013-14	2014-15
Undergraduate	6,500	6,100	6,225
Graduate	600	600	900

MTCU staff has provided an estimate of funding for enrolment growth for the next three years (it is traditional for the provincial budget to set out only three years of projected expenditure).

The following table sets out the universities' share of the new funding. The dollar amounts in the table show cumulative increases from the funding in the MTCU's base allocation for 2011-12.

Funding for growth	\$M		
	2012-13	2013-14	2014-15
Undergraduate	40.7	79.1	119.4
Graduate	10.8	21.6	37.9
Post Graduate medical expansion	3.6	6.2	6.2
100 Medical spaces expansion	3.2	6.8	6.8
Total increase for growth	58.2	113.6	170.3

There was no indication in the budget or from MTCU staff about the process by which MTCU will (or will not) set enrolment targets for each university, nor any indication concerning the allocation of additional graduate spaces to specific universities.

No roll-in of undergraduate enrolment growth is expected in 2012-13 (the base year to calculate growth will continue to be 2010-11).

In addition, MTCU announced that it will continue to fund graduate growth announced under *Reaching Higher*. This program reached its maturity in 2011-12; however, some institutions are continuing to work toward their end-state target growth and will receive funding for the growth achieved (up to approved targets). MTCU allocated \$15 million for this type of growth out of \$103 million that is still available for this and future years under the *Reaching Higher* commitment.

This brings the amount allocated for enrolment growth to \$75 million. This amount covers all funding increases announced in the 2012 budget. Thus, no other programs are expected to receive additional funding.

Planning and Funding of Enrolment (undergraduate and graduate)

Background: The 2011 budget predicted growth in the postsecondary sector of about 60,000 students by 2015-16; MTCU now expects that growth to be realized only by 2017-18. The university share of the enrolment growth is 41,000 spaces.

In addition, the Ministry will be slowing down the graduate expansion (announced in 2011 budget) and will allocate only 3,000 spaces by 2015-16 (of the 6,000 new spaces announced last year). The remaining 3,000 spaces are expected to be allocated by 2017-18.

Graduate Expansion: COU has developed a position paper on graduate education, which addresses principles for allocation of the new 6,000 spaces that the government has committed to fund by 2016 and

sets out arguments to support further expansion of graduate spaces to support Ontario's future prosperity. The paper can be found at <http://www.cou.on.ca/issues-resources/student-resources/publications/reports/pdfs/graduate-education-in-ontario---position-paper-fin.aspx>. The position paper has been transmitted to the Minister and staff of MTCU.

Funding for Enrolment Growth: COU has developed a position paper focused on mechanisms to support planning for enrolment changes and to provide operating funding in response to institutions' changes in enrolment – both increases and decreases in enrolment, but focusing on aligning funding with the policy objectives of growth. The position paper was approved by Executive Heads in May 2010.

The position paper has been submitted to the MTCU and is a key focus of COU advocacy. COU recommends an approach where:

- MTCU would establish new base funding for each institution based on actual enrolment whenever the new base is established.
- Each institution would negotiate, as part of its multi-year accountability agreement (MYAA), a four-year plan of enrolment growth. The institution and MTCU would agree to an enrolment target for each of the four years.
- Institutions would receive a guaranteed level of funding for growth each year, specific to each institution (through access grants outside of their base funding).
 - o If an institution grew to its target, it would receive full funding for that growth.
 - o If its growth met only part of the target, it would receive full funding for actual enrolment growth.
 - o If it grew above its target, it would receive funding only up to the target (and the institution and MTCU would negotiate a revised plan for subsequent years).
- If an institution's enrolment declined below the enrolment level in its base funding, there would be a mechanism to smooth the reduction in revenue. This mechanism to address decline would be like the former corridor system, using a moving average to adjust funding downwards.
 - o It is important to note that this "corridor"-like approach would work only for enrolment declines.
- Every four years, MTCU and institutions would negotiate a new enrolment plan as part of MYAAs. At that time, institutions would also negotiate a new base level of funding (reflecting actual enrolment and institutions' plans at that time). This would add funding that had been provided through access grants to the new base funding of each institution.

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.

Background: The 2012 budget announced that capital funding for college and university projects will be realigned with expected construction and completion dates. Ministry staff emphasized that all projects confirmed to be funded will continue to be funded in full. The announced savings of \$28.4 million reflect only cash flow savings from anticipated delays in implementation of approved projects.

From previous decisions concerning the government's long term capital plan, MTCU did have additional allocations in future years (2015-16 and beyond). This allocation was reduced in the budget. Ministry staff indicated that there may be some of the long-term plan allocation remaining for MTCU.

The Ministry of Infrastructure (MOI) began roll-out of the government's ten-year capital plan between May 2011 and July 2011. The following table shows the summary of funding announcements by program:

	Universities	Colleges
Long term capital plan	\$344,000,000	\$161,100,000
Budget Announcements	\$39,400,000*	
Northern Ontario Heritage Fund Corp.		\$4,500,000
TOTAL	\$383,400,000	\$165,600,000

* includes \$21M announcement over 3 years at Laurentian.

The government announced a total of \$549,000,000 in funding; the universities share is 69.8%.

Also, the Liberal Party platform made a commitment to build three new undergraduate campuses. As yet, no information about the location or capital funding for those projects has been announced.

On June 24, 2011, MOI released its ten-year infrastructure plan, *Building Together: Jobs & Prosperity for all Ontarians*. The plan included a statement that “any university...seeking significant provincial capital funding will be required to publish a detailed public asset management plan (AMP).” MOI intends to consult with the affected sectors on asset management planning before finalizing the requirement. COU, through the Council of Senior Administrative Officers (CSAO), will continue to monitor this issue.

Previously, in the spring of 2010, to support the development of the Ontario ten-year infrastructure plan, MTCU sent a survey to all institutions inviting them to submit information on capital projects or initiatives, including projects related to satellite

Campuses that would be normally eligible for funding through MTCU's Major Capital Support Program. Institutions were asked by the Ministry to put forward projects which have already received the appropriate internal consideration, support institutional mission and academic priorities, and could proceed on a timely basis in the event that funding from the Ministry was to become available.

In August 2010, COU prepared a submission to the Ministry of Infrastructure Consultations on the 10-year Infrastructure Plan. The submission addressed the key infrastructure priorities for the sector, trends that expected to impact the use of infrastructure in the sector, and investment priorities. The submission can be found at <http://www.cou.on.ca/Issues-Resources/Key-Issues/Infrastructure.aspx>.

Condition of University Facilities

An adjustment to the Facilities Renewal Program (FRP) was announced in Budget 2012.

Update: For 2012-13, funding for the Facilities Renewal Program will remain consistent at \$17.3 million (reduced from \$27 M in 2009-10 and earlier years).

In contrast to this allocation, COU's report on facilities condition (see below) finds that, to maintain our campuses in their current condition, universities would require annual expenditures of \$380.8 million.

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.

Update: Executive Heads decided that further information about amounts committed by universities to deferred maintenance from their own budgets and practices in other jurisdictions ought to be collected. To determine current spending in the sector related

to deferred maintenance, COU surveyed institutions. Once the data is analyzed, it will form the basis for the report to government to be published in late fall 2012. This report will highlight the magnitude of the issue and its impact on the sector. COU has also surveyed other provinces with the assistance of the Canadian Association of University Business Officers (CAUBO) Facilities Management Committee to gather information on funding practices related to deferred maintenance in other jurisdictions.

Background: The Facilities Condition Assessment Program (FCAP) report was presented to government in March 2011 (MTCU and MOI). Government representatives at the meeting noted that while the data was impressive, the message and urgency related to the data may not be reaching high levels of government. It was recommended that if deferred maintenance is truly a priority for the sector, a higher level, more impactful, report should be developed which clearly highlights the risks of delaying further investment and the impact it is having on health and safety, student experience, and quality of education.

Tuition Framework for 2012-13

The current tuition framework expires this academic year (2012-13) and a new tuition framework is needed for planning, budgeting and recruitment purposes.

Background: On March 8, 2012, MTCU announced an extension of the existing tuition framework for one year allowing a cap of five per cent on overall tuition fee increases at publicly assisted colleges and universities. It is anticipated MTCU will soon commence further discussions with the postsecondary sector in respect of a new multi-year framework for 2013-14 and beyond.

The COU Secretariat developed advocacy positioning for discussions with MTCU and other government officials on the tuition framework for 2012-13 and beyond. COU also developed a paper setting out recommendations for increased flexibility in administration of the tuition framework. The government's announcement did not change any element of the existing tuition framework and the flexibility recommended by COU has not been addressed for 2012-13.

In announcing the extension of the current framework, MTCU placed a moratorium on increasing or establishing flat and deferral fees for 2012-13.

Over the next year, the government will consult with institutions, organizations and students on a new multi-year tuition policy and policies regarding institutional flat and deferral fees to be in place for fall 2013-14.

Under the tuition policy, tuition increases are limited to an annual average of 5%. For Arts & Science programs, increases cannot exceed 4.5% for first year and 4% for other years; for professional/graduate programs, increases cannot exceed 8% for 1st year and 4% for other years.

Ontario Tuition Grants

Background: On January 5, 2012, the government announced the establishment of the Ontario Tuition Grants (OTG) program. Students who are four years or less out of high school with an annual family income of less than \$160,000 will receive a grant of \$800 per term (to a maximum of \$1,600 per year). Students who receive OSAP are considered automatically for OTG while non-OSAP recipient students can apply online to MTCU.

The first phase for the current year (2011-12) delivered a 50% benefit commencing in January 2012 (\$800 per eligible university student) and was administered almost entirely by MTCU. Full implementation of the program delivering 100% of the benefit will begin in 2012-13 and will rely upon universities for additional support and administration.

MTCU continues to consult with colleges and universities on the design and implementation of the Ontario Tuition Grant program for 2012-13. COU has established a working group to address implementation issues with MTCU. The working group comprises representatives of the functional areas in universities that will be affected, including registrars, student financial assistance offices, finance and institutional planners.

Student Access Guarantee (SAG)

SAG requirements for 2012-13 and impact on the Tuition Set-Aside

Update: The Ministry of Training, Colleges and Universities (MTCU) held consultations with COU and Colleges Ontario on the SAG guidelines for 2012-13 on April 11 and May 3, 2012.

The Ministry provided information on the 2012 Budget announcements regarding the continuation of the Ontario Tuition Grant (OTG) and on two financial assistance programs that will be transferred to institutions to support through the Tuition Set-Aside.

Interaction between OTG and SAG: the 2012-13 OTG program will be largely unchanged from the January 2012 program except that the value will increase by 5% to \$1680 for university students and \$770 for college students. For OSAP recipients, the OTG calculation will be integrated into their OSAP assessment – the OTG will be calculated first and for many students it will displace loan assistance, reducing debt levels, while for students with unmet need, the OTG will increase the total available assistance. Thus, it is anticipated that OSAP will absorb more costs for unmet need, reducing institutional SAG costs by about \$25 million compared to what they would have been without the introduction of the OTG. MTCU also predicts this will reduce the administrative burden on institutions, as it expects the number of university students with tuition/book shortfalls to be about 30% lower because of the impact of the OTG.

Transfer of the Ontario Special Bursary Program (OSBP) and Ontario Work Study Program (OWSP) to Institutions' Tuition Set-Aside Funds: The ministry estimates that the reduction in SAG expenditures because of the OTG will more than offset the costs of the transfer of these programs to the Tuition Set-Aside. In 2011-12, the total cost of both programs for university students was about \$7.9 million.

SAG Guidelines: The SAG guidelines require universities to provide assistance to students to cover their unmet need in the OSAP assessment attributable to tuition and book costs that exceed certain thresholds. The changes the Ministry proposed for the SAG guidelines were minimal for 2012-13. There is an increase in the threshold for calculating the tuition and compulsory fee shortfall and a CPI adjustment to the books and equipment shortfall – the new ceilings are \$5364 for tuition (\$6344 for co-op programs) and \$1106 for books – increased by \$5134 (\$6070 for coop) and \$1072. In 2010, the government announced it would index these thresholds: for tuition, the index is the maximum allowable tuition increase rate for undergraduate Arts and Science programs, while the book shortfall threshold is indexed to the CPI.

Joint initiative to assist Crown Wards and Youth Leaving Care: In the May 3 consultation meeting, the Ministry asked if colleges and universities would be willing to use Tuition Set-Aside funds or tuition waivers to cover 50% of tuition for Crown Wards to a maximum of \$3000 each. Participation by institutions is voluntary in 2012-13, and institutions were asked to respond by May 31 to the Ministry to indicate whether or not they were willing to assume this responsibility for the tuition costs of Crown Wards.

Background: As of the 2010-11 OSAP year, institutions are required to automatically provide non-repayable assistance to undergraduate (first-entry) OSAP recipients with tuition/book shortfalls, i.e. the student does not have to make a separate application. The ministry is of the view that institutions generate sufficient funds through the Tuition Set-Aside to cover their SAG obligations.

For second-entry, professional and graduate students, the SAG assistance can be provided in the form of

repayable assistance (e.g., access to a student line of credit) and the student can be required to make an application. Since 2011-12, universities have been required to make formal arrangements with a lender if they intend to meet their SAG obligations through repayable assistance. The arrangement must include access to a student line of credit on preferred terms (such as the TD Canada Trust agreement that was facilitated through COU beginning in 2011-12).

Ontario Education Number (OEN)

MTCU is moving forward with the implementation of the OEN in the postsecondary sector.

Background: On October 27, 2011, COU President Bonnie Patterson sent a letter to Deputy Minister Deborah Newman advising MTCU that COU members have agreed to begin implementation of the OEN, starting with a small number of universities (in order to efficiently work out implementation details and to assess costs of implementation). An OEN Working Group comprising registrars, institutional planners and others has been established. The OEN Working Group has been meeting with MTCU officials since April 2011. An Early Adopters Working Group has been established to work through the proposed business processes and identify impediments to implementation. A test run and evaluation is expected to be completed in spring 2011. For those institutions that have completed a test run, there are signs that implementation will not be as straight-forward as envisioned and universities may have to commit significant resources to support implementation. The COU Secretariat and the Early Adopters group continue to engage MTCU and the Ministry of Education (EDU) seeking automated solutions to improve the efficiency of implementation.

The Ontario Education Number (OEN) is a student identification number that is assigned by EDU to elementary and secondary students across the province. The number, which is unique to every student, is used as the key identifier on a student's school records, and follows the student through his or her elementary and secondary education (and upon implementation, postsecondary education too). The OEN is a randomly assigned number, tied to stable information about the student (name, gender, date of birth). The OEN facilitates reliable records on the movement and progress of individual students through elementary and secondary school, while also protecting their privacy through anonymity and encryption, and enables highly detailed research concerning student success.

An OEN Working Group comprising registrars, institutional planners and others has been established. The Working Group has been meeting with MTCU officials since April 2011.

The Ontario Universities' Application Centre (OUAC) will work with MTCU to explore options for the role of OUAC in supporting validation of OENs for students who apply through OUAC with existing OENs, and assignment of OENs for students applying without an existing OEN.

Teacher Education Funding and Proposed Restructuring

The provincial government has confirmed that it will require restructuring of Bachelor of Education programs to lengthen the program and further reduce the number of entering students.

Update: The Ministry of Education and MTCU have completed their consultation with education partners (school boards, teachers' federations, parent groups, deans of education, and the College of Teachers) to gain advice about restructuring the program. Staff of the ministries are seeking the government's confirmation of directions.

Staff of the Ministry of Education has indicated that the province has revised its target date for implementation to September 2015 (formerly September 2014).

A working group of the Ontario Association of Deans of Education (OADE) and the Council on University Planning and Analysis (CUPA) is examining the implications and implementation challenges of this proposed

change, and will develop recommendations. The working group has met with staff of MTCU and the Ministry of Education.

Background: Motivated by the current oversupply of teachers, two years ago MTCU announced a reduction in funding for teacher education spaces by approximately \$7.5 million. MTCU announced that funding adjustments will take place over two years with an initial \$5 million reduction in 2011-12 and the remaining \$2.5 million in 2012-13. On March 2, 2011, MTCU announced a decision regarding specific allocation of education spaces to individual institutions. The choice of reducing enrolments in specific teacher education programs within the university has been left to individual institutions provided a reduction in total teacher education (concurrent and/or consecutive) is achieved.

A working group has met with MTCU to review options for reporting of enrolments in concurrent teacher education programs and MTCU has confirmed its preferred reporting method.

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.

Update: OUAC released the following application statistics to the public as of June 13, 2012:

Secondary School Applicants:	
Number of first choice applicants	91,553
% change since June 2011	1.9%
Number of applications	401,065
Number of applications	2.5%

Non-Secondary School Applicants:	
Number of first choice applicants	47,821
% change since June 2011	4.9%

Background: The deadline for students currently enrolled in an Ontario secondary school, referred to as Secondary School applicants, was January 11, 2012. Historically, 98% of total secondary school applicants submit their applications by this date.

The second group of applicants, referred to as Non-Secondary School applicants, includes all other applicants (mature students, those taking a gap year(s), and those transferring from another institution or country). The January 11 deadline does not apply to these students; most choose to apply later in the cycle (in particular, those transferring from college or another university).

Since 2000, the number of applications has increased by 52.7% and continues a rising trend that has not faltered, even after the double cohort, when there were Ontario high school graduates from both Grades 12 and 13.

More details and regular updates can be found under the "Statistics" tab at www.ouac.on.ca.

Division: OUAC

Updated: May/June 2012

Credit Transfer: Student Mobility and Pathways

The provincial government seeks improvement of student mobility and credit transfer pathways in the postsecondary sector.

Background: All publicly assisted Ontario universities have now agreed to be members of the Ontario Council on Articulation and Transfer (ONCAT). [There is a separate update on ONCAT below.](#)

Meetings of COU's Credit Transfer Technical Working Group (with members drawn from the Council on University Planning and Analysis, registrars, and Ministry staff) are ongoing. Discussions are focused on data and accountability for credit transfer funding.

COU's Credit Transfer Resource Group continues to discuss ways to facilitate university-to-university credit transfer. A survey of registrars regarding university-to-university credit transfer processes and policies will shortly be finalized for distribution.

Representatives of the universities (COU Credit Transfer Technical Working Group) are meeting with MTCU to develop recommendations concerning performance measures to support future allocations of the institutional portion of the credit transfer allocation and data indicators to support accountability.

The COU Credit Transfer Technical Working Group provided recommendations to MTCU concerning the 2011-12 allocation of the institutional portion of the credit transfer allocation.

In February 2011, MTCU released a credit transfer policy statement and further information about funding to support credit transfer initiatives. The government also announced that it will establish a new coordinating body, the Ontario Council on Articulation and Transfer (ONCAT), discussed below.

MTCU is providing \$73.7M over five years for various aspects of the credit transfer initiative:

- \$23.5M for an Innovation Fund (for projects to develop new pathways, much like the recent calls for proposals by the CUCC);
- \$10.6M for a new website and the ongoing operations of the new coordinating body (ONCAT); and
- \$39.6M for annual allocations to institutions to support credit transfer.

As part of the development of COU recommendations for implementation of the Ontario Online Institute, a survey was distributed to registrars at Ontario universities to explore options for supporting more streamlined credit transfer for fully online courses, including a centralized database of online course equivalencies. The survey responses have now been analyzed.

Ontario Council on Articulation and Transfer (ONCAT)

Universities are participating in a new coordinating body for credit transfer.

Update: The Ontario Council on Articulation and Transfer (ONCAT) has now been incorporated and a board has been elected. The university members of the board are: Dominic Giroux (Laurentian) as the university sector co-chair of the board, Peter Ricketts (Carleton) and Rhonda Lenton (York). The college members are: Don Lovisa (Durham College) as the college sector co-chair, Cindy Hazell (Seneca College), and Linda Love (Georgian College). The board also includes student and external members.

Background: ONCAT is intended to advance implementation of a province-wide credit transfer system by:

- Expanding and improving student transfer pathways that respond to student demand, through continuation of funding for pathways projects as under the College University Consortium Council (CUCC);
- Expanding and improving a web portal for information for students about credit transfer (ONTransfer [<http://www.ocutg.on.ca>]);
- Improving transparency and access to information about transfer pathways and credit transfer;
- Supporting student success for transfer students (for example, improving graduation rates of transfer students, increasing student support services); and
- Providing professional development and best practices forums.

Project funding will be available through the Credit Transfer Innovation Fund to support a variety of projects that will expand student pathways, create more seamless educational experiences and increase collaboration throughout Ontario's postsecondary education system.

The transition from the CUCC to ONCAT is underway. The interim board of ONCAT signed a new Transfer Payment Agreement. The budget for operating expenses is \$120,000 in 2011-12 and almost \$1 million in 2012-13. The allocation for project funds is \$5.4 million in 2011-12 and \$7.8 million in 2012-13.

Teaching and Learning

Ontario universities are collaborating to share ideas and information on teaching and learning innovations to improve student engagement and learning outcomes.

Update: During the winter, many universities took part in the "Back to Class" initiative. In some cases, universities employed media relations strategies to promote stories about excellence in teaching at their universities through traditional and social media. In other cases, they invited politicians from all levels of government to participate in classrooms and labs, tours of teaching and learning centres, and demonstrations of effective teaching approaches. This initiative helped to celebrate success in this area and to build awareness from both institutional and public policy perspectives about innovations in the teaching and learning experience.

A Symposium on Learning Outcomes (co-sponsored by COU, HEQCO, and the Quality Council) was held on April 12 and 13, 2012 in Toronto. The three hundred attendees included senior administrators, faculty members, and educational developers from Ontario universities and colleges as well as provincial government staff from across Canada, and an international roster of guest speakers.

COU's latest report, *Beyond the Sage on the Stage: Innovative and Effective Teaching and Learning at Ontario Universities* is intended to encourage a more accurate and positive perception of teaching on Ontario campuses. The report was launched with a well-attended "Toast to Teaching Excellence" reception on April 16, 2012 at Queen's Park. The Minister, MPPs, government officials and staff from MTCU and other ministries, as well as stakeholders from our sector, were invited to attend this celebration of how universities are finding new ways to engage students.

An earlier report titled *Ensuring the Value of University Degrees in Ontario: A Guide to Learning Outcomes, Degree Level Expectations and the Quality Assurance Process in Ontario* was released in November 2011. The report explains how Ontario universities ensure the value and quality of their degrees. The report was circulated to government and stakeholders, and received positive media attention.

A survey intended to gather a more thorough understanding of how Ontario universities use and assess undergraduate learning outcomes has been distributed to department chairs and program directors.

Background: COU is developing strategies to help universities take initiative to meet their teaching and learning objectives. A Teaching and Learning Task Force has been established under the aegis of the Ontario Council of Academic Vice-Presidents (OCAV). The Task Force will address a range of teaching and learning issues, including recommending effective practices to improve instruction, student engagement, and learning outcomes. A communications strategy is being developed to showcase exemplary teaching and learning practices at Ontario universities. COU has established an Online Learning Working Group to shape MTCU's implementation decisions concerning the proposed ["online institute" \(see below\)](#).

A survey was distributed to institutions to gather information on the range of three-year bachelor degrees now offered, and/or other degree program structures that reduce time to degree completion. The surveys have been collated and analyzed.

Online Institute

The provincial government has announced that an online institute for the postsecondary sector will be established.

Background: The provincial government has not confirmed its directions or funding for the online institute. COU continues to seek clarification of the government's objectives and expectations.

In February 2011, Minister Milloy announced the appointment of Mr. Maxim Jean-Louis, Chief Executive Officer of Contact North, as a special advisor to make recommendations on how best to facilitate the establishment and roll-out of an online institute. Simultaneous to the announcement, MTCU also released a document entitled "Objectives and Guiding Principles" which enunciated a framework for developing the Online Institute.

COU established an Online Working Group to develop recommendations to submit to Mr. Jean-Louis for consideration in the development of his recommendations. The COU recommendations were reviewed by Executive Heads and the Ontario Council of Academic Vice Presidents, and were submitted to Mr. Jean-Louis and MTCU the week of April 25, 2011. Mr. Jean-Louis submitted his report to the Minister on April 29, 2011.

A copy of the most recent COU submission can be found at <http://www.cou.on.ca/Issues-Resources/Student-Resources/Publications/Reports/PDFs/Online-Institute-discussion-paper-May-5.aspx>.

In July 2011, MTCU advised COU that it had signed a transfer payment agreement with Contact North to establish and operate the Ontario Online Institute (OOI). The decision has not been announced publicly. The COU Secretariat has met with Contact North to discuss a governance structure for the OOI that could ensure accountability to the university community. Discussions will continue.

International

In 2010, the Ontario government articulated a goal to increase international student recruitment by 50% over five years.

Background: COU's Challenge Advisory Committee is working with MaRS to provide further definition to the competition subject, fine-tune logistics, and develop a sponsorship package to secure funding for the challenge. The challenge is designed to showcase Ontario universities as a destination of choice for international students as well as to engage students and faculty on an interdisciplinary basis in an area of research that is aligned with provincial priorities.

This international challenge was a centerpiece of COU's proposal to government in July 2010 in a document called The Open Ontario Strategy for Internationalizing Postsecondary Education.

In September 2011, Executive Committee approved the pilot challenge which will entail a week-long competition involving students and leading researchers from around the world and across Canada, and will engage faculty from universities around the province. Participants would be invited to compete to develop the most innovative and applicable approach to a major question facing Ontario. Urban water management/conservation has been identified as the theme.

Late last year, COU and our university members participated for the first time in a new MTCU Reference Group on International Education, which will meet three times a year. Institutions indicated recent changes in legislation surrounding citizenship and immigration have made it more difficult for graduate students to apply for landed/permanent residency and that there is a need for more definition of an international student to ensure consistency in the International Barometer survey. MTCU will follow up on both of these issues. Ministry staff also provided an update on the status of the Imagine Canada brand and the Federal Panel on International Education.

Advocacy Initiatives

COU continues to take a two-track approach to advancing issues in the sector. One track involves broadly-based direct engagement with cabinet ministers, opposition leaders, as well as political and government staff on specific issues. The framework for this advocacy is to demonstrate progress on the government efficiency agenda; give the government a political win on an issue such as online education; promote the university agenda as broadly as possible; and change, or at least offer a counterpoint to, the evolving tuition debate. The second track involves a series of initiatives centred on the theme of “Preparing Students for Success.” These initiatives are designed to reshape the understanding of university education through a variety of awareness-building initiatives.

Update: After a number of initiatives focused on academic efforts to prepare students for success, attention has turned to focusing on how graduates are being prepared for career readiness, whether in the workforce or academia.

A report on career services at Ontario universities is underway, and there have been several successful initiatives under the theme of Preparing Students for Success over the past four months.

COU is also working with the Conference Board of Canada on research that will update the 2003 Innovation Skills Profile and articulate the role of universities in developing innovation skills that prepare students for a changing workforce.

COU Reports and Symposia

Report on Career Planning and Services: COU is continuing with its efforts to demonstrate the continuum of university commitment to preparing students for success. A report is being prepared on the depth and breadth of initiatives and services available around career planning and preparation. The report is designed to illustrate how universities ensure that graduates are career ready and to show that students have access to services to prepare for their third and fourth job as well as their first. This report will provide a narrative about the initiatives to prepare students of all disciplines, with snapshots of innovative practices at each university as well as student and employer experiences.

COU Annual Report: COU is currently preparing its annual report, centred on the theme of Innovation and Productivity. The report will outline the work of the Secretariat to advance member interests and higher education in general.

Conference Board research and report: COU is working with the Board on developing an update to their 2003 Innovation Skills Profile, which will be achieved through survey and focus group research with business, government and academia. The Conference Board will also explore what role universities play in developing innovation skills (e.g., curricula, programs, applied research), how they contribute and how innovation outcomes could be strengthened. A final report will be prepared in a

year.

Going Greener Report: COU's Corporate Services division is reviewing the annual survey with senior business officers in the sector to determine whether any revisions are needed before it is sent out to universities for their responses. Results are compiled in a report published each fall to demonstrate the achievements of the sector in creating more environmentally sustainable campus operations.

Quality Assurance

Transition to a new Quality Assurance Framework

Update: The Quality Council and OCAV have approved a change to the Quality Assurance Framework (QAF) section 2.2.11 to allow universities a longer time frame in which they may announce the introduction of a new program. The change also stipulates the statement that must be included in any announcement which specifies when admission offers may be made to students (i.e. after the Quality Council has approved the program). The revised QAF and the updated Guide to the QAF are found at <http://www.cou.on.ca/quality.aspx>.

Speaker presentations from the Symposium on Learning Outcomes Assessment: a Practical Guide are available at <http://cou.on.ca/news/news---views/cou-news-and-events/quality-council-symposium-on-learning-outcomes>.

The Quality Council is in the process of assembling its first Auditor Panel as the Quality Assurance Audit process will begin in 2012-13. Voting is underway by OCAV for the first panel of 12 Quality Council Auditors.

So far this year, the Quality Council and its Appraisal Committee have approved 26 new programs (6 undergraduate; 9 master's; 7 graduate diploma programs; 2 collaborative graduate programs, and 2 PhD programs).

Background: The Quality Council and its Appraisal Committee are meeting monthly in 2011-12 to review new program proposals. The Quality Council website includes decisions on new program approvals along with a brief description of the programs approved.

The Quality Assurance Framework was approved by the Executive Heads of Ontario Universities in April 2010. The Ontario Universities Council on Quality Assurance was established shortly thereafter with its first meeting in July 2010. The quality assurance processes that fell under the mandate of the Ontario Council for Graduate Studies and the Undergraduate Program Review Audit Committee were completed by the end of June 2011. The transition of quality assurance responsibilities to the Ontario Universities Council on Quality Assurance (Quality Council) is now complete.

University Pension Plans

Unmanageable solvency and going concern special payments

Update: The pension issue continues to be discussed and monitored by the Council of Senior Administrative Officers (CSAO). The Working Group met at the end of April and developed a work plan to address the 2012 Ontario Budget. CSAO has reviewed and recommended the workplan to the Executive Heads, who approved it at their meeting on May 31. Allan Shapira from Aon Hewitt and John Ilkiw, an external strategic advisor, continue to be engaged with the Working Group. The Working Group will undertake the study of a number of initiatives in connection with the directions set by government in the 2012 budget, including:

- Consolidation of assets for investment management purposes;
- 50/50 sharing of current service costs; and
- A sector jointly-sponsored pension plan.

The 2012 budget announced that the government expects single employer plans to move to 50/50 cost-sharing of contributions to pensions plans between employers and plan members within 5 years. It will “adjust temporary solvency relief measures to encourage the plans to introduce 50/50 cost sharing within 5 years,” and will support efforts to convert single employer plans to jointly sponsored plans. It is expected that public-sector single employer plans will be consulted about incentives that the government could introduce to help achieve this objective. There is no intent to undo the current rules for temporary solvency relief, but there is openness to consider additional incentives to achieve 50/50 cost-sharing.

The government intends to introduce framework legislation in fall 2012 that would pool investment management functions of smaller public-sector pension plans. Under this framework, management of assets could be transferred to a new entity or to an existing large public-sector fund. The government will appoint an advisor to develop the framework, working with affected stakeholders. The university sector will be included in the consultation and the framework legislation. The government announced that Bill Morneau was appointed as Pension Investment Advisor on May 30, 2012. The Working Group will be meeting with the special advisor shortly.

Background: In August 2010, the government announced a 2-Stage Solvency Relief Package, and in May 2010 the solvency funding relief regulation was filed.

Stage one of the relief package provides essentially a four-year moratorium on solvency funding (3 year exemption plus one year deferral). In stage two, universities will be permitted to amortize their solvency deficits over a period of up to 10 years (rather than over five years under the current rules).

To access the first stage, universities are required to submit a sustainability plan to the Ministry of Finance (MOF) outlining how the university intends to make its pension plans more sustainable (e.g. through contribution rate increases for plan members, benefit reductions, or conversion to joint sponsorship for future service). At the end of stage one, plans will be assessed by MOF based on criteria or metrics for sustainability, and those plans that have demonstrated “substantial progress” in meeting their metrics will be eligible to enter stage two of the relief plan.

Recommendation 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.

Background: In response to the 2007 Auditor General of Ontario report, the Standing Committee on Public Accounts made several recommendations in 2009 related to improving space management at Ontario universities. Specifically, recommendation 7 stated “the Ministry of Training, Colleges and Universities shall provide the Standing Committee on Public Accounts with a report, for each university, on the utilization rates for each category of academic space, such as classrooms, lecture theatres, and laboratories. The report should cover utilization rates for each of the fall, winter, and summer semesters, break out, daytime and evening utilization, and describe the basis for the calculations. Either the Ministry or the Council of Ontario Universities should post these rates on its web site.”

Following the recommendations, COU established a Space Management Committee in August 2009 to provide advice to Executive Heads regarding best practices in effective space management, and to help respond to the recommendation of the Standing Committee.

The Committee surveyed institutions to gather information on space management practices, as well as space utilization data for classrooms and labs (the utilization data for classrooms was collected based on both a prescribed definition and according to individual definitions of space utilization at each university) and drafted a report based on this information. The *Classroom Utilization and Space Management in Ontario Universities* report was released to government at the end of December 2011.

Council of Finance Officers – Universities of Ontario (COFO-UO)

COFO-UO Survey Automations

Background: COFO-UO is moving towards the automation of its surveys. The Audit Fees Charged to Universities Survey, Reimbursement for Travel Expenses Survey and Ancillary Enterprises Survey have been completed. Automation of the Financial Health Survey will be completed by fall 2012.

Domestic Violence Committee

The Chief Coroner's office recommended that the Ontario Association of College and University Security Administrators (OACUSA), a COU affiliate reporting to CSAO, develop a plan to educate students on the nature and risks of violence in dating relationships.

Update: The Committee responded to the Office of the Chief Coroner in February using the Coroner's Office coding system to report that the Committee had taken their recommendation "under consideration" and continues to work to develop the appropriate tools to implement the recommendation at universities and colleges. The Committee is developing a response to the recommendation.

Background: Earlier this year, the Chief Coroner's office recommended that OACUSA "should develop a consistent and comprehensive plan, in collaboration with health and counseling services available on campus, to educate students on the nature and risks of violence in dating relationships through public education campaigns and outreach programs to students dealing with intimate violence." A response to this recommendation was requested by February 2012, for submission to Kathy Kerr, Executive Lead – Committee Management, Office of the Chief Coroner. Terry Sullivan approached COU on behalf of OACUSA to suggest that a multi-stakeholder group with representatives from COU and Colleges Ontario would be better suited to respond to the recommendation. CSAO agreed that a multi-stakeholder group should be formed to address the recommendation.

COU developed Terms of Reference for a committee to address the recommendation, and invited groups from a number of relevant areas from both colleges and universities to participate on the committee to provide a balanced and well-informed view on the issue. The Committee will prepare a response to Recommendation 4 of the Domestic Violence Death Review Committee report.

Ontario Council on University Research (OCUR): Ontario Research Fund (ORF)

Background: Budget 2012 reconfirmed the previously announced cancellation of three rounds of Ontario Research Fund – Research Excellence (ORF-RE) and reconfirmed its commitment to continue matching federal awards in research infrastructure, Ontario Research Fund – Research Infrastructure (ORF-RI).

In 2005, the government invested \$550 million over five years in Ontario research through the Ontario Research Fund (ORF). This investment is a key part of the government's commitment to providing researchers with the tools they need to lead world-class research in Ontario. A primary focus of ORF is helping researchers move new ideas from Ontario's labs to the global marketplace.

The 2009 Ontario Budget announced a new capital investment of \$300 million over six years in ORF-Research Infrastructure (ORF-RI), which is the fund that provides the provincial match to CFI funding. It also announced a new Ontario First process to guide funding decisions for the province.

In November 28, 2011, the new Ministry of Economic Development and Innovation (MEDI)

cancelled Rounds 6 and 7, as well as the Social Sciences and Humanities Rounds of the ORF-RE. It further announced, that the funding that was allocated for these Rounds would, in part, be reallocated to support the creation of a new Southwestern Ontario Economic Development Fund and to make permanent the Eastern Ontario Economic Development Fund. OCUR wrote a letter to the Minister expressing their concerns with this decision.

In January 2012, the cancellation of Rounds 6 and 7, as well as the special Social Sciences, Arts and Humanities Round of the Ontario Research Fund – Research Excellence (ORF-RE) garnered considerable media attention, particularly in the regional press. Following this media attention, Minister Duguid agreed to meet with COU. On January 26, Presidents Sheldon Levy and Mamdouh Shoukri met with Minister Duguid, on behalf of COU. At this meeting, Minister Duguid confirmed his support for research excellence in Ontario, and Presidents Levy and Shoukri communicated the importance of maintaining Ontario's investment in research infrastructure, as well as publicly signaling to the research community Ontario's ongoing commitment to research. Minister Duguid also signaled that he is responsible for pulling together a job strategy for the province and expressed a particular interest in programs promoting entrepreneurship on our campuses.

On February 8, George Dixon, Chair of OCUR met with Cory Mulvihill, Senior Policy Advisor – Research to Minister Duguid. Again, the importance of maintaining Ontario's investment in research infrastructure was communicated and Cory Mulvihill reiterated the Minister's interest in entrepreneurship.

OCUR: Harmonization of Research Ethics

Update: The Clinical Trials Stakeholder Association (CTSA) has been transformed into Clinical Trials Ontario (CTO). CTO was established in December 2011 with a Board of Directors appointed in late January 2012. CTO is a not-for-profit organization led and supported by academic, research and industry stakeholders involved in clinical trials in Ontario including OCUR, the Council of Academic Hospitals of Ontario (CAHO), the Council of Ontario Faculties of Medicine (COFM), BIOTECCanada, MEDEC and Rx&D.

CTO will be using three strategic pillars to achieve its goals and objectives:

- Strategic Pillar 1: Improve speed and cost through more efficient ethics review mechanisms for multi-centre studies by reducing the number of necessary research ethics approvals to a single review and harmonizing other common administrative processes and platforms;
- Strategic Pillar 2: Leverage strategic partnerships with investigators, industry, and government to gain access to global decision-makers for clinical trials and to attract clinical trial investment to Ontario based on CTO success; and
- Strategic Pillar 3: Engage patients and the public in recognizing the benefits of clinical trials for their own health, as well as that of their families and society, and to improve patient recruitment through education.

A transfer payment agreement between CTO and MEDl provides multi-year funding for CTO and was finalized in May 2012.

The CTO is currently recruiting a permanent Executive Director who will provide leadership to the CTO and implement the approved Strategic Plan. It is anticipated that the Executive Director will be in place by early autumn 2012.

Background: In an effort to reduce barriers to research, the Ontario Ministry of Health and Long-Term Care (MoHLTC) and university researchers signaled to OCUR an interest in better harmonization of ethics processes among universities. At the same time, the Ministry of Research and Innovation announced its Life Sciences Commercialization Strategy, which identified the research ethics review and contracting processes as potential barriers to industry conducting multi-centre clinical trials in

Ontario. The Strategy identified an investment in a province-wide coordinating infrastructure to streamline administrative processes and ethics reviews across multiple clinical sites in order to increase speed of patient recruitment.

Hence, in July 2011 the CTSA was formed with members from the CAHO, OCUR, COFM, MEDEC, and Rx&D. The CTSA submitted a workplan to MRI.

MRI approved the workplan, and in September 2011, CTSA received funding from MRI to establish CTO and to begin work on the activities that it had identified.

OCUR: Why Research Matters

Update: On May 14, 2012 at the Ontario Centre's of Excellence (OCE) Discovery Conference, OCUR launched the Research Matters campaign. This integrated campaign incorporates a website, public events, media relations, advertising and social media.

The launch event drew about 100 attendees, including nine university researchers from across the province. Speakers were MEDl Minister Brad Duguid, COU Chair Alastair Summerlee and OCUR Chair George Dixon. James Bradshaw of the Globe and Mail was also in attendance.

The campaign will be guided by three major principles:

- *Public accountability and transparency* – Research Matters aims to instill in its audiences a sense of ownership and pride in Ontario university research.
- *Public engagement with research* – Research Matters will help people think about Ontario university research in new ways by showing its impact where they live, work and play.
- *Long-term commitment* – The campaign is a long-term venture, involving sustained efforts to broaden and deepen the public's understanding – and experience – of why research matters.

Research Matters offers a website and regularly-updated blog, plus active social media channels. In addition, staff members are planning a high profile event series that will take place in the 2012-2013 academic year in cities across the province.

In early September, this event series will be announced, in conjunction with an advertising campaign, major media relations push, and other initiatives designed to build relationships with target audiences and media.

Background: In 2010, OCUR identified the need for a new approach to ensure effective delivery of its research message to multiple audiences.

Navigator Ltd., a communication firm, was hired to prepare a report that assessed perceptions of university research and impact. Based on its findings, the report also provided recommendations on potential messaging and strategies that could be used to build awareness and to promote the contribution of Ontario university research.

Over the last year, OCUR has worked with Navigator Ltd., Executive Heads, the Ontario Universities' Public Affairs Council (OUPAC), and research communicators to develop and fine-tune a strategic communications plan. Following message testing through a number of focus groups, Navigator Ltd. provided OCUR with a strategic communications plan, which was endorsed at their meeting in January 2012.

The focus groups confirmed the following core elements of the campaign strategy:

- A focus on the "human" side of research;
- A focus on five target audiences: Academic, Student, Industry, Government, and

Civil Society;

- Messages that respond specifically to the needs and concerns of the target audiences as identified through the focus groups;
- A multi-modal communications strategy that includes the use of social media, print media, earned media; and
- A focus on mobilizing those who are already supportive of research in Ontario.

The campaign messages will focus on the following three core messages:

- We are: Stories about research that is already having an impact on broader society.
- We will: Stories about research that is on the brink of commercialization, will soon affect policy and practice, or is otherwise poised to make an impact.
- We can: Stories about research that is ambitious or aspirational with the potential for long-term benefit to humanity.

OCUR: High Performance Computing (HPC)

Background: HPC is a “supercomputing” system that provides researchers with the processing, storage, networking and visualization power that they require to undertake complex projects and analysis. It is a critical component of Ontario’s research infrastructure that is currently facing significant operational and capital funding pressures.

At its March meeting, OCUR reestablished the OCUR Working Group on HPC. The membership includes: George Dixon (VPR, Waterloo), Paul Young (VPR, Toronto), Steven Liss (VPR, Queen’s), Dan Sinai (AVPR, Western), Abby Goodrum (VPR, Wilfrid Laurier) and Walter Tholen (AVPR, York). Given the focus on HPC governance at the provincial and federal levels, the OCUR Working Group on HPC will be working closely with both levels of government to ensure that the needs of researchers and the sector are considered and that both the provincial and federal strategies are aligned.

Provincial: In March 2012, MEDI presented the findings of its External Working Group on HPC to OCUR. The External Working Group identified challenges related to funding, governance, and strategic planning. As a first step to addressing these challenges, MEDI will be leading the creation of an Interim High Performance and Research Computing (HPRC) umbrella organization, which will be overseen by an Interim Executive Director and an Interim Advisory Board. The Executive Director and the Board will be tasked with developing an HPRC strategy for Ontario as well as providing options for the creation of HPRC Ontario, a legal entity that would oversee HPRC in Ontario.

OCUR worked closely with MEDI to secure \$4 million in one-time operational funding for HPC in the 2011-12 funding year. As part of this commitment the government signaled the need to work together on developing a sustainable plan for HPC in Ontario. In order to operationalize this goal, MEDI established a Stakeholder Working Group on HPC, comprising representatives from MEDI, MTCU, VPs Research representing

SHARCNET, HPCVL and SciNet, the Chair of OCUR’s Provincial Relations Committee, and ORION. MEDI also established an external Working Group comprising industry and HPC experts to provide advice on how to ensure the ongoing viability and sustainability of HPC in Ontario. The findings of the External Working Group were presented to OCUR in March 2012.

Federal: OCUR has been in discussions with federal stakeholders to ensure that HPC and High Performance Networking (HPN) remain an important issue on the federal agenda. In October 2011, OCUR attended the CANARIE user’s forum, and lent their support to CANARIE’s mandate renewal.

In addition to working with CANARIE, OCUR is working with Compute Canada, AUCC, and CFI to raise the profile of HPC in Ottawa. In the Fall of 2011, Compute Canada, on behalf of the seven national HPC consortia, submitted a proposal to a new CFI Major Sciences Initiatives competition, which was announced in December 2010. The competition, totaling \$185 million for operating and maintenance costs, was open to all CFI-funded, large scale research facilities.

In March 2012, CFI released its decisions on MSI competition. In its decision, CFI awarded \$2 million to Compute Canada with the intention that it would be used to create a new entity to oversee HPC at the national level. The remaining \$54 million, which Compute Canada applied for, will be awarded once the new entity has been established and approved by CFI.

Accessibility: EnAbling Change Partnership – Foundational Toolkit (now called “Accessibility Toolkit”)

Background: The EnAbling Change Foundational Toolkit project came to an end in November 2011. However, given the high demand and the ever-expanding scope of the project, resource development and website updates will continue. In addition, as part of the project, Accessibility for Ontarians with Disabilities Act (AODA) Coordinators from across the sector were brought together. A community of practice on accessibility was successfully established through this initiative and a decision was made to deem this group as an official sub-group on the Reference Group on Accessibility.

The AODA became law on June 13, 2005 with a mandate to make Ontario the most accessible province in Canada by the year 2025. This legislation mandated the development of accessibility standards in five areas: customer service, information and communications, built environment, employment and transportation, which have significant implications for Ontario universities. In particular, each university is required to develop a series of policies, practices and guidelines in support of these standards. Recognizing the potentially significant resources that are required at each of our institutions to develop the products and processes needed to ensure compliance, COU and the University of Toronto partnered with the Ministry of Community and Social Services (MCSS) to develop a common toolkit that could be used across the university sector. This common toolkit offers the opportunity to leverage sector-wide resources and expertise in order to reduce duplication of effort at each of our institutions.

In January 2010 a one and a half-year contract was signed between COU and MCSS to develop the toolkit of resources. A project coordinator was hired in June 2010 and the work plan was developed in fall 2010. In September 2010, all AODA Coordinators and Administrators came together for a project working session where participants shared resources, best practices and agreed to work collaboratively with other members, through Working Groups, on the various products that have been developed for the accessible toolkit through Working Groups.

In June 2011, the Accessibility Toolkit was launched through the COU network and can now be found online at: www.cou.on.ca/accessibility. The launch of the Toolkit coincided with the release of the final Integrated Accessibility Standards Regulation, which was enacted into law on July 1, 2011.

Accessibility: EnAbling Change Partnership – Educators Accessibility Resource

Update: The Working Group for the Educators Accessibility Resource met on May 25 to re-affirm the course of action over the summer and establish clear processes for developing the three components of the Educators Accessibility Resource: Compliance, Beyond Compliance and Mental Health. In May a new Project Coordinator was hired. The Project Coordinator is currently engaged in continuing an Environmental Scan of existing resources on accessibility awareness and useful tools for program and course delivery and instruction, developing the workplan for moving forward and engagement with individuals in student services and teaching and learning offices.

Background: In partnership with the University of Guelph, the University of Toronto, and York University, COU applied for and was awarded a third EnAbling Change project to develop a new Educators Accessibility Resource, a toolkit of resources intended to assist faculty in creating accessible learning environments for students and to promote accessibility awareness. Specifically, the project will deliver tools to assist universities in complying with Section 16 of the Integrated Accessibility Standards: Training for Educators, as part of the Accessibility for Ontarians with Disabilities Act (AODA). The Educators Accessibility Resource will also aid in the instruction of students with invisible disabilities, such as mental illness, by increasing mental health awareness and supporting early identification, prevention and support of mental health related invisible disabilities. The official “kick-off” meeting with project partners took place in early November 2011 where further logistical details of the project were established.

Faculty and university administration have signaled concern about translating AODA principles into the classroom and they have indicated that practical, flexible and adaptable resources would greatly assist them in complying with the legislation. The Educators Accessibility Resource, through the development and gathering of resources on accessible instruction and inclusive course design, is intended to assist faculty in creating accessible learning environments for students.

Accessibility: Innovative Designs for Accessibility (IDeA) Student Competition

Update: On May 3, 2012, an IDeA selection panel was convened to choose the top three finalists in the IDeA student competition for 2012. On May 15, 2012, an event was held at the OCE Discovery Conference at which the Honourable John Milloy, Minister of Community and Social Services, announced the winners from a final selection of eight teams. The event was well attended, with more than 100 guests, including Ministry officials, university representatives, members of the broader public sector and conference participants.

The top three winners were as follows:

- First place: Accessible Tandem Cycling was designed to provide an accessible cycling experience for users with various needs as well as their support persons. Submitted by Will McDonald at Carleton University.
- Second place: NÜ VIÜ (pronounced: ‘New View’) is an indoor navigation system enabling independence and convenience for people with low vision. Submitted by Kevin Spencer at Carleton University.
- Third place: Everybody Hurts Campaign is intended to promote empathy in order to break down the attitudinal barriers that exist for people living with mental illness. Submitted by Hilary Tyler at Brock University.

In addition to the announcement of the top 3 winners, the top 8 overall finalists were invited to showcase their submissions in the COU booth at the Discovery Conference. More information can be found at: www.cou.on.ca/IDeA . Work is now underway to review the inaugural competition and to incorporate feedback into the planning for the second year of the competition. It is anticipated that the second competition will launch in September 2012.

Background: The Reference Group on Accessibility proposed the idea of a student competition on accessible innovative designs to encourage accessibility in the early PSE education of students in engineering and design. As a result, COU, in partnership with Western University, developed a proposal for consideration by the Ontario government. This competition is a pilot project aimed at encouraging Ontario’s engineering and design students, as well as others, to develop innovative, cost-effective, and practical solutions to accessibility-related issues in the community.

Working in teams, the students are encouraged to collaborate with industry, government and community

partners (including members of the disability community) to identify an accessibility-related issue, to develop a plan to address the issue, and to implement a solution, with input and guidance from academic and industry experts.

Accessibility: Integrated Accessibility Regulation

Background: On July 1, 2011, the Integrated Accessibility Standards Regulation (IASR) was enacted into law. Compliance dates of this Regulation are staggered and allow for a gradual implementation over several years. Implementation dates can be found on the Accessibility Toolkit website: www.cou.on.ca/accessibility.

In September 2010, the Ministry of Community and Social Services (MCSS) released the first draft of the Integrated Accessibility Regulation (IAR) for public review and comment. This new proposed Regulation combined the Accessible Information and Communications Standard, Accessible Employment Standard and the Accessible Transportation Standard into a single Regulation. As has been the practice with other Standards, COU requested comment from our sector and developed a document that consolidated this feedback for government.

In February 2011, MCSS released its final draft of the IAR for a forty five day public review period. Similar to the previous draft of this standard, COU requested comments from our member institutions and developed a document that consolidated our sectors feedback for government. Additionally, COU will continue to work with MCSS's Accessibility Directorate of Ontario (ADO) to ensure that university concerns related to the proposed Regulation are addressed.

Mental Health: Ministry Funding for Improving Mental Health Supports

Background: In February 2012, the sector learned that the recommendations made for direct support were rejected by the Minister, who would like to see the funds used for a more innovative purpose. Since then, MTCU has signaled that they will participate in the Ontario government's Mental Health and Addictions Strategy through the development of a postsecondary hotline service that will link to existing hotline services that serve the general population.

MTCU has committed to providing further detail on this proposal and to working with sector stakeholders to ensure an effective approach in setting up the hotline services.

On June 22, 2011, the Ontario government released its *Comprehensive Mental Health and Addictions Strategy*. In its strategy news release, *Improving Mental Health Supports for Ontario Kids and Families*, the Ministries of Health and Long-Term Care, Education, and Children and Youth Services, committed to "helping more than 16,000 youth transitioning from secondary to postsecondary school by adding more mental health workers on campuses in colleges and universities."

As part of this commitment, COU and Colleges Ontario were asked to provide input into the type of funding that would be most useful. COU asked that institutions be allowed to use the funding for direct support, case management, or training. It also asked that the funding be made flexible enough for each institution to be able to allocate it in the way that makes most sense for its students.

Mental Health: Joint Sector Mental Health Conference

Update: On May 17, 2012, COU, Colleges Ontario, the Ontario Undergraduate Student Alliance (OUSA) and the College Student Alliance (CSA) hosted a successful conference on mental health. The conference was attended by over 260 individuals from across the post-secondary education sector, as well as government policy makers. The conference proceedings can be found at www.focusonmentalhealth.ca.

The Conference explored new ideas for creating healthy campuses and spaces to support students

with mental-health challenges. Its keynote speakers were Valerie and Catherine Pringle, the Hon. Michael Wilson, Dr. David Goldblum, and Jonny Morris.

The conference also featured the following six concurrent breakout sessions:

- The Student experience;
- Building a healthy workplace;
- Health and wellness: proactive approaches;
- Eliminating stigma and removing barriers to access;
- Creating communities of practice; and
- Leading change: one institution's experience.

The conference closed with an arm-chair discussion with senior sector leaders and focused on the topic "Where do we go from here." Dr. Daniel Woolf, Principal and Vice- Chancellor, Queen's University, represented the university sector on this panel.

Aboriginal Self-Identification Project

Update: The project has three key phases of work: exploratory, community engagement, and development of the final report. The following provides an update on COU's activity in each area.

- **Exploratory:** An environmental scan of current self-identification practices at COU member institutions has been undertaken. Over the summer, this scan will be refined and include a review of practices outside the Ontario university system including colleges, the K-12 sector, provincial and international perspectives, and Aboriginal learning institutes.
- **Community Engagement:** COU has developed engagement strategies with members of both the university and Aboriginal communities. These engagement strategies are currently both underway, and will continue to be implemented through the summer and fall of 2012. Collaboration with Colleges Ontario Aboriginal Self-Identification Project is being discussed with stakeholders.
- **Development of Final Report:** A high level outline of the final report has been drafted and content will be developed as each phase of the project is completed.

Background: In February 2011, as a part of its commitment to forge a stronger, more positive relationship with Ontario's Aboriginal learners, MTCU released the *Aboriginal Postsecondary Education and Training (PSET) Policy Framework* for Aboriginal learners' that builds on the Aboriginal Education Strategy for the K-12 system, which was released in 2007.

In order to monitor the effectiveness of the strategic directions of this policy framework, the Ministry of Education signaled its intent to develop a targeted Postsecondary Education Performance Measures Strategy. In particular, the Ministry of Education has indicated that student self-identification policies will be developed, analyzed and evaluated in partnership with Aboriginal communities and organizations.

In the spring of 2011, MTCU provided COU with funding to undertake an Aboriginal self- identification project that will result in the following:

1. a proposed common self-identification mechanism;
2. a report concerning universities' support for the approach; and
3. the development of communications tools to be used by university administrators in building broader Aboriginal student awareness of, comfort with, and participation in self-identification exercises.

To oversee the work related to this initiative, COU established a Working Group on Aboriginal Self-Identification. This Working Group is composed of members of the Council on University Planning and Analysis (CUPA) and of the COU Reference Group on Aboriginal Education.

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).

Background: In January 2012, COU provided advice on the development of an RFP to the Aboriginal Education Office within MTCU. The Ministry launched the RFP process in April 2012. The competition closing date is August 3, 2012.

In 2010, the Ontario Government released its *Aboriginal and Postsecondary Education and Training Policy Framework*. The idea of developing a targeted public administration program that responds to the need to train and foster a new generation of Aboriginal public administrators was raised during the Ministry's consultations related to the development of this Framework. It was further noted that this program would need to be anchored in both mainstream and Indigenous governance models, practices, and worldviews.

MTCU asked COU to develop advice on an RFP to create an Indigenous Masters of Public Administration in Ontario. COU engaged Dennis Mock, former President of Nipissing University, to work with it on this project.

Over the fall of 2011, COU contacted the Deans and Directors of Masters of Public Administration/Public Policy Schools and Programs at Ontario institutions to ensure that they were aware of this initiative and to discuss the development of the RFP. Simultaneous outreach also took place with key Aboriginal leaders and organizations to build a better understanding of the needs of the community.

Primary Health Care Nurse Practitioner Consortium (PHCNP)

PHCNP Provincial Office Initiatives

Background: The PHCNP office is moving forward on the following initiatives: securing MOHLTC funding; reaching our enrollment target of 200 students; consortium-wide standardization of roles and quality assurance processes; and building on strategic partnerships.

COUPN Awards Ceremony

Update: The Council of Ontario University Programs in Nursing (COUPN) held its fifth annual COUPN Awards Ceremony on Wednesday April 25, 2012 in downtown Toronto. The awards are presented each year to celebrate Ontario nursing faculty, students, and health program partners who demonstrate excellence in university nursing education and research. This year's recipients were:

- **Agency Recognition Award:** Lakeridge Health Corporation
- **Doctoral Dissertation Award:** Kim Widger, University of Toronto
- **Award for Excellence in Collaborative Education:** Kathy Cummings, University of Ontario Institute of Technology
- **Excellence in Professional Nursing Practice at the Undergraduate Student Level Award, Compressed Program:** Aleshia Denny, Western University
- **Excellence in Professional Nursing Practice at the Undergraduate Student Level Award, 4 Year BScN Program:** Sarah Haliburton, McMaster University

- **Excellence in Teaching Award:** Jacqueline Choiniere, York University
- **Preceptor Recognition Award:** Vivian Recollet, Native Men's Residence

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*.

Update: In the past month, on behalf of COFM, Dr. Carol Herbert conducted six interviews with key stakeholders interested in the negotiations between the Ministry of Health and Long-Term Care (MoHLTC) and the Ontario Medical Association (OMA). The purpose of these consultations was to advise stakeholders of COFM's interest in the negotiations and to offer the Deans' expertise and resources to assist in the discussion of proposed solutions that might have an impact on the funding or delivery of academic medicine.

As part of the discussions, COFM has emphasized to both the MoHLTC and the OMA that the alternate funding plan (AFP) funding continues to be extremely important to achieve its goals, and has resulted in stability in the recruitment and retention of physicians in the Academic Health Science Centres (AHSC).

Background: On January 17, 2012, COFM Deans met with the Deputies of Health and Long-Term Care and Training, Colleges and Universities, where they discussed the COFM Accountability Framework for Medical Education, COFM's interests in the upcoming OMA negotiations and the future of medical education.

COFM presented its position on Accountability for Medical Education, including the development of Deliverables for Academic Medicine to the Chairs and Administrators for the Academic Health Science Centres Alternate Funding Plans on November 18, 2011, and the Ontario Medical Association Negotiations Committee on November 25, 2011.

On November 9, 2011, COFM submitted their paper *Towards a Comprehensive Accountability Framework for the Funding and Delivery of Medical Education in Ontario* to the Deputy Minister of Health and Long-Term Care. The paper includes recommendations that will strengthen partnerships and improve accountability for scarce government resources dedicated to academic medicine. This document will also assist in informing the discussions regarding accountability for medical education funding in the context of the upcoming negotiations with the OMA.

Medical Education Funding

The 2012 Ontario Budget included an addendum that indicated a reduction in the clinical education budget for postgraduate medicine of \$13.5M in 2012-13, \$14.2M in 2013-14, growing to \$15M in 2014-15.

Update: MoHLTC has provided high level briefings to the COFM Deans and the PG Deans on the nature of the cuts to the clinical education budget. Three areas are targeted for savings:

- Supplementary funding for International Medical Graduates (IMGs) will be reduced from \$20,000 to \$10,000 per IMG per year.
- Funding for indirect teaching costs for community preceptors will be eliminated.
- Hospital Operating Cost (HOC) and Hospital Academic Cost (HAC) will be frozen at 2011-12

levels.

Each school is doing its own risk analysis of the budget reductions, and impact on clinical program delivery. COU and faculties of medicine are working with MoHLTC to identify flexibility in other operational areas to off-set impact of budget reductions. Transfer Payment Agreements will be amended to reflect reductions and any flexibility clauses.

Medical Trainee Days Data

In 2010, the Ministry of Health and Long-Term Care (MoHLTC) issued new standards for the collection and reporting of Medical Trainee Days (MTD) data.

Update: The MTD data standards were developed to ensure accuracy and increase quality in the final product. Both the Council of Academic Hospitals of Ontario (CAHO) and COFM expressed serious concerns with the level of granularity of detail required by the new standards and the inefficiencies involved in collecting the data.

Given that that Faculties of Medicine are responsible for placing learners in training sites, and hospitals rely on accurate MTD data in securing appropriate funding to support clinical learning environments, both have a vested interest in ensuring there is rigor to the data quality.

To resolve the issues identified, COFM Deans, CAHO and the MoHLTC established a working group in September 2010 to review concerns surrounding data quality and advise the Deans of Medicine and the MoHLTC with recommendations to change the process.

Key recommendations coming out of the working group are:

- Universities will provide the hospitals with the initial source data for MTDs;
- MTD source data will be based on the curriculum for each category of learner, and an algorithm will be used to translate rotations into MTDs;
- Hospitals will validate the data and provide the reports to the Ministry.

As a result of this collaborative work, all the six Faculties of Medicine are implementing MTD pilots with their hospitals.

Approval is needed from MoHLTC to proceed to full implementation of the MTD data collection and reporting initiative.



EXECUTIVE COMMITTEE

Report to Senate at its Meeting of June 28, 2012

FOR ACTION

1. **Nominations for Election to Senate Committees and Other Senate Positions**

Senate Executive recommends the following candidates for nomination to a Senate Committee (non-designated seat) for three-year terms beginning July 1, 2012 and ending June 30, 2015 except where indicated.

The recommendations include the extension for two months only of two members of the Appeals Committee. SAC requested these extensions so as to permit the members to participate to the conclusion of an appeal now before the Committee that has taken longer than expected and will likely carry over into July. This will not take the membership of SAC over its maximum: there is one unfilled vacancy, and the membership of one individual elected to serve on the Committee in May will be delayed until these extensions have ended.

Nominations for Tenure and Promotions Appeals may also be accepted from the floor of the Senate if the nominee has consented and is available for the published meeting time of the committee. Nominators are asked to report prospective nominees to the Secretary prior to the start of the meeting in order to determine their eligibility. Final approval for the slate of nominees is given by Senate on a motion "that nominations be closed" as moved by the Vice-Chair of Senate.

Tenure and Promotions Appeals (1 Vacancy; full time faculty member; three-year term) *(Meets at the call of the Chair)*

Mary Jane Mossman, Professor, Osgoode

Appeals (two-month extensions of members currently serving)

Logan Donaldson, Professor, Biology, Science and Engineering
Anestis Toptsis, Associate Professor, Computer Science and Engineering, Science and Engineering

2. **Senate and ASCP Membership for the Vice-Provost Students**

Senate Executive recommends:

that the membership of Senate and the Academic Standards, Curriculum and

Pedagogy Committee include the Vice-Provost Students effective July 1, 2012.

The Provost proposed that the Senate seat currently held by the Vice-President Students be assigned to the position of Vice-Provost Students (along with membership on Academic Standards, Curriculum and Pedagogy). Vice-Presidents are *ex officio* members of Senate pursuant to the *York Act*. Senate rules provide for “other members” such as the Vice-Provost Academic. Senate Executive agrees with the Provost that the incumbent of the new position will have similar responsibilities to those of the Vice-President Students. This allocation would not change the number of Senators (or the number of members of Academic Standards, Curriculum and Pedagogy, on which the Vice-President Students now serves).

FOR INFORMATION

1. Election Results

Professor Paul Axelrod of the Faculty of Education has been elected by Senators to serve as the Academic Colleague to the Council of Ontario Universities for a two-year terms

2. Remaining Vacancies on Senate Committees

Senate Executive continues to seek nominees for the positions listed below.

Academic Standards, Curriculum and Pedagogy	2 full-time faculty members
Academic Standards, Curriculum and Pedagogy	1 contract faculty member
Appeals	1 full-time faculty member

3. Summer Authority

In accordance with Senate rules as amended in October 2006, Senate Executive affirms that

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

4. Approval of Senate Committee Members

Senate Executive has approved the membership of the individuals listed below on Faculty-designated committees with terms beginning July 1, 2012 and ending June 30, 2015, except where indicated.

Academic Policy, Planning and Research Committee

Environmental Studies: Anders Sandberg, Professor
Health: Parissa Safai, Associate Professor, Kinesiology and Health Science
Osgoode: Janet Walker, Professor
Schulich: Ric Irving, Associate Professor (six-month extension to December 31)

Executive

Glendon: Marie-Hélène Larochelle, Associate Professor, études françaises
Osgoode: Sonia Lawrence, Associate Professor

Honorary Degrees and Ceremonials (Executive Sub-Committee)

Health: Jennifer Steeves, Associate Professor, Psychology
Glendon: Igor Djordjevic, Associate Professor, English

5. New Edition of the Senate Handbook

Senate rules require that the Senate Handbook is published in print form every three years. The Handbook was last published in 2009, and this year's edition needs to include a series of changes to committee membership approved by Senate in April 2010 and to reflect current titles of ex officio members. The Committee has reviewed and approved the text incorporated into the document. Senate Executive understands that a further change will be necessary if Senate approves action item 2, above.

6. Approval of Minor Edited Policies, Procedures, Guidelines and Regulations

Senate Executive has approved minor changes to four documents accessed from the searchable "policies, procedures and regulations" pages of the Senate Website.

Earlier this year, the University Secretariat re-launched its Website. As a result, the policies and procedures section has been re-organized and expanded. A complementary initiative involves the addition of a number of regulations that have not previously been accessible from the Website, and the editing of documents that are already online. Some of the editing goes beyond minor changes, and substantially revisions will require review by the appropriate committee before they are reposted. In other instances, the changes are minor in nature and will be approved and reported by the Executive Committee.

Changes in the batch approved by Senate Executive this month include:

- identification of the current committee that has responsibility for a policy or procedure
- identification of office holders by their current title
- application of a standard format for titles
- usage of terms that reflect current practice (eg, *program* not *programme*)

The Secretariat will submit additional policies, procedures and regulations to Senate Executive in batches as they are edited.

6. Senate in 2011-2012

A consolidated report on actions taken by Senate in 2011-2012 is attached as Appendix B.

7. Senate Committee Priorities: Progress Report

Senate committees established priorities for 2011-2012, and have reported on the progress they made in achieving them.

Documentation is attached as Appendix C.

8. Senate Attendance in 2011-2012

In 2005, the size of Senate was reduced from approximately 220 to a range of 155-160. At the same time, Senate approved other membership rules such as notifying Councils when Senators who have missed three consecutive meetings. Senate Executive has kept close watch on patterns of attendance since the changes were adopted, and the attendance record for the past year is appended.

Documentation is attached as Appendix D.

9. Working Group on External Partnerships

The Chair confirmed that the working group has held its first meeting. The University Secretary provided an overview of the legislative framework at the meeting. The Committee also commissioned comparative research, developed a preliminary list of invitees, and agreed on a broad consultation process.

10. Thanks to Retiring Members

Continuing members and staff of the University Secretariat wish to record their sincere gratitude to members of Senate Executive whose terms end on June 30: Georges Bérubé, George Turlakis, Christine Oliver, Maria Deamude (who has graduated from the Faculties of Education and Fine Arts), Carolyn Hibbs. We thank them for their service to Senate and the Committee, and wish them the best in all of their future endeavours.

William van Wijngaarden, Chair

Appendix A / Senate Executive Report

TO : Senate Executive Committee
FROM: Patrick Monahan, Provost
DATE : May 25, 2012
RE : Senate Seat for Vice-Provost Students

Dear colleagues:

As you know, as of July 1, 2012, the position of Vice-President Students will be renamed Vice-Provost Students. Prior to undertaking a search for a successor to Rob Tiffin, who currently holds the position of Vice-President Students, we carried out a review of similar positions with responsibility for student service portfolios at universities across Canada, and determined that this portfolio is generally led by a Vice-Provost, reporting to the Provost, rather than by a Vice-President. As a result, the just-completed search was for a Vice-Provost Students, to lead the student services portfolio, reporting to the Provost. This change in title also highlights the centrality of student interests, including student engagement and success, to the academic priorities of the University.

As a result of this change of title, however, this position will no longer carry with it an *ex officio* vice-presidential seat on Senate. It is clearly of great importance that the holder of this position continue to be a contributor to and participant in Senate deliberations as a voting member. I am therefore writing to request that the position of Vice-Provost Students be allocated a seat on Senate, and that any ex-officio positions previously associated with the position of Vice-President Students on Senate committees also be transferred to this position.

Appendix B / Senate Executive Report

Senate and Senate Committees Year End Review 2011-2012

The Senate of York University was presided over by Professor Susan Dimock until December 31, 2011 at which time her successor, Professor William van Wijngaarden, assumed the Chair. Professor Roxanne Mykitiuk became the Vice-Chair of Senate on January 1, 2012. Senate met on nine occasions between September 2011 and June 2012, when its 586th meeting convened. All Senate committees identify priorities for the year and provide progress and year-end reports on progress. They also undertake activities that may not be fully reflected in this summary. Information about items referenced in this report can be accessed from the online meeting synopses and minutes of Senate or obtained by contacting the University Secretariat.

New Units Established

The Lassonde School of Engineering (APPRC recommendation, May; Board of Governors approval pending)

Glendon Language Training Centre for Studies in French / Centre de formation linguistique de Glendon pour les Études en français at Glendon (APPRC recommendation, September)

Senate and Faculty Policies

Leave of Absence Policy, Certain Programs in Nursing, Health (ASCP, November)

Length of Completion Policy, Certain Programs in Nursing, Health (ASCP, November)

Senate Policy on Organized Research Units (replacement; APPRC recommendation, March)

Senate Policy on the Granting of Degrees, Certificates and Diplomas (new; Executive recommendation, April)

Major Vice-Presidential Reports

- Vice-President Academic and Provost on PRASE, Appointments, Complement and Enrolment Planning / Measures of Institutional Quality / Academic Planning Progress and Priorities / (September, October, May)
- Vice-President Research and Innovation on Research Performance and Strategies (November) and Strategic Research Plan (April)
- Vice-President Students on Enrolments Preliminary Enrolment and Application Data" (September, February)
- Vice-Provost Academic on Quality Assurance at York (September) and Budget Modeling Recommendation (May)
- Associate Vice-President Research and Innovation on External Review of ORU Landscape (May)
- Vice-President Finance and Administration on the Budget Context for Academic Planning (October / June)

Regular Reports

President Shoukri

Senate Members on the Board of Governors on meetings of the Board
Academic Colleague to the Council of Ontario Universities on COU Issues Updates

Annual Reports from Senate Committees

Appeals and Petitions (Appeals, October)
Tenure and Promotions (Tenure and Promotions, October)
Non-Degree Studies (APPRC and ASCP, June)
Animal Care Sub-Committee, the Advisory Committee on Biological Safety, and the Human Participants Review Committee (via APPRC, June)
Additions and Extensions to the Pool of Honorary Degree Recipients (Periodic)
Sessional Dates for 2010-2011 (ASCP, October) and Winter Term 2013 Start Date (ASCP, January)
Distinguished Research Professors (Awards, May)
University Professors (Awards, May)
New Scholarships and Bursaries (Awards, May)
Allocations of Graduate Scholarship and Bursaries Awards, (May)
Allocations of Undergraduate Scholarship and Bursaries Awards, (May)
President's University-Wide Teaching Awards Recipients (Awards, May)
Senate Attendance (Executive, June, pending)
Academic Planning Discussions (APPRC, May)
Prestigious Awards for Graduating Students (Awards, June)

New Degrees / Degree Types Changes

Change in Degree Type, School of Translation, Glendon (ASCP, March)
Establishment of the Degree of Master of Conferencing Interpreting – MCI (ASCP, April)

Academic Program Establishment

Master of Conference Interpreting (ASCP, March, April)
Electrical Engineering (ASCP, April)
York-Ryerson Dual Credential Program BEd Primary/Junior – Early Childhood Education (ASCP, May)

Undergraduate Certificates (New)

Certificate in Sustainable Energy (ASCP, November)
Professional Certificate in Financial Planning (ASCP, April)
Professional Certificate in Investment Management (ASCP, April)

Graduate Diplomas (New)

Graduate Program in Conference Interpreting (ASCP, March)
Graduate Diploma (Type 1) in General Interpreting (ASCP, March)
Language, Literacy and Education – Type 2 and Type 3 (ASCP, April)

Academic Unit Name Changes

Department of Visual Arts to the Department of Visual Art and Art History (APPRC, April)
School of Women's Studies to the School of Gender, Sexuality and Women's Studies (APPRC,

January)

Academic Unit Transfers

Professional Writing from the Department of English to the Department of Writing, LA&PS (APPRC, November)

Program in Social Science from Equity Studies to the Department of Social Science, LA&PS (APPRC, November)

Modes of Reasoning from Humanities to Philosophy, LA&PS (APPRC, January)

Academic Program Name Changes

Women's Studies to Gender and Women's Studies (ASCP, January)

Race, Ethnicity and Indigeneity to Multicultural and Indigenous Studies (ASCP, February)

Academic Program: New Streams, Options, Fields and Specializations

India Program Option, MBA (ASCP, May)

Creation of New Fields, Master of Finance (ASCP, May)

Program, Diploma and Certificate Closures

90-credit Bachelor of Public Administration Degree, LA&PS (ASCP, February)

Certificate of Proficiency in Russian Language, Languages, Literatures and Linguistics, LA&PS (ASCP, February)

New Rubrics

INTE – Graduate courses in Master of Conference Interpreting (ASCP, May)

FSL – Undergraduate courses in the Glendon Centre for Studies in French, (ASCP, January)

GFWS – Graduate courses in Gender, Feminist and Women's Studies

Changes in Admissions Regulations

MBA, Additional Advanced Standing Option (ASCP, April)

Change to Admission Requirements, PhD in Environmental Studies (ASCP, April)

Changes in Degree Requirements

During the year the Academic Standards, Curriculum and Pedagogy Committee sought Senate approval or reported its own approval of amendments to the requirements for the following:

BASc Language Proficiency Score Requirements (November)

MA and PhD Programs, Psychology, Graduate Studies (November)

Master of Social Work Graduate Studies (November)

Biology, Science and Engineering (November)

Italian Studies, Liberal Art and Professional Studies (November)

Space Engineering, Science and Engineering (November)

Environmental Biology, Science and Engineering (November)

MA program in Sociology, FGS (January)

PhD in Philosophy (January)
 Kinesiology & Health Science / Psychology (Health) (January) arising from pan-University degree structures
 Philosophy (Glendon) arising from pan-University degree structures
 Film, Music and Theatre all Faculty of Fine Arts) arising from a pan-University BA degree structures
 Specialized Honours BA program in Cognitive Science,
 Honours Double Major Interdisciplinary / Honours Minor BA, Latin American and Caribbean Studies (January)
 Visual Arts (January)
 Specialized Honours BA program in Psychology (January)
 BA Programs in Anthropology, LA&PS (ASCP, February)
 BA Programs in Communication Studies, Communication Studies, LA&PS (ASCP, February)
 BA Programs in German Studies, Languages, Literatures and Linguistics, LA&PS (ASCP, February)
 BA Programs in Religious Studies, Humanities, LA&PS (ASCP, February)
 BA Programs in Race, Ethnicity and Indigeneity, Equity Studies, LA&PS (ASCP, February)
 BA and BSc Programs in Applied Mathematics, Mathematics & Statistics, Science & Engineering (ASCP, February)
 BSc Programs in Computational Mathematics, Mathematics & Statistics, Science & Engineering (ASCP, February)
 BA and BSc Programs in Mathematics, Mathematics & Statistics, Science & Engineering (ASCP, February)
 BA Programs in Math for Commerce, Mathematics & Statistics, Science & Engineering (ASCP, February)
 BA and BSc Programs in Statistics, Mathematics & Statistics, Science & Engineering (ASCP, February)
 Certificate in Professional Writing, French Studies, Glendon (ASCP, February)
 Linguistics and Language Studies, Linguistics and Language Studies, Glendon (ASCP, February)
 All BSc programs arising from the pan-University Degree Structure for the Bachelor of Science (February)
 BAS, Accounting and Marketing Streams (February)
 BA, International Development Studies (February)
 Business & Society (February)
 Jewish Studies (February)
 Children's Studies (February)
 Latin American and Caribbean Studies (February)
 Culture and Expression (February)
 Law & Society (February)
 Criminology (February)
 Social & Political Thought, (February)
 European Studies (February)
 South Asian Studies (February)
 English (February)
 Professional Certificate in Accounting (February)
 Geography (February)
 Professional Certificate in Marketing (February)
 Human Rights & Equity Studies (February)
 Urban Studies (February)
 Work & Labour Studies (February)
 Honours and Major/Minor BA and BSc (February)
 Specialized Honours BSc program in Biology, the Biomedical Science Stream (February)

Earth and Atmospheric Science (February)
Graduate Diploma in Financial Engineering (March)
MA in Humanities (April)
MA and PhD in Theatre (April)
Master of Education (May)
Graduate Programs in Theatre (May)

Research Centre Initiatives

External Review of the ORU Landscape (reported by APPRC, May)
Development of Templates for Annual Reporting by ORUs (reported by APPRC, May)

Research-Related Policies and Structures

Changes to the Travel Grants form (APPRC, November)
New name for the Advisory Committee on Biological Safety (APPRC, May)
Addition of the VPRI and APPRC Member Nominated by ORU Directors to ORU Sub-Committee (APPRC, May)

Working Groups Established

Working Group on External Partnerships (Executive, April)

Planning Reports

Dean of Science and Engineering on Planning for Engineering (APPRC auspices, November)
Faculty and University Library Planning (APPRC, April)

Amendments to Faculty Council Rules and Procedures

Senate Executive reported that it had reviewed changes to the rules and procedures of the following Faculty Councils:

Health (November)
Environmental Studies (June)

Executive Committee Meetings with Others

The Executive Committee held two joint meetings with the Executive Committee of the Board of Governors in November.. The Chair, Vice-Chair and University Secretariat staff met with Senate Committee Chairs (November, May)

Appendix C / Senate Executive Report

Senate Committee Priorities 2011-2012: Status Report

Academic Policy, Planning and Research

- implementation of the University Academic Plan 2010-2015, including reports from Vice-Presidents and engagement with the Deans / Principal / Librarian and others, taking into account the Provost's priorities for the year and Provostial White Paper objectives **(Completed and new items identified)**
- approval of amendments to the Senate Policy, Guidelines and Procedures on the Chartering and Renewal of Research Centres and Institutes **Complete**
- advising academic administrators and Faculties on matters related to broad planning frameworks and to the establishment or transformation of academic units (eg, Engineering) **Near completion with the establishment of the Lassonde School of Engineering, Centre for FSL; work plan for Engineering-related proposals completed**
- consideration of issues associated with planning for graduate studies, and actions that may be necessary **Discussion with Dean Hutchinson and referenced in May 2012 Report to Senate on Planning**
- pan-University Strategic Research Plan (new) **(Advised VPRI on first phase of consultations, membership of advisory committee; VPRI-led exercise to unfold in 2012-2013 with participation by APPRC and approval by Senate in the Winter of 2013)**

Unanticipated items: **York-CIGI collaborative proposal**

Academic Standards, Curriculum and Pedagogy

- review of curriculum, academic standards proposals – **Ongoing, no backlog**
- establishment of common academic regulations for the BSc degree (Health and FSE) - **Meeting 22 May with FSE and HH to finalize the legislation**
- call for and review of degree and undergraduate program learning expectations – **Call issued to all academic units October 2011; deadline for submissions extended to September 2012;**
- establishment of a First-Year Leniency Policy and revised Grading Scheme & Feedback Policy - **JSAIA to confirm a First-Year Leniency proposal in June; to ASCP in September if Faculties concur, jointly with completed revisions to Grading Scheme policy.**
- review of Faculty grades distribution standards and processes - **Communication sent to Faculties in April advising of new annual report to ASCP on anomalous grade profiles.**
- Senate Policy on Student Evaluation of Teaching: Revise to incorporate ability to make results accessible to students - **taking steps to introduce the option of having a standardized set of questions on all undergraduate teaching evaluations, the numerical results of which will be made available to students; designing the**

core set of questions with ISR; to ASCP in autumn

Appeals

- First-Year Forgiveness/Petitions Process Review (with Academic Standards, Curriculum and Pedagogy) – **see above in ASCP summary**

Awards

- ongoing discussions on alignment of awards programs with University Academic Plan 2010-2015 (and Provostial White Paper) objectives **Ongoing**
- solicitation and adjudication of University-Wide Teaching Awards **Complete**
- solicitation and adjudication of University Professorships **Complete**

Executive

- policy on degrees and certificates in extraordinary circumstances (in conjunction with Academic Standards, Curriculum and Pedagogy and in consultation with others) **Complete**
- Equity Sub-Committee review of student reports **Complete**
- liaison with Board Executive, Senate committee chairs **Complete**

Other items: Establish Working Group on External Partnerships; special meeting to consider academic implications of a possible CUPE labour disruption

Honorary Degrees and Ceremonials

- Increase the number of women candidates in the pool of prospective candidates **Successful**

Tenure and Promotions

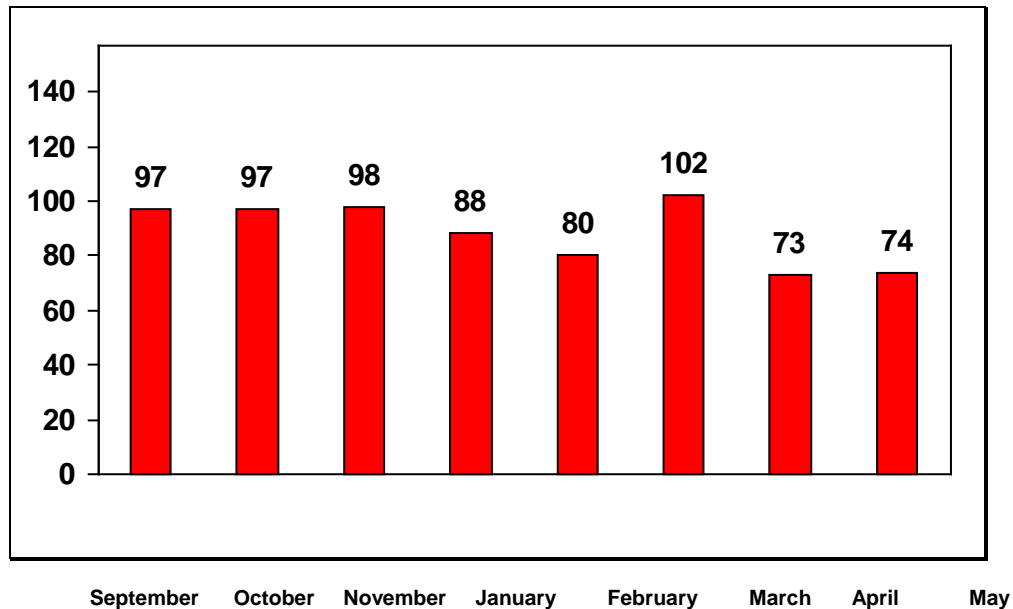
- Files and unit standards **Complete / in progress**
- Improve reporting to Senate to include Faculty-based Senate Review Committees reports **Initial stage complete**

Joint Sub-Committee on Quality Assurance

- Establish new name **Complete**
- Update and reconcile protocols with Senate policy **Complete**
- Outreach to Faculties and Councils **Complete**
- Conduct retrospective **June**

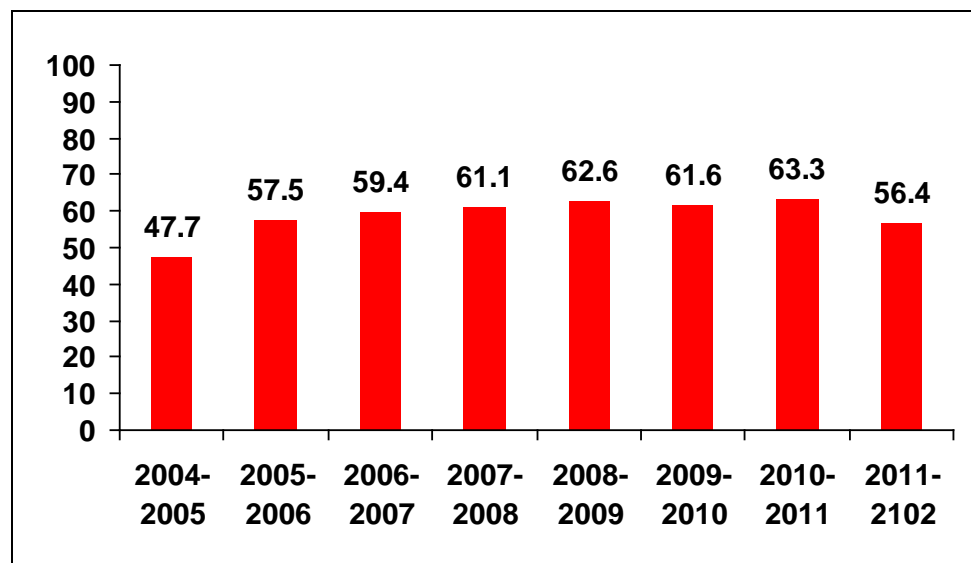
Appendix D / Senate Executive Report

**Senate Attendance in 2011-2012
by Number of Attendees and Meeting Date
(n = 157)**



Notes: Totals do not include Chancellor and members of the Board of Governors.

**Senate Attendance
2004-2005 to 2011-2012
by Year and Percentage of Attendees, September – May Meetings**



**Senate Attendance 2009-2010 to 2011-2012
by Category of Membership and Percentage**

Membership Category	2009-2010	2010-2011	2011-2012
All Faculty Members (95)	63.8	61.4	60.4
Education (4)	68.8	82.1	69.0
Environmental Studies (4)	68.8	53.6	69.0
Fine Arts (8)	46.0	53.6	36.0
Glendon (8)	40.6	66.1	47.0
Health (10)	57.5	67.1	76.2
Liberal Arts and Professional Studies (40)	72.5	61.4	63.1
Osgoode (4)	46.9	92.9	47.0
Schulich (6)	60.4	64.3	56.2
Science and Engineering (11)	71.6	68.8	62.5
Librarians (2)	43.8	64.3	88.0
President / Vice-Presidents (6)	70.8	78.8	77.0
Deans / Principal / Librarian (11)	55.7	57.1	41.0
Students (26)	61.0	53.4	36.0
Committee Chairs (5)	50.0	42.9	50.0
Other Members (12)	68.3	56.3	70.8
Percentage Attendance	61.6	63.3	56.4

SENATE COMMITTEE ON AWARDS

Report to Senate at its meeting of 28 June 2012

FOR INFORMATION

1. Prestigious Awards for Graduating Students

i. Governor-General's Gold Medals

The Committee is pleased to announce that **Ms Jacinta Reddigan**, Graduate Program in Kinesiology and Health Science (MSc) and **Dr, Mandeep Pinky Gaidhu**, Graduate Program in Kinesiology and Health Science (Doctoral), have been selected to receive the Governor General's Gold Medals for 2011-2012. The Gold Medal is awarded to two students who have demonstrated the highest distinction in scholarship in graduate studies at the University.

Dr. Gaidhu's examining committee considered her dissertation, *The role of MAP-Kinase in regulating and remodeling adipocyte metabolism*, to be superbly prepared and accepted it without revision. Those who wrote to the file noted the importance of her work in developing new therapeutic strategies for obesity. She also has an impressive record of publication, with 17 papers, eight of them first-authored, and the quality of the work has attracted numerous prestigious awards and prizes. These include York's top prizes for Master's thesis and doctoral dissertation as well as significant funding from the Canadian Institutes of Health Research and the Canadian Diabetes Association. Dr. Gaidhu is currently studying medicine at the University of Toronto.

Those nominating Ms Reddigan noted that not only has she excelled in the MSc program in Kinesiology and Health Science, she also has three papers from her thesis work already published in refereed journals. This work is being cited and has made novel and important contributions to the diagnosis and management of chronic diseases such as diabetes and cardiovascular disease. Ms Reddigan is currently a Research Assistant at the Medical Education Scholarship Centre – Department of Medicine, Memorial University in St. John's, Newfoundland.

ii. Governor-General's Silver Medals

The Committee is pleased to announce that Michael Chrobok, Faculty of Liberal Arts and Professional Studies, Double Major Bachelor of Arts with Honours (Geography & Political Science); Hiam Kogiashvili-Amir, Faculty of Liberal Arts and Professional Studies, Bachelor of Arts with Honours, (Law and Society); and Nima Moghaddam, Faculty of Science and Engineering, Bachelor of Science with Honours, (Biology); have been selected as the 2012 recipients of the Governor-General's Silver Medals. The Silver Medals are awarded annually to the undergraduate students who have demonstrated the highest academic standing upon graduation.

iii. The Murray G. Ross Award

The 2012 winner of the Murray G. Ross Award is Maryam El Bably, Faculty of Liberal Arts and Professional Studies, Bachelor of Arts with Specialized Honours (Sociology). Named in honour of York University's Founding President, this award is presented annually to a graduating student for scholarship and outstanding participation in undergraduate student life. Ms El Bably is noted for identifying a need and working hard to fill it. She founded the Student Association for Single Parents, creating a community and supporting the academic success of student parents through actions such as raising funds to provide annual bursaries for student parents in need and securing support for the

installation baby change tables across the University. In addition, she has been a stellar student, actively involved in the work of the Undergraduate Sociology Students Association and a mentor to her peers and to local high school students. In September, Ms El Bably will begin a Master's Program in Sociology at York.

Vivienne Monty, Chair

COMMITTEE ON ACADEMIC STANDARDS, CURRICULUM AND PEDAGOGY

Report to Senate
at its meeting of 28 June 2012

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

FOR APPROVAL

1. Consecutive BEd (Technological Education) Degree Option • Faculty of Education

The Committee on *Academic Standards, Curriculum and Pedagogy* recommends that Senate approve a **Consecutive BEd (Technological Education) degree option, effective FW'13-14.**

Rationale

The detailed proposal is attached as Appendix A. In January 2011 Senate approved the establishment of a *Concurrent* BEd (Technological Education) degree program. That program is open to individuals enrolled in a technology degree program at an Ontario College of Applied Arts or a university. It was developed in response to the shortage of technological education programs in the province.

The proposed *Consecutive* BEd will be an option for those who already hold a degree in one of the technological education fields from an accredited degree granting institution. It would be offered on a part-time basis. The learning outcomes and the program requirements for the Consecutive BEd degree mirror those of the BEd component of the Concurrent program already in place. In addition to the completion of a related degree, candidates must have two years of related work experience, and the standards for admission will be based on the GPA requirements for the full-time Consecutive BEd program. The Faculty's liaison and recruitment exercise this past year revealed that there is demand for such an option.

Dean Pitt supports the new program option. It is expected to contribute to the Faculty's efforts to re-balance and diversify the existing BEd program and increase enrolments in an area of high need. The Consecutive option is able to be offered through the existing resources which support the Concurrent Technological Education program. On the basis of the above Senate Committee is pleased to recommend the approval of the new degree option.

Approved by Faculty Council 27 April 2012 • Approved by ASCP 16 May 2012 2012

2. Certificate of Completion in Educational Studies • Faculty of Education

The Committee on *Academic Standards, Curriculum and Pedagogy* recommends that Senate approve the establishment of a **Certificate of Completion in Educational Studies**, Faculty of Education.

Rationale

In May 2011 Senate established a *Certificate of Completion* for access / bridging programs as a new type of undergraduate certificate (the proposal may be accessed at

<http://www.yorku.ca/secretariat/senate/agenda/2010-2011/20110526.pdf>). Such certificates are awarded for the successful completion of an access or bridging program, in recognition of a student's accomplishment in a specified grouping of courses designed to lead to the acquisition of academic skills and knowledge necessary to perform successfully in an academic degree program.

The proposed *Certificate of Completion in Educational Studies* (attached as Appendix B) would be an archetype certificate program housed in the Faculty of Education. The primary function of the certificate program is to provide formal teacher education to international teachers working in schools in non-Canadian settings who do not hold formal teaching credentials. It will also provide the recipients with transferable university credits that would enable them to enroll in other diploma and degree programs internationally. Individual versions of the Certificate would be designed for various cohorts of international teachers. Many governments are seeking to improve their education systems by providing or diversifying teacher education and/or professional development. Building on current external relationships, the Faculty intends to collaborate with government ministries and /or education-focused not-for-profit foundations in international settings to offer customized programs of Education courses to provide practicing teachers with a stronger theoretical and practical foundation for teaching.

To be eligible for admission to the Certificate program, candidates need to: have a minimum of high school graduation with at least an average grade of B or equivalent; be currently working as a teacher, or have previously worked as a teacher; and demonstrate proficiency in English if it is not their first language. The learning outcomes of the program are consistent with the existing BEd degree program outcomes. The program requirements include 24 to 36 university credits (minimum 12 core credits and 12 elective credits). The series of courses will be specified for each cohort of students in keeping with the relevance to their level of teaching and the interests of their school/district. It is anticipated that most – if not all – of the cohorts of teachers who would participate in this Certificate of Completion program will take part in the program in their home country, with the Faculty using the partnering institution's space and physical resources in order to deliver the program.

Instructors in the certificate could be tenure-stream faculty, contract faculty or graduate students. The Faculty anticipates interest from tenure-stream faculty in teaching in this program as a number already specialize in issues relating to teaching internationally. Just as current "study abroad" programs at York deliver York courses to York students in international locations, the Faculty is confident that its high quality of teaching will be maintained regardless of where courses are offered.

The statements from Dean Pitt and Vice-Provost Lenton confirm their strong support for the initiative. The Certificate program would be an offering unique to York that complements the Faculty's and the University's academic priorities. As the Dean notes, individual Certificates of Completion will only be initiated if there is interest from an international partner with a cohort of participants and confirmed resources.

Approved by: Faculty Council 16 March 2012 • ASCP 16 May 2012 • Concurrence of APPRC 31 May 2012
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CONSENT AGENDA

Unless otherwise stated, all proposed curriculum changes are effective FW 2013-2014.

1. Changes to Masters and Doctoral Requirements • Physics & Astronomy Program • Faculty of Graduate Studies

The Committee on *Academic Standards, Curriculum and Pedagogy* recommends that Senate approve **changes to the degree requirements for the MSc and PhD programs in Physics & Astronomy, Faculty of Graduate Studies, as follows:**

- a reduction in the number of core courses for MSc Thesis and MSc Project degree options from two half-courses (six credits) to one half-course (three credits); and
- a reduction in the number of core courses in the PhD requirements from three half-courses (nine credits) to two half-courses (six credits)

Rationale

The proposed changes are intended to update the graduate program requirements to reflect current physics curriculum. The program has determined that the course *PHYS 5010 - Advanced Classical*

Mechanics is no longer aligned with the program's research focus in modern physics. It is therefore being removed from the list of core courses for both the MSc and PhD programs to allow students to take one more specialty course in their field of interest without compromising the intent of the core.

Approved by: FGS 16 May 2012 • ASCP 13 June 2012

2. Changes to Doctoral Requirements • Psychology Program • Faculty of Graduate Studies

The Committee on *Academic Standards, Curriculum and Pedagogy* recommends that Senate approve **a reduction from three research practica (330 hours each) to at least two applied or research practica (330 hours each) in the requirements for the History and Theory area of the PhD program in Psychology, Faculty of Graduate Studies.**

Rationale

This change would bring the History and Theory area's PhD requirements into closer alignment with the other areas within Psychology (no other area currently requires three practica and most have adopted the language of "at least two"). This change would enable students in the doctoral program to complete their degree requirements in a more timely fashion.

Approved by: FGS 16 May 2012 • ASCP 13 June 2012

3. Changes to Masters and Doctoral Requirements • Psychology Program (Clinical Developmental Specialization) • Faculty of Graduate Studies

The Committee on *Academic Standards, Curriculum and Pedagogy* recommends that Senate approve **changes to the MA and PhD program requirements in Psychology (Clinical Developmental specialization), Faculty of Graduate Studies, as follows:**

MA Program

- **addition of PSYC 6900 (3.0) Issues in CD Psychology: A Proseminar in Ethics, Practice, and Research; PSYC 6955 (3.0) Developmental Psychopathology; and PSYC 6965 (1.5) Clinical Practice with Children and Adolescents as required courses;**
- **addition of a Program-Sanctioned York University Psychology Clinic (YUPC) Hours requirement (30 hours over the course of MA training for 1.5 credits);**
- **addition of a Professionalism and Ethical Conduct Code requirement (assessed at Year-End evaluations as pass/fail)**

PhD Program:

- **Addition of PSYC 6480 (3.0). Brief Psychotherapy and Short-Term Treatment as a required course;**
- **reduction of elective requirements from 1.5 courses (nine credits) to 1.0 course (six credits)**
- **addition of a Program-Sanctioned York University Psychology Clinic (YUPC) Hours requirement (30 hours over the course of PhD training); and**
- **addition of a Professionalism and Ethical Conduct Code requirement (assessed at Year-End evaluations as pass/fail)**

Rationale

In order to maintain the Clinical Developmental Psychology Program as a leading and cutting-edge Canadian training program for registered doctoral-level psychologists, the graduate program recently engaged in a comprehensive review of the MA and PhD Program requirements. The above set of changes to the curriculum are being proposed to ensure that students demonstrate achievement of both academic learning outcomes and outcomes required to maintain graduate program accreditation by the Canadian Psychological Association.

4. Changes to Transfer Credit Limit • International Baccalaureate Curriculum

The Committee on *Academic Standards, Curriculum and Pedagogy* recommends that Senate approve **an increase in the number of transfer credits awarded to International Baccalaureate graduates from 18 credits to up to 30 credits (the equivalent of one full year).**

Rationale

The International Baccalaureate is one of the fastest growing curricula around the world and is highly regarded as a rigorous academic program. Universities actively seek graduates of this program. According to the International Baccalaureate organization, schools in 141 countries offer the IB program. In Canada, there are 147 schools that offer the diploma program.

York has long been a leader in assessing and providing transfer credit to students who have successfully completed post-secondary level work, whether at university, college or through an intensive secondary curriculum. Currently York provides transfer credit to high school students who study in more rigorous curricula including the following:

- Advanced Placement (maximum 30 credits)
- Baccalaureate François (maximum 30 credits)
- General Certificate of Education (maximum 18 credits)
- CAPE (maximum 18 credits)
- International Baccalaureate (IB) (maximum 18 credits).

All Canadian universities, including York University, give transfer credit to students who have achieved the International Baccalaureate diploma for the courses categorized as “higher level”, normally with a grade of 5 or better. At 18 credits, York’s maximum number of transfer credits awarded to International Baccalaureate graduates is low compared with the majority of universities in Canada, many of which have a maximum of 30 transfer credits.

The established process for determining equivalencies (including course credit exclusions) will remain the same. Similarly, programs will retain authority over the review and approval of specific IB courses eligible for transfer credit in their respective programs.

Given the demanding nature of the International Baccalaureate program, only the most accomplished students will meet the requirement for granting more than 18 transfer credits. Increasing the number of credits however, will recognize the academic rigour of the Baccalaureate program.

One of the White Paper initiatives is to increase the number of high quality international students to 10% over the next 5 years. Increasing the number of transfer credits allowable may make York more attractive to international students studying in the IB program.

Another of York’s white paper goals is to increase student quality. Given the well-recognized rigour of the International Baccalaureate curriculum, York should be seeking out these students. Matching the number of possible transfer credits awarded by other universities across Canada may help increase York’s ability to compete for these excellent students.

Approved by ASCP 13 June 2012

FOR INFORMATION

1. Minor Curriculum Items Approved by ASCP

(a) Faculty of Graduate Studies

- Approval of a new course rubric (MINE) for Global Mining Management courses offered for the MBA program

(b) Faculty of Liberal Arts & Professional Studies

- Approval of a change to the course rubric for Gender and Women's Studies to GWST, consistent with the recently approved change in name of the program and School (LA&PS & Glendon)
- Approval of a change to the course rubric for Multicultural and Indigenous Studies to MIST, consistent with the recently approved change in name of the program.
- Approval of the replacement of SOWK 1010 6.0 with SOWK 1011 6.0 as a core course required for the Bachelor of Social Work (BSW) program
- Minor/editorial changes to the degree requirements for the programs in Administrative Studies; Business & Society, Criminology, Gender & Women's Studies, Multicultural & Indigenous Studies and South Asian Studies.
- Minor /editorial changes to the requirements for the *General Certificate in Practical Ethics* and the *Certificate in Professional Ethics*.

2. Degree Level Expectations and Student Learning Outcomes

The Vice-Provost Academic has called for the submission of degree level expectations for all degree types at the University and the program learning outcomes for each individual degree program, as required by the Province's new Quality Assurance framework. Each individual program is to define its objectives - both the general skills and the subject-specific objectives - that a student can expect to acquire in the program, and map those objectives to program requirements. The Senate Joint APPRC-ASCP Sub-Committee on Quality Assurance will be reviewing the program learning outcomes with the Vice-Provost to provide feedback and recommendations to units where necessary.

An issue noted of late by the ASCP committee about program requirements is the considerable number of courses some programs have from which students choose a small number of the required "major" credits. Flexibility and choice for students can be strengths of an interdisciplinary program, however they must not be at the expense of a clear program focus. The Vice-Provost and the Senate Sub-Committee will be reviewing carefully the articulation of programs' student learning outcomes and corresponding requirements with a view to ensuring programs' achievements of subject-specific objectives. A key focus will be the certainty of the mapping of the program objectives to the program requirements. Where there is an extended list of courses able to satisfy required credits, the exercise may be challenging.

3. Report on the April 2012 Examination Period

A summary report on the FW '11 final examination period was provided by the AVP Enrolment Management and University Registrar; a copy is attached for information. One attempt to disrupt an examination was made at the Rexall Centre; fortunately it was prevented. One issue of note is the 5.6% increase in alternate exam bookings for providing accommodation to students with disabilities. Universities across the Province are facing the same challenge of meeting the demand for customized accommodation. It requires universities to have necessary alternate exam space and the current technological capacity necessary for some types of accommodation. The AVP will keep the Senate Committee apprised of the issue.

One further issue noted was that of last minute changes to the scheduled exam duration, with students only learning of the change at the exam sitting. Through the reporting of the AVP, the Senate Committee will be monitoring the issue to determine whether deadlines or guidelines governing such changes are necessary.

4. Farewell and Thanks

Ms Shannon Snow, the graduate student on the committee, and Professors David Leyton-Brown and Marty Lockshin, are completing their terms as of 30 June 2011. Members wish to thank each for their valuable contributions to the work of the committee. Special thanks go to David and Marty who both served as Chair of ASCP during their terms. The Committee welcomes Leslie Sanders to the Committee effective 1 July 2012.

*Amir Asif, Chair
Committee on Academic Standards, Curriculum and Pedagogy*

**FACULTY OF EDUCATION
YORK UNIVERSITY**

**Proposal
PT CONSECUTIVE - BEd (TECHNOLOGICAL EDUCATION)
(Minor Modification to Concurrent BEd - Technological Education)**

April 2012

The Teacher Supply and Demand Survey conducted by the Ministry of Education in 2007/08, recognized a “shortage of Technological Education programs offered at Faculties of Education,” and the “difficulty that individuals have in applying to Technological Education programs” (15). To address these issues, in 2012, the Faculty of Education will welcome its first teacher candidates into the Concurrent Bachelor of Education (BEd) in Technological Education program. Admission to the Concurrent BEd (Technological Education) is open to individuals enrolled in a program leading to a degree in a related technology field at Ontario Colleges of Applied Arts and Technology (CAATs) or at a university (e.g. Ryerson University).

During the 2011/2012 recruitment and promotion events for the Concurrent BEd (Technological Education), a substantial number of potential applicants expressed an interest in the program, but because they already possess a bachelor's degree, they were not eligible to apply for the Concurrent BEd program. In order to increase the pool of highly qualified candidates, the Faculty of Education is proposing the addition of a part-time Consecutive BEd option in Technological Education that would mirror the Concurrent BEd program in Technological Education, the only difference being that students would only be enrolled with York. This initiative is in keeping with the university's commitment to meet societal needs as expressed in the York University White Paper Overview, released in April 2010, “It will therefore be essential that we...ensure that we continue to update current programs and introduce programs that meet evolving student and societal needs” (4). It is also in keeping with the current part-time Consecutive BEd options in Jewish Studies and Indigenous Teacher Education.

Admission Requirements

To be eligible for the part-time Consecutive BEd (Technological Education), applicants must hold an approved degree in a related technology field that aligns with the current Technological Education Curriculum (2009) from an accredited degree granting institution. The required GPA for the part-time Consecutive option will be based on the requirements for the full-time Consecutive program. In addition, applicants must have 2 years of work related experience. Applicants who have degrees that do not align with the Technological Education Curriculum (2009) can apply to the program if they have 5 years of work related experience in a related technology field.

New guidelines for Technological Education qualifications, defined by the Ontario College of Teachers, came into effect May 31, 2009. Regulation 184/97 of the Ontario College of Teachers Act, which specifies requirements for the certification of teachers, including teachers of Technological Education, indicates the revised categories of Technological content as:

- Communication Technology
- Computer Technology
- Construction Technology
- Green Industries
- Hairstyling and Aesthetics
- Health care
- Hospitality Services
- Manufacturing Technology
- Technological Design
- Transportation Technology

Successful applicants will be selected on the basis of education-related experience, references, post-secondary grade point averages, a personal statement and an interview. The proposed part-time program will attract highly qualified students into the teaching profession while allowing them to work part-time.

Program Requirements

The proposed part-time Consecutive BEd (Technological Education) option will mirror the Faculty's current Concurrent program with the exception that stop-out years will not be permitted in the part-time program. Teacher candidates will be required to complete the program on a part-time basis. All courses will be mandatory. Candidates will be required to maintain an overall grade point average of C+ and must not receive a grade less than C+ in any of their Education courses in order to be qualified to continue.

The part-time Consecutive BEd (Technological Education) option will, in line with all other Consecutive BEd programs, require completion of 30 credits (equivalent to 5 full courses). 60% of the time candidates will be integrated with the Concurrent BEd program students studying the same curriculum. An additional 20% will be spent with all of the candidates in the Technological Education program in the course ED/TECH 3051A 6.00 (Curriculum Connections for Technological Education) examining the cross curricular connections with other subjects. The other 20% will be spent in ED/TECH 3051B 6.00 (Technological Education) as a teachable subject related to the appropriate technology field.

Program Structure

SEPTEMBER-DECEMBER	JANUARY-APRIL	MAY-JUNE	
		CMYR 2100 0.00* INLE 2200 3.00 INSC 2300 3.00 EDUC 3310 3.00 EDUC XXXX 3.00 (elective)	
SEPTEMBER-DECEMBER	JANUARY-APRIL	MAY	JUNE
	TECH 3051A 6.00 TECH 3051B 6.00 EDUC XXXX 3.00 (elective) PRAC 4000 0.00**	PRAC 4000 (20 day practicum)	Education elective 3.00

*CMYR 2100 0.00 includes 8 community field practicum days and 8 seminars)

**PRAC 4000 0.00 in the Winter term for Year 4 will consist of practicum placement 2 days per week

Convocation

Graduates from the part-time BEd (Technological Education) option will be eligible for recommendation to the Ontario College of Teachers for an Ontario Teaching Certificate for the Intermediate and Intermediate/Senior levels. Individuals, who have completed a three or four year degree, will receive the Bachelor of Education (Technological Education). Upon completion of, or accumulation of, two years relevant work experience, graduates will be eligible to receive a Certificate of Qualification from the Ontario College of Teachers as a teacher of Technological Education in an Ontario secondary school.

Calendar Copy

See Admissions requirements

Human and Physical Resources Requirements

The staffing model for the Concurrent BEd (Technological Studies) will also be able to support the part-time Consecutive BEd (Technological Studies)

Library Holdings

No additional library holdings are required.

Academic Computing

No additional academic computing will be required.

Space Requirements

The part-time program will be housed at the Keele Campus and no additional space will be required

General Proposal: Access/Bridging Program Leading to a “Certificate of Completion in Educational Studies”

1. Introduction

- 1.1 Provide a brief statement of the undergraduate certificate being proposed, including category, and indicate the parent program and/or unit in which the undergraduate certificate will be administratively housed:

The proposed **Access/Bridging Program** leading to a “**Certificate of Completion in Educational Studies**” would be housed in the undergraduate programs office Faculty of Education at York University. The certificate will be an official **Access/Bridging Program** leading to a “**Certificate of Completion**” as approved by York University’s Senate on May 26, 2011. Administration of the program will take place in the undergraduate programs office and will be supported by faculty members and staff in the Faculty and York University.

This “Certificate of Completion in Educational Studies” is designed for cohorts of current **international teachers** who are working in schools in non-Canadian settings, where this is permitted. The certificate will be designed for teachers who have very little or no formal education in pedagogy, teaching or learning. Participants will have completed a secondary school education, but they will not possess the admission requirements of entering the BEd degree at York University, despite the fact that they have been working as teachers in their local schools. These international teachers would not be able to apply for the Faculty of Education’s existing degree program, which is regulated by the Ontario College of teachers and which requires the pre-requisite of a Bachelor’s degree prior to admission in the Consecutive Education program. Likewise, it is unlikely that they will be able to complete the two full university degrees in the Concurrent Education program due to the amount of time required and the financial implications for working teachers.

The rationale for offering this certificate includes the fact that many governments are setting goals to improve their education systems through providing or diversifying teacher education and/or professional development; this certificate will be able to provide teachers with a stronger theoretical and practical foundation for teaching, with a certificate that will recognize their achievement after the completion of four to six undergraduate courses or eight to 12 half-courses (24 to 36 credits credits), offered by the Faculty of Education at York University.

It is anticipated that cohorts of teachers will be “sponsored” financially by their hosting government, Ministry of Education or education-focused not-for-profit foundation in order to complete the Certificate of Completion program. This sponsorship will also allow York University to extend its interaction with internationally-located education providers and governments and will potentially help to strengthen programs for both local and international opportunities for students, faculty members and other educators. Agreements will be set up that outline some of the details listed in this proposal and clarifying details that are specific to each cohort’s program. This process is already in existence with the professional development programs that are delivered by the Faculty of Education.

Through discussions with colleagues in international locations, and after a formal request for programming from one Ministry of Education, it is understood by our Faculty of Education that this type of program is of interest in several areas around the world. Articulation agreements with Ministries of Education or other regulatory organizations outside Canada may be put in place on a case-by-case basis in order to have this certificate recognized in the participants’ home country or jurisdiction. Completion of these university credits may also count towards university degrees in universities around the world; due to the regulation of teacher education in Ontario, the credits would not count towards a BEd degree in Ontario or at York University.

It is anticipated that most – if not all – of the cohorts of teachers who would participate in this Certificate of Completion program will take part in the program in their home country, since this will cost far less than having the cohort travel to Toronto for the program.

We believe that having this program model, which is based on the existing BEd degree, we will open the possibility of having participants from international locations have the opportunity to participate and interact with York University, instructors and others. By leaving the program as a “model” from which specific courses can be selected by participants, the Faculty of Education is able to be flexible and responsive when requests

for programs come from international cohorts, and yet still maintain a consistent and high-quality program structure.

1.2 Comment on the appropriateness and consistency of the certificate name with current usage in the discipline or area of study, as appropriate.

Currently, a Bachelor of Education degree in the province of Ontario is a 30-credit, one-year degree program. This degree program is offered to students who are currently working on a degree at York University (concurrent program), or who have already completed a first bachelor degree (consecutive program).

The name of “Certificate of Completion in Educational Studies” is appropriate for a program that is intended to be offered internationally. It will include 24 to 36 university credits for students (which would be specified for each cohort’s program specifically) who do not have post-secondary education. It is not in itself a teaching certification and will not be recognized as such in Ontario. However, the courses that make up the certificate program will be university credit courses that *could* be transferable to other diploma or degree programs around the world; the certificate may be recognized by local education authorities through either articulation agreements or local acknowledgement. The goal of the certificate will be to support teachers in developing the knowledge, skills, abilities that will help them develop as effective educators.

The current BEd degree program is set up in a manner that allows students to participate with a specific focus (e.g., primary/junior teaching) and to take additional elective courses (e.g., “Teaching Internationally and Interculturally”) that allow them to develop various strengths as educators. Similarly, the Faculty of Education would like to maintain the opportunity for cohorts of teachers to select (as a group) the courses that are more relevant to their level of teaching and the interests of their school/district. From our past experience in working with international clients and partners, we are also aware of the fact that when we are approached by a potential sponsoring institution from an international location, the Faculty of Education and York University are required to work quickly (within fiscal and funding deadlines or within government-set timelines) in order to initiate the program. By confirming this Certificate of Completion model, rather than conducting a series of complete approval process for each international group, we will ensure that the Faculty will be able to respond in a timely manner and ensure that the program meets with all Faculty and university requirements, thus maintaining the highest quality of programming.

2. General Objectives of the Certificate

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

The goal of offering this certificate is multi-faceted. It will provide “untrained” schoolteachers with skills and knowledge to better enable them to serve as teachers. It will also provide them with an opportunity to undertake some post-secondary education, which may in turn provide opportunities for further post-secondary study.

The general objectives for the certificate are to:

- Improve the quality of teaching in schools in areas where there is a shortage of teacher development or teacher education programs
- Provide post-secondary education opportunities to uncertified school teachers
- Provide transportable/transferable university credits that would enable students to enroll in other diploma and degree programs internationally*

* It is understood that each university degree program has its own requirements for courses, so the credits earned would need to be assessed by each institution individually. It is also understood that due to the regulation of teacher education, the credits would not count towards a BEd degree in Ontario or at York University).

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

This certificate aligns with the Faculty of Education’s commitment to a number of areas that are listed in the **White Paper (2010-2020)**, including: expanding the scope of professional programs; increasing internationalization, including the recruitment of international students. It also reflects the university’s dedication to social justice by opening the possibility of teacher education to those who may otherwise find it

inaccessible. The proposed Certificate will also help to develop and enhance the professional network and reputation of the Faculty of Education and York University in an international context.

Likewise, the proposal “fits” with the **Faculty of Education’s Integrated Resource Plan (IRP) 2011-2014** by fulfilling the following goals: developing innovative proposals for undergraduate programs; supporting the infusion of internationalization in professional programs and activities; creating professional programming for the new generation of educational leaders; enhancing and elaborating partnerships; and enhancing internationalization in the Faculty.

The program also offers opportunities for participation to full-time faculty members, secondees, contract faculty and graduate students.

It is hoped that the proposed model of an Access/Bridging Program leading to a “Certificate of Completion in Educational Studies” can be adapted and used in other international contexts. With each international sponsoring institution, the selection of the specific existing undergraduate courses may vary within the coursework “framework” since it will need to reflect local interests and priorities.

3. Need and Demand

- 3.1 Comment on similar undergraduate certificates offered at York, with special attention paid to any innovative and distinguishing aspects of the proposed undergraduate certificate.

There are currently no certificates offered at York that are similar to the proposed Certificate of Completion, nor are there comparable certificates offered by other Canadian universities. The “Certificate of Completion in Educational Studies” will be a model that can be proposed to potential international sponsoring institutions as a viable way of having the Faculty of Education contribute much-needed education to teachers.

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

The Faculty of Education has been approached by one government in order to explore providing summer programming to practicing teachers. In addition to non-credit professional development programs, we see this model of delivering a “Certificate of Completion in Educational Studies” as a way to contribute meaningfully to the education of teachers in this region. Likewise, we suspect that there are other areas in the world where this model of program would be welcome.

- 3.3 Comment on the projected in-take into the undergraduate certificate, including the anticipated implementation date (i.e. year and term of initial in-take) and steady-state enrolment.
The program would include a cohort of participants that would study and matriculate together. It is anticipated that the cohort will include two groups, each of 45 students. The program is designed so that it can be delivered in flexible formats – with the possibility of being offered at York University or in participants’ home countries, and with the likelihood of being offered during school breaks in the home country.

The proposed timelines for completion of the Certificate can be modified to suite local contexts and conditions. The Faculty of Education hopes to be able to offer the program to the first cohort in the summer of 2013.

4. Curriculum, Structure and Learning Outcomes

- 4.1 Describe the Certificate of Completion requirements and associated learning outcomes, including explicit reference to how the certificate curriculum and structure supports achievement of the learning outcomes.

The Certificate of Completion in Educational Studies will work within the University Undergraduate Degree-Level Expectations (UUDLE) framework. Just as the current BEd meets with these requirements, consultation will be conducted with each potential sponsoring institution in order to ensure that the integrity of the program is met. These expectations include:

1. Depth and breadth of knowledge
2. Knowledge of methodologies

3. Application of knowledge
4. Communication skills
5. Awareness of limited of knowledge
6. Autonomy and professional capacity

Please refer to the chart below for details about how the requirements and associated learning outcomes are achieved in the curriculum structure:

Access/Bridging Program Certificate of Completion Requirements and Associated Learning Outcomes	How the curriculum structure supports the achievement of the learning outcomes
<p>Requirement: Participants in the certificate earn 24 to 36 university-level credits that complete the Certificate but the expectation is that these credits <i>may</i> serve as the foundation upon which to build additional university credits leading to other diplomas and degrees in institutions around the world.</p>	<p>The courses that will be taken as a part of the Certificate of Completion are undergraduate, university-level courses.</p>
<p>Admission requirement: Students in the program will have completed their high school diplomas with grades that meet the minimum requirements; they have also worked and/or are currently working as schoolteachers. They will also meet English language proficiency requirements. Please see section 5.1 below for details.</p>	<p>Application to the Certificate program will be open to candidates who not only demonstrate academic ability, but who also have been working as teachers; this criteria will help to ensure that the program is making a direct contribution to the improvement of the education system in the participants' home country.</p>
<p>Overall program learning outcomes: By the end of this program, participants will be able to:</p> <ul style="list-style-type: none"> • Understand the technologies that can be accessed as curriculum resources in the classroom • Understand a variety of teaching methodologies that will lead to positive and inclusive learning for all students • General knowledge and understanding of many key concepts, methodologies, theoretical approaches and assumptions in a discipline • Critical thinking and analytical skills inside and outside the discipline • Evaluate the appropriateness of different approaches to solving problems using well established ideas and techniques • Devise and sustain arguments or solve problems using these methods • Make sound judgments in accordance with the major theories, concepts and methods of the subject(s) of study • The ability to use a basic range of established techniques to: <ul style="list-style-type: none"> a) analyze information; b) evaluate the appropriateness of different approaches to solving problems related to their area(s) of study; c) propose solutions; and d) make use of scholarly reviews and primary sources. • The ability to communicate accurately and reliably, orally and in writing to a range of audiences 	<p>These overall learning outcomes will be achieved through the delivery of the courses that are offered as a part of the Certificate of Completion program. The outcomes are taken from the University Undergraduate Degree Level Expectations (UUDLEs). The selected courses in the Certificate of Completion will be both foundational and elective undergraduate courses, which follows the pattern of the BEd degree. As a result of this breadth and depth of coursework, these same undergraduate outcomes will be met.</p>

<ul style="list-style-type: none"> • An understanding of the limits to their own knowledge and how this might influence their analyses and interpretations. • Qualities and transferable skills necessary for further study, employment, community involvement and other activities requiring: <ul style="list-style-type: none"> a) the exercise of personal responsibility and decision-making; b) working effectively with others; c) the ability to identify and address their own learning needs in changing circumstances and to select an appropriate program of further study; and d) behaviour consistent with academic integrity and social responsibility. 	
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4.1.1 Progression and Graduation Standards

Participation in programs will fit into the Fall/Winter or Summer terms. It is anticipated that the Certificate of Completion in Educational Studies will take participants a minimum of two years to complete, and may take up to five years to complete.

In order to remain in the full certificate program, a minimum grade of a C+ must be maintained in each course that participants take. If students do not pass this course, their tuition for courses will not be refunded. Students are eligible to take additional courses, which may be offered only at York University in Toronto or in an online format; additional courses will also require additional tuition fees to be paid. Credits earned outside of York University will *not* be counted towards the Certificate of Completion.

If students are failing in the course, they may opt to drop it before the pre-established deadlines in order to avoid having a failing grade show on the transcript.

Students who do not complete *all* of the required credits will not receive the Certificate of Completion. They will still have an official transcript with York University, which will indicate their credits, achievement and dates of participation in courses.

Students who do not comply with York University's policies for student conduct, policies for academic honesty or other policies may be removed from the program.

If a student is removed or drops from the program, the sponsoring institution may suggest further applicants for consideration for admission to the program's cohort. If admitted, these students will not be able to complete all of their courses with the cohort, but would have the opportunity to take further courses at York University in order to complete their coursework at a later time, for an additional tuition fee.

With the cohort of participants, the applications for graduation can be distributed to students at the appropriate time. Those who do not graduate with the cohort will be responsible for completing their own applications to graduate at the appropriate time.

Convocation currently only takes place at York University in October of June each year. Graduating students are welcome to participate in the convocation in Toronto. If students are unable to travel to Toronto, their Certificates will be sent to the sponsoring institution after convocation for appropriate distribution to graduates.

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

The courses that will comprise the certificate are existing courses in the Faculty of Education. The expectation is that prior to completing an agreement with an internationally-located Ministry of Education or other sponsoring organization, courses will be selected that will meet local needs, priorities or interests. Course directors will work within the parameters of the Senate-approved course descriptions and will deliver courses that will incorporate both current theory and draw on participants' local knowledge, and will be sensitive to and appropriate for the context within which the Certificate is being offered. As with the delivery of any course, the content and expectations might be focused differently, depending on the area(s) of expertise of the instructors. Both participants and their instructors will be challenged to creatively find and deliver resources that can be used to support teaching and learning in the local context.

The methods of assessment for learning outcomes will match those of the current Faculty of Education courses, with the consideration of local resources and creative resourcefulness. The certificate will only be issued when the complete number of courses have been completed by participants (which will be determined in the agreement with the sponsoring organization, and will range from 24 to 36 credits) are successfully completed.

Prior to instructors' participation, they will be provided with resources and an orientation, which will help them to understand the local context to a greater degree. It is understood that they will not be experts" in any local context and that they will need to "draw out" understandings of local culture and contexts throughout the course in order to help participants explore concepts, ideas and strategies in their own classrooms. This process is currently conducted with instructors in professional development programs, so existing manuals that are used in Research and Professional Development (RPD) can be modified, as appropriate.

If it is determined that additional courses are desired, these can be proposed using the existing structures with the Faculty of Education's Curriculum Committee and Faculty Council, and any new courses can be considered not only for use in a Certificate of Completion, but also in the Bachelor of Education degree for York students.

4.3 Provide a list of courses that will be offered in support of the undergraduate certificate.

The list of courses must indicate the unit responsible for offering the course (including cross-lists and integrations, as appropriate), the course number, the credit value, the short course description, and whether or not it is an existing or new course. For existing courses, the frequency of offering should be noted. For new courses, full course proposals are required and should be included in the proposal as an appendix. (The list of courses may be organized to reflect the manner in which the courses count towards the program/field requirements, as appropriate; e.g. required versus optional; required from a list of specified courses; specific to certain concentrations, streams or fields within the program, etc.)

Similar to the Bachelor of Education degree program, participants will have the ability to take existing undergraduate courses from the Faculty of Education. The exact courses selected for any given cohort will be selected in advance in consultation with their sponsoring institution, and will relate to the grade levels and subjects that they teach.

Examples of the courses that will be offered as a part of this certificate program may include:

Minimum of Four to Five Core Courses (12.00 to 15.00 credits)

Examples of courses in this area include:

- ☐ ED/INLE 2200 (3.00) – Inquiries into Learning
- ☐ ED/FINA 2400 3.00 – Arts and Ideas in Education
- ☐ ED/PRJL 3031 (3.00) – Teaching Language in the Primary/Junior Divisions
- ☐ ED/PRJM 3031 (3.00) – Teaching Mathematics in the Primary/Junior Divisions
- ☐ ED/PRIJ 3033 (3.00) – Teaching the Arts and Social Studies in the Primary/Junior Divisions
- ☐ ED/CMYR 2500 (3.00) – Human Development
- ☐ ED/JILA 3021 (3.00) – Teaching Language in the Junior/Intermediate Divisions
- ☐ ED/JIMA 3021 (3.00) – Teaching Mathematics in the Junior/Intermediate Divisions

Minimum of Four to Five Elective Courses (12.00 to 15.00 credits)

Examples of courses in this area include:

- ☐ ED/EDUC 2700 (3.00) – Teaching Internationally and Interculturally
- ☐ ED/EDUC 3310 3.00 – The Adolescent and the Teacher
- ☐ ED/EDUC 3500 (3.00) – Inclusive Education
- ☐ ED/EDUC 3300 (6.00) – Urban Education
- ☐ ED/EDUC 3600 (3.00) – Literacy and Culture
- ☐ ED/EDUC 3700 (3.00) – Educating for a Sustainable Future
- ☐ ED/EDUC 3710 (3.00) – Global Issues and Education
- ☐ ED/EDUC 3750 (3.00) – Educational Assessment

Full course descriptions from the Faculty of Education are available in **Appendix 5** of this document. Courses will be selected in consultation with the sponsoring institution in order to best meet the learning needs and priorities of the group of program participants. The exact model and timelines for delivery will need to be confirmed on a program-by-program basis, based on the school vacation time and availability of each cohort. It is anticipated that participants will take courses one-at-a-time rather than throughout a full term, since as practicing teachers, they will also have professional obligations to be in their classrooms for the full school year. Likewise, the specific faculty members who will be teaching the courses will potentially range from year to year, as they do with the regular undergraduate program.

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

Please see 4.1 above.

Each program will be scheduled differently, depending on the school breaks that teachers have in any given school district. An example of courses and the schedule is provided here as a 3-year (30-credit) model of program delivery:

Year 1

Session One: Week 1 & 2 • Monday to Friday	
1: ED/INLE 2200 (3.00) – Inquiries into Learning (Instructor 1) 36 hours/3 credits	Core
2: ED/PRJL 3031 (3.00) – Teaching Language in the Primary/Junior Divisions (Instructor 2) 36 hours/3 credits	Core
Session Two: Week 2 & 3 • Monday to Friday	
3: ED/CMYR 2500 (3.00) – Human Development (Instructor 3) 36 hours/3 credits	Core
4: ED/PRJM 3031 (3.00) – Teaching Mathematics in the Primary/Junior Divisions (Instructor 4) 36 hours/3 credits	Core

Year 2

Session Three: Week 5 & 6 • Monday to Friday	
5: ED/FINA 2400 3.00 – Arts and Ideas in Education (Instructor 5) 36 hours/3 credits	Core
6: ED/EDUC 3750 (3.00) – Educational Assessment (Instructor 8) 36 hours/3 credits	Elective
Session Four: Week 7 & 8 • Monday to Friday	
7: ED/EDUC 3500 (3.00) – Inclusive Education (Instructor 7) 36 hours/3 credits	Elective
8: ED/EDUC 3700 (3.00) – Educating for a Sustainable Future (Instructor 8) 36 hours/3 credits	Elective

Year 3

Session Five: Week 9 & 10 • Monday to Friday	
9: ED/EDUC 3710 (3.00) – Global Issues and Education (Instructor 5) 36 hours/3 credits	Elective
10: ED/EDUC 3600 (3.00) – Literacy and Culture (Instructor 7) 36 hours/3 credits	Elective

5. Admission Requirements

5.1 Confirm that students engaging in the undergraduate certificate will have been admitted to and registered in an undergraduate program(s), or, for direct-entry undergraduate certificates, describe the admission requirements. For all types, address how the admission requirements are appropriately aligned with the certificate learning outcomes.

Admission requirement	How this requirement aligns with Certificate learning outcomes
Minimum of high school graduation with at least a grade B-average or equivalent (For those who have graduated from high schools outside Canada, the specific minimum grade will need to be assessed on a program-by-program basis)	Provides confidence that the participant will have the academic ability to succeed in the undergraduate-level courses
Currently working as a teacher, or have previously worked as a teacher	Provides confidence that the participant will have practical knowledge of the classroom and teaching in his/her local context Ensures that York will be meeting its goal of making a direct contribution to the improvement of the education system in the participants' home country
If participants are <u>not</u> from a country where the first language is English , they will be required to demonstrate proficiency. English proficiency demonstrated : Since the language of this Certificate program is English; translation will not be provided and where English is not participants' first language. An appropriate IELTS academic test (minimum 7), YELT (band 1-3), TOEFL, iBT (Overall 103 with minimum 23 in Listening, 24 in Reading, 28 in Writing and 28 in Speaking), or YUELI (6 with Distinction) or equivalent are required for admission. As appropriate in international contexts, existing courses (as those that are offered at the Glendon campus) may be offered in French.	Demonstration of language proficiency will provide confidence that participants will have the language skills required to be successful in the undergraduate-level courses.

Admission procedures will be as follows:

1. International sponsoring institution (e.g., a Ministry of Education from outside of Canada) will confirm arrangements and an agreement with the Faculty of Education through the Undergraduate Office, with support from the International Education office. As with all international programs, due diligence will be completed before an agreement is completed. Arrangements will include confirming:
 - a. Dates and times that they would like the program to be delivered
 - b. Confirmation of tuition and payment of tuition (e.g., by individuals or paid for the cohort in one sum)
 - c. Confirmation of the minimum number of admitted participants in order to run the certificate program (generally 40 to 45 participants per cohort)
 - d. Location of the program
 - e. Payment and arrangements for accommodations, flights, meals and other logistical arrangements, either for the participants (if participants will be travelling to Toronto) or faculty members (if the program is offered in their home country, which is more likely)
 - f. Confirmation of terms and conditions in a legal agreement
 - g. Confirmation of the specific courses that will be offered in the Certificate of Completion, which will meet the needs and interests of the particular institution. These courses will be selected from existing undergraduate courses offered by the Faculty of Education
2. The international sponsoring institution will provide a list of names of the potential participants who are being referred to the program. Their complete applications must be received and approved prior to the confirmation of the delivery of the program.
3. The International Education office will consult with the Undergraduate Programs office about the term dates and times that the program will be offered, and the courses that are being requested.
4. Institutional client will refer potential participants who meet the program criteria to apply to the program by providing application forms to potential program participants.

5. Applicants who are referred by the client institution will apply to York University by the designated application deadline (determined in consultation with the undergraduate office in the Faculty of Education on a case-by-case basis).
6. After the application deadline, minimum of two faculty members from the Faculty of Education will review applications and confirm those who will be admitted to the program.
7. If the minimum number of participants has been reached, applicants will be issued an offer to the Access/Bridging Program leading to a Certificate of Completion.
8. Instructors will be hired to teach the specific courses through the Undergraduate Programs Office in the Faculty of Education. Depending on the times that the courses are delivered and the specific courses that are to be delivered, tenure-stream or contract faculty may be hired.

6. Resources

- 6.1 Faculty resources:** Comment on the expertise of the faculty who will actively participate in delivering the undergraduate certificate, focusing on its current status, as well as any plans in place to provide the resources necessary to implement and/or sustain the undergraduate certificate. Provide a Table of Faculty, as appropriate.

As with many externally-funded projects in the Faculty of Education, this Access/Bridging Program leading to a Certificate of Completion program would draw on existing faculty members, secondees, contract faculty and graduate students who are interested in participating. These members would traditionally participate in the delivery of the degree programs in the Faculty.

The certificate will need to be sustained through the payment of tuition by participants directly, or through the payment of program fees by their sponsoring school/district/government.

As with all undergraduate courses in the Faculty of Education, those who deliver the courses may be a combination of tenure-stream, contracted and seconded faculty members.

- 6.2 Laboratory facilities:** As appropriate, identify major equipment that will be available for use by students engaged in the undergraduate certificate.

N/A

- 6.3 Space:** As appropriate, provide information on the office, laboratory and general research space available that will be available by students engaged in the undergraduate certificate.

It is anticipated that due to the savings in accommodation and travel for participants, Certificate of Completion programs will largely be delivered in participants' home countries, and in the sponsoring school/district's classroom spaces. Specific details will be confirmed with each potential sponsoring institution prior to the signing of an agreement to deliver the Certificate program to a cohort.

7. Support Statements

Please see attached for the following supporting documents:

- Statement of Support from the Dean, Dr. Alice Pitt, including information about the adequacy of existing human (administrative and faculty), physical and financial resources necessary to support the Certificate of Completion, as well as the commitment to any plans for new/additional resources necessary to implement and/or sustain the Certificate of Completion
- Statement from the Vice-President Academic and Provost, with respect to the adequacy of existing human (administrative and faculty), physical and financial resources necessary to support the Certificate of Completion, as well as the commitment to any plans for new/additional resources necessary to implement and/or sustain the Certificate of Completion
- Statement from the University Librarian confirming the adequacy of library holdings and support



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Memo

To: Patrick Monahan, Vice-President Academic and Provost
Susan Dimock, Chair, Senate

From: Alice Pitt, Dean, Faculty of Education *afp*

Date: February 22, 2012

Subject: Certificate of Completion in Educational Studies

I am pleased to support the proposal for the "Certificate of Completion in Educational Studies". This new professional program has the potential to increase both our reach and work with international partners in education, as well as to increase York University's reputation on an international level. It also helps to fulfill the university's goals of internationalization and exemplifies our dedication to social justice.

In a number of places around the world, teacher education is not in adequate supply; practicing teachers have graduated with high school diplomas, but they may have no formal qualifications in education and pedagogy. Indeed, many have not completed any post-secondary education. These teachers would not qualify to enter our Bachelor of Education (BEd) program, which requires a prior bachelors degree.

However, successful candidates who complete the pre-determined requirements of 24 to 36 York undergraduate Education credits will receive a transcript from York University, indicating both the courses that they have successfully completed and a notation indicating that they have completed a "Certificate of Completion in Educational Studies." These courses can potentially be used towards post-secondary programs anywhere in the world.

This "Certificate of Completion in Educational Studies" is not currently offered anywhere at York University, and we are not aware of a similar program anywhere in Ontario.

The "Certificate of Completion in Educational Studies" will only be launched if there is interest from a potential partner who is able to provide a cohort of participants. Moreover, it is most likely that courses will be offered in the participants' home country, using their classroom space; thus, the program will not strain our resources. Since the courses offered will only be those that currently exist and faculty members will only be allocated or contracted if there is a cohort arranged to participate, there is not the requirement of additional library holdings or faculty complement. The model is sustainable within the Faculty of Education.


In my view, this innovative new Certificate of Completion option merits Senate support.

**OFFICE OF THE
VICE-PROVOST
ACADEMIC**

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Toronto Ontario
Canada M3J 1P3
Tel 416 650 8017
Fax 416 736 5876

vpacademic.yorku.ca

Memorandum

To: Alice Pitt, Dean – Faculty of Education
From: Rhonda Lenton, Vice-Provost Academic 
Date: March 29, 2012
Subject: Access/Bridging Program leading to a “Certificate of Completion in Educational Studies”

Under the York University Quality Assurance Procedures (YUQAP), this proposal to create a Certificate of Completion in Educational Studies falls under the Protocol for Major Modifications and, as such, does not typically require a response from the Office of the Vice President Academic. Nonetheless, given the unique nature of this Certificate and our Office’s coordinating role with several other university bridging/access programs, I have reviewed this proposal and offer my support as this Certificate proceeds to the next stage of the approval process.

This proposal has several innovative elements that align with academic priorities outlined in the Provostial White Paper. By working collaboratively with other international jurisdictions (e.g. governments) and offering this certificate to cohorts of working teachers in non-Canadian settings, this Certificate supports the University’s commitment to outreach/engagement and internationalization and may also establish a foundation for future research partnerships or recruitment of international students. With anticipated changes in Ontario’s teacher education, the creation of this Certificate also offers the potential for new and diverse revenue streams to the Faculty.

With specific consideration of resource implications, the Dean’s statement confirms the Faculty’s capacity to implement this Certificate without additional central resources. My support for this proposal is also predicated on the understanding that all costs (expected or unexpected) related to the implementation of this Certificate will also be fully incurred by the Faculty and that the Faculty will establish the appropriate legal contract(s) (e.g. MOU) with the sponsoring partner to address implementation matters, including but not limited to, registrarial considerations, associated costs (e.g. travel), risk management, etc.



STATEMENT OF SUPPORT, UNIVERSITY LIBRARIAN



YORK UNIVERSITY LIBRARIES

Scott Library Collections & Research

4700 Keele St.
Toronto, ON
Canada
M3J 1P3
416.736.2100
Ext. 22798
pwarren@yorku.ca



Memo

To: Laura Crane, International Education Coordinator, Faculty of Education

From: Peggy Warren, Education Liaison Librarian, York University Libraries

Date: 13 February 2012

Subject: Library Statement – Certificate of Completion in Educational Studies

I have reviewed the proposal for the anticipated Certificate in educational studies, sponsored by the undergraduate programs office of the Faculty of Education. Geared to mature international students with work experience in schools but little or no post-secondary education, this program is built on existing undergraduate courses and participants will use existing library resources.

As the Scott Library already supports doctoral studies in education, there are ample materials – books, databases, journals, government publications, statistics, etc. - to support research activities by this new cohort. Instructors may wish to invite the Education Liaison Librarian to facilitate a hands-on research skills workshop specially prepared for the needs of this group.

York University Libraries is well able to support this new Certificate of Completion in Educational Studies.

ACADEMIC SCHEDULING

APRIL 2012 OFFICIAL EXAMINATION PERIOD

OVERVIEW

The April 2012 official examination period ran from Wednesday April 4 to Friday April 20, 2012 inclusive.

Tennis Canada (Rexall Centre¹) was used for the entire duration of the April 2012 official examination period (17 days).

New for the April 2012 official examination period, the Registrar's Office provided an examination booklet distribution service onsite at the Tait McKenzie building.

Description	Total
Total # Courses/Sections Offered in the Session	3,456
# Courses/Sections with No Exams	2,316
# Exams Scheduled (By Course/Section)	1,140
# Students With at Least 1 Exam Scheduled	39,768
# Common Exam Groups (Combined Exams Requested)	140
# Exam Periods Used	42

Exams Scheduled in the Rexall Centre

Description	April 2012 Official Examination Period (Wednesday April 4 – Friday April 20, 2012)
# Courses/Sections with Exams Scheduled in the Rexall Centre	234
# Students Scheduled to Write in the Rexall Centre	32,191

Alternate Exams

During the April 2012 official examination period, a total of 1,741 alternate exam student bookings were processed (an increase of 5.6% from the April 2011 official examination period).

¹ The Rexall Centre holds 1,350 students (two students per table) and provides a controlled/secure environment with the ability to be "locked down" and monitored by a 24 hour security presence. The space also allows for the provision of examination booklets on site.

Due to space limitations within the three alternate exam centres, the use of additional space was required to accommodate students with disabilities. The additional spaces utilized were; the CDS Adaptive Lab, Scott Library Adaptive Lab, and a classroom in the Ross building.

Summary

Some of the challenges/concerns were:

- Although it is recommended that course instructors and invigilators arrive 30 minutes prior to the start of a scheduled exam, there were instances of late arrivals which resulted in the delay to the start of the exam.
- Based on feedback from the December 2011 official examination period, for the Tennis Canada (Rexall Centre location), the Registrar's Office addressed the concerns from faculty members regarding the timing for allowing students to enter the examination room. In the instructions that were distributed to the York community, it was indicated that students would be permitted to enter the examination room 45 minutes prior to the start of each examination period or when the course instructor is onsite and approves students to enter. In some instances, at the request of the course instructor, entry for students was delayed until minutes prior to the official exam start time (i.e. 10 minutes prior) which resulted in a delay to the start of the exams. This was particularly problematic when multiple exams were scheduled in this space as the start time for all exams were delayed.
- The issue concerning incorrect exam duration information being reported to the Registrar's Office continues to be a concern as this detail is taken into consideration during the exam scheduling process.

Change to Program/Graduate Diploma Academic Requirements Proposal Template

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

1. Program/Graduate Diploma:

Physics and Astronomy

2. Effective Session of Proposed Change(s):

Fall 2012

3. Proposed Change(s) and Rationale

Students in the Physics and Astronomy graduate program are required to take a number of *core* courses. The intent of the core requirement is much like that of a comprehensive exam – to ensure that all recipients of PHAS graduate degrees have demonstrated a depth and breadth of knowledge of fundamental physics principles. The existing core was constructed some 30 years ago. Physics has advanced very rapidly in the intervening years. The course, “PHYS 5010 - Advanced Classical Mechanics” is not of much utility for research in modern physics. It is therefore being removed from the list of core courses offered by the PHAS graduate program.

Research fields in physics have increased in depth, so that a beginning graduate student would profit more by taking courses in their sub-specialty. To accommodate the broad research interests of the PHAS graduate program, it was decided that reducing the core requirement by one half-course would allow students to take one more specialty course in their field of interest without compromising the intent of the core. Therefore the number of core courses required for MSc Thesis and MSc project students is being reduced from two half courses to one half course. The number of core courses required for PhD students is being reduced from three half courses to two half courses.

The proposed changes described herein were presented and discussed at the monthly Physics and Astronomy department meeting. An email with the calendar copy changes was circulated to all faculty members appointed to the graduate program of Physics and Astronomy. No impact to other programs/graduate diplomas is anticipated. There is no resource implication associated with these changes.

Students currently enrolled in the program can request an exemption from the second core course (MSc Thesis and MSc project degrees) or third core course (PhD degrees), which will be granted if the proposed changes are implemented.

4. Calendar Copy

Existing Program/Graduate Diploma Information (change from)	Proposed Program/Graduate Diploma Information (change to)
<p>MSc Degree by Thesis Physics Stream: Two half-courses chosen from among: Physics & Astronomy 5000 3.0: Quantum Mechanics I, Physics & Astronomy 5010 3.0: Advanced Classical Mechanics, Physics & Astronomy 5020 3.0: Classical Field Theory, and Physics & Astronomy 5030 3.0: Statistical Mechanics.</p> <p>Astronomy Stream: Physics & Astronomy 5090 3.0: Stars and Nebulae or its equivalent, Physics & Astronomy 5490 3.0: Astronomical Research, and one half-course chosen from among: Physics & Astronomy 5000 3.0 Quantum Mechanics I, Physics & Astronomy 5010 3.0: Advanced Classical Mechanics, Physics & Astronomy 5020 3.0: Classical Field Theory, and Physics & Astronomy 5030 3.0: Statistical Mechanics.</p> <p>MSc Degree by Project or Coursework Candidates for the MSc degree in either the Physics or Astronomy Stream may, as an alternative to the research-oriented program described above, satisfy the requirements of one of the following formats:</p> <p>1. Coursework and Research Project Candidates must successfully complete three full graduate courses (18 credits), or equivalent, and conduct a research exercise (Physics & Astronomy 6000B 0.0), reporting the results in appropriate form.</p> <p>OR</p> <p>2. Coursework Only Candidates must successfully complete four full graduate courses (24 credits). Research project students are normally expected to complete their degree requirements within six terms; coursework-only students must successfully complete a minimum of two full graduate courses (12 credits) per year. The progress of each non-thesis MSc student will be reviewed annually by the executive committee of the graduate program. In the event of failure to achieve satisfactory progress, the student will lose full time status in the program.</p> <p>Whatever the format, courses must include: Physics Stream: Two half-courses chosen from among: Physics & Astronomy 5000 3.0: Quantum Mechanics I, Physics & Astronomy 5010 3.0: Advanced Classical Mechanics,</p>	<p>MSc Degree by Thesis Physics Stream: One half-course chosen from among: Physics & Astronomy 5000 3.0: Quantum Mechanics I, Physics & Astronomy 5020 3.0: Classical Field Theory, and Physics & Astronomy 5030 3.0: Statistical Mechanics.</p> <p>Astronomy Stream: Physics & Astronomy 5090 3.0: Stars and Nebulae or its equivalent, Physics & Astronomy 5490 3.0: Astronomical Research, and one half-course chosen from among: Physics & Astronomy 5000 3.0 Quantum Mechanics I, Physics & Astronomy 5020 3.0: Classical Field Theory, and Physics & Astronomy 5030 3.0: Statistical Mechanics.</p> <p>MSc Degree by Project</p> <p>Coursework and Research Project Candidates must successfully complete three full graduate courses (18 credits), or equivalent, and conduct a research exercise, reporting the results in appropriate form.</p> <p>Courses must include: Physics Stream: One half-course chosen from among: Physics & Astronomy 5000 3.0: Quantum Mechanics I, Physics & Astronomy 5020 3.0: Classical Field Theory, and Physics & Astronomy 5030 3.0: Statistical Mechanics.</p>

**Physics & Astronomy 5020 3.0: Classical Field Theory, and
Physics & Astronomy 5030 3.0: Statistical Mechanics.**

Astronomy Stream: Physics & Astronomy 5090 3.0: Stars and Nebulae or its equivalent, **Physics & Astronomy 5490 3.0: Astronomical Research**, either **Physics & Astronomy 5190 3.0: Galactic Astronomy** or **Physics & Astronomy 5290 3.0: Extragalactic Astronomy**, and one half-course chosen from among:

Physics & Astronomy 5000 3.0: Quantum Mechanics I,
~~**Physics & Astronomy 5010 3.0: Advanced Classical Mechanics,**~~

**Physics & Astronomy 5020 3.0: Classical Field Theory, and
Physics & Astronomy 5030 3.0: Statistical Mechanics.**

Physics & Astronomy 5390 3.0: Astronomical Techniques should be considered by any candidate who lacks background in observational and/or theoretical methods of astronomy. To complete course requirements, candidates must select half of the remaining courses from the Graduate Program in Physics & Astronomy, and the remaining courses may be selected from the Graduate Programs in Physics & Astronomy or other science-related graduate programs.

DOCTOR OF PHILOSOPHY PROGRAM

Courses must include:

Physics Stream: ~~Three~~ half-courses chosen from among:
Physics & Astronomy 5000 3.0: Quantum

Astronomy Stream: Physics & Astronomy 5090 3.0: Stars and Nebulae or its equivalent, **Physics & Astronomy 5490 3.0: Astronomical Research**, either **Physics & Astronomy 5190 3.0: Galactic Astronomy** or **Physics & Astronomy 5290 3.0: Extragalactic Astronomy**, and one half-course chosen from among:

Physics & Astronomy 5000 3.0: Quantum Mechanics I,
**Physics & Astronomy 5020 3.0: Classical Field Theory, and
Physics & Astronomy 5030 3.0: Statistical Mechanics.**

Physics & Astronomy 5390 3.0: Astronomical Techniques should be considered by any candidate who lacks background in observational and/or theoretical methods of astronomy. To complete course requirements, candidates must select half of the remaining courses from the Graduate Program in Physics & Astronomy, and the remaining courses may be selected from the Graduate Programs in Physics & Astronomy or other science-related graduate programs.

MSc Degree by Coursework

Coursework Only

Candidates must successfully complete four full graduate courses (24 credits). Coursework only students must successfully complete a minimum of two full graduate courses (12 credits) per year. The progress of each non-thesis MSc student will be reviewed annually by the executive committee of the graduate program. In the event of failure to achieve satisfactory progress, the student will lose full-time status in the program.

Courses must include:

Two half-courses chosen from among:

Physics & Astronomy 5000 3.0: Quantum Mechanics I,
**Physics & Astronomy 5020 3.0: Classical Field Theory, and
Physics & Astronomy 5030 3.0: Statistical Mechanics.**

To complete course requirements, candidates must select half of the remaining courses from the Graduate Program in Physics & Astronomy, and the remaining courses may be selected from the Graduate Programs in Physics & Astronomy or other science-related graduate programs.

DOCTOR OF PHILOSOPHY PROGRAM

Courses must include:

Physics Stream: Two half-courses chosen from among:
**Physics & Astronomy 5000 3.0: Quantum
Mechanics I,**

<p> Mechanics I, Physics & Astronomy 5010 3.0: Advanced Classical Mechanics, Physics & Astronomy 5020 3.0: Classical Field Theory, and Physics & Astronomy 5030 3.0 Statistical Mechanics. </p> <p> Astronomy Stream: Physics & Astronomy 5090 3.0: Stars and Nebulae or its equivalent, Physics & Astronomy 5490 3.0: Astronomical Research, either Physics & Astronomy 5190 3.0: Galactic Astronomy or Physics & Astronomy 5290 3.0: Extragalactic Astronomy, and two half-courses chosen from among: Physics & Astronomy 5000 3.0: Quantum Mechanics I, Physics & Astronomy 5010 3.0: Advanced Classical Mechanics, Physics & Astronomy 5020 3.0: Classical Field Theory, and Physics & Astronomy 5030 3.0: Statistical Mechanics. </p> <p> Physics & Astronomy 5390 3.0: Astronomical Techniques should be considered by any candidate who lacks background in observational and/or theoretical methods of astronomy. </p> <p> Exemptions from the core requirements may be granted in cases for which it can be shown that such have been completed as part of the candidate's MSc program. In exceptional cases in which the candidate has undertaken coursework at the MSc level beyond that required by the institution awarding the degree, credit for up to three full courses may be given. To complete course requirements, students may select courses from the Physics & Astronomy, Chemistry, Earth & Space Science, or Mathematics & Statistics graduate programs. </p>	<p> Physics & Astronomy 5020 3.0: Classical Field Theory, and Physics & Astronomy 5030 3.0 Statistical Mechanics. </p> <p> Astronomy Stream: Physics & Astronomy 5090 3.0: Stars and Nebulae or its equivalent, Physics & Astronomy 5490 3.0: Astronomical Research, either Physics & Astronomy 5190 3.0: Galactic Astronomy or Physics & Astronomy 5290 3.0: Extragalactic Astronomy, and two half-courses chosen from among: Physics & Astronomy 5000 3.0: Quantum Mechanics I, Physics & Astronomy 5020 3.0: Classical Field Theory, and Physics & Astronomy 5030 3.0: Statistical Mechanics. </p> <p> Physics & Astronomy 5390 3.0: Astronomical Techniques should be considered by any candidate who lacks background in observational and/or theoretical methods of astronomy. </p> <p> Exemptions from the core requirements may be granted in cases for which it can be shown that such have been completed as part of the candidate's MSc program. In exceptional cases in which the candidate has undertaken coursework at the MSc level beyond that required by the institution awarding the degree, credit for up to three full courses may be given. To complete course requirements, students may select courses from the Physics & Astronomy, Chemistry, Earth & Space Science, or Mathematics & Statistics graduate programs. </p>

Change to Program/Graduate Diploma Academic Requirements Proposal Template

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

1. Program/Graduate Diploma: Graduate Program in Psychology / History and Theory Area

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

3. Proposed Change(s) and Rationale

The graduate History and Theory area proposes the following change to the degree requirements for the PhD in the area. Currently, we require that students complete “Three research practica (330 hours each), one of which is taken outside the History and Theory Area.” We propose that the requirement be changed to the following: “At least two applied or research practicum; 330 hours each. Students are encouraged to take one practicum outside of the area.”

This change would bring the History and Theory area’s PhD requirements into closer alignment with the other areas within psychology (no other area currently requires three practica and most have adopted the language of “at least two”. This change would enable our students to complete their degree requirements in a more timely fashion.

4. Calendar Copy

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

Existing Program/Graduate Diploma Information (change from)	Proposed Program/Graduate Diploma Information (change to)
Three research practica (330 hours each), one of which is taken outside the History and Theory Area.	At least two practica, either applied or research, 330 hours each. Students are encouraged to take one practica outside the History and Theory Area.

RATIONALE

Change to PhD degree requirements for the History and Theory Area

The graduate History and Theory area proposes the following change to the degree requirements for the PhD in the area. Currently, we require that students complete “Three research practica (330 hours each), one of which is taken outside the History and Theory Area.” We propose that the requirement be changed to the following: “At least two applied or research practicum; 330 hours each. Students are encouraged to take one practicum outside of the area.”

This change would bring the History and Theory area’s PhD requirements into closer alignment with the other areas within psychology (no other area currently requires three practica and most have adopted the language of “at least two”. This change would enable our students to complete their degree requirements in a more timely fashion.

Change to Program/Graduate Diploma Academic Requirements Proposal Template

1. Program/Graduate Diploma: Graduate Program in Psychology

2. Effective Session of Proposed Change(s): Fall 2013

3. Proposed Change(s) and Rationale

The Clinical Developmental (CD) Psychology Graduate Program at York University provides training in clinical psychology. In addition to obtaining rigorous research training, **students are expected to acquire core competencies in the scope of the practice of clinical psychology as applied to children, adolescents, and their families.** Currently, York University confers M.A. and Ph.D. degrees in psychology with a specialization in clinical developmental psychology. Over the past few years, a comprehensive review of the M.A. and Ph.D. Program requirements has been undertaken, which has involved the formation of the CD Curriculum Committee and formal consultation with CD Faculty and Graduate students. The goal of this internal review and resulting proposed curriculum changes is to continue to situate the Clinical Developmental Psychology Program as a leading and cutting-edge Canadian training program for registered doctoral-level psychologists. These changes are also intended to ensure that students demonstrate achievement of both academic learning outcomes and outcomes required to maintain graduate program accreditation by the Canadian Psychological Association.

In summary, the impetus for this review has been as follows:

- Since the establishment of the Clinical Developmental (CD) Graduate Program over 30 years ago, the CD Program has undergone one review of its graduate degree requirements. This previous review compared the CD Program to other clinical psychology areas across Canada and concluded that the CD Program had fewer required courses and clinical training, particularly in the M.A. degree. Given the *changing landscape of psychological practice* in Canada, a program review at this time is warranted and overdue.
- The CD Program underwent an *accreditation review* of its program by the Canadian Psychological Association (CPA) in 2008, which accredits the program to provide training to graduate students intending to become registered as clinical psychologists. Overall, CPA provided very positive feedback about the CD Program, including its faculty, graduate students, and university administrative support. Recommendations from CPA for improving the program include further integrating the York University Psychology Clinic into the CD curriculum, introducing experiential clinical training earlier in graduate training, and providing formal training to students in theories related to developmental psychopathology, and diversity and cultural psychology.
- The Department of Psychology at York University was affiliated with the opening of the *York University Psychology Clinic (YUPC)*, which is a new, state-of-the art community mental health and training centre. The clinic provides a range of leading edge, effective mental health services to keep people of all ages living healthy, productive lives. YUPC is committed to, among other things, the provision of evidence-based training to graduate students and community-based practitioners. In order to maximize graduate student involvement in clinical services available through YUPC, and promote in-house experiential learning in assessment and intervention, there is a need to integrate YUPC graduate training opportunities by CD faculty more systematically throughout the CD curriculum at both the M.A. and Ph.D. levels.
- In 2010, current and past graduate students completed two surveys about the CD Program. Based on their responses, it was suggested to expand graduate training in intervention modalities and integrate additional

clinical training into the M.A. degree, while maintaining a manageable student courseload. In 2010 and 2011, graduate students were also provided an opportunity to participate in a Student Town Hall Session to review and approve the proposed curriculum changes presented in this document.

- The introduction of recently accredited Clinical Psychology graduate training programs in southwestern Ontario (Clinical Psychology Applied Developmental Emphasis Graduate Program at the University of Guelph and the School and Clinical Child Psychology Graduate Program at OISE/University of Toronto) has increased the competitiveness for practicum and internship placements in the GTA. Ensuring that the CD training at York is current and comprehensive will help to strengthen the scientist-practitioner foundation of York students and keep them competitive and successful throughout all stages of their training.

SUMMARY OF THE REVISIONS

M.A. Program. The majority of the curriculum revisions are being proposed at the M.A. level. Currently, students are required to enroll in the CD Courses of PSYC 6905 Biological and Cognitive Basis of Development, PSYC 6610 Social and Emotional Basis of Development, PSYC 6610 Psychoeducational Assessment of Children and Adolescents, and PSYC 6920 Clinical and Diagnostic Assessment of Children, Adolescents, and Families (total 2 Full Course Equivalents; FCE) and the non-CD Courses of PSYC 6130 Univariate Analysis and PSYC 6020/6030 Historical and Theoretical Foundations of Contemporary Psychology (total 1.5 FCE).

We are proposing making two currently elective half courses (1.0 FCE) already being offered in the CD Program as required:

1. *PSYC 6900 (3.0) Issues in CD Psychology: A Proseminar in Ethics, Practice, and Research* that will be offered as a 3.00 FCE seminar course that introduces students to CD theory, ethical and professional issues related to clinical child practice, monitors the progress of their thesis projects, and introduces them to the YUPC. This course is currently called, *Issues in CD Psychology: A Proseminar in Theory, Research & Practice*. We are requesting to change the name of the course to reflect the focus on ethical and professional issues related to clinical developmental psychology.
2. *PSYC 6955 (3.0) Developmental Psychopathology* that will be offered to provide foundational knowledge in developmental psychopathology. Currently, this is a common elective, and many students enroll in this course yearly.

In addition, the CD Program will be creating one new course at the M.A. level:

1. *PSYC 6965 (1.5) Clinical Practice with Children and Adolescents* that will be offered as a 0.25 FCE (6-week) spring/summer credit course and provide foundational knowledge in diversity issues. In an effort to balance additional program content on diversity issues while maintaining manageable student courseloads, we are proposing a 6-week quarter course that will be offered in the spring/summer term. This also fulfills an ongoing request by graduate students to offer spring/summer courses.

It is important to note that our proposed curriculum revisions do not reflect a significant increase in the workload of students, and this will be monitored as the revisions are implemented. This is because we do not expect the CD program content to change significantly with the implementation of the revisions. Instead, the proposed revisions (e.g., addition of required courses) generally shift content from existing courses (e.g., ethics, orientation to CD

Program, diversity issues) to courses that will focus specifically on these issues (e.g., Proseminar Course, Diversity Issues in Clinical Practice).

The CD Program will add a new requirement to the M.A. Degree:

- 1 *Program-Sanctioned YUPC Hours (30 hours over the course of M.A. training)*, which will provide M.A. students with an opportunity to obtain credit for participating in the YUPC during the 12-month academic year. These program-sanctioned YUPC Hours allow student's *existing* involvement in YUPC to count towards degree requirements, as well as contribute to the sustainability of the YUPC. Thus, this requirement will formalize and enhance current practice of student involvement in the YUPC.

Ph.D. Program. In order to solidify the psychological intervention training of graduate students, we are proposing one additional required half course at the Ph.D. level that is already an elective in the Ph.D. Program:

1. *PSYC 6480 (3.0). Brief Psychotherapy and Short-Term Treatment.* This course will complement two other intervention courses being offered in the Ph.D. Program (PSYC 6930, Intervention Strategies with Children; PSYC 6930P, Intervention Strategies with Children Practicum), as well as introduce students to developmental and evidence-based perspectives of psychological interventions (e.g., cognitive-behavioural therapies).

We are also proposing, similar to the M.A. Program:

- 2 *Program-Sanctioned YUPC Hours (30 hours over the course of Ph.D. training).* Students will be required to complete 30 hours of supervision of more junior students in the Clinic during the 12-month academic year. The 30 hours of program-sanctioned YUPC hours are in addition to the Ph.D. practica requirements. Currently, graduate students complete additional practica hours above and beyond the minimum two-required Ph.D. practicums in the community in order to secure a desirable doctoral internship, which may come at the expense of academic work. It is hoped that these hours can instead be reduced and completed at the YUPC, and *focus on providing peer-supervision training* (a core competency for becoming a registered psychologist) for students, thus redirecting students to have more regular contact with the program, which will contribute to the timely and efficient completion of the Ph.D. program.

It is also being proposed that the Ph.D. Program require students to take **1.0 FCE in elective courses** at the Ph.D. level instead of the current requirement of 1.5 FCE, resulting in a decrease of 0.5 FCE of electives.

Finally, in addition to the aforementioned courses/requirements, the CD Program would like to implement a *Professionalism and Ethical Conduct Requirement* to be evaluated yearly (pass/fail) by faculty for graduate students enrolled in both the M.A. and Ph.D. Program. Essentially, this code of conduct would be evaluated at the Year-End Student Evaluations ensuring that students maintain appropriate standards of ethical and professional conduct as they move forward in the program. Specifically in the M.A. 2 assessment courses, as well as the Ph.D. 1 and Ph.D. 2 years, when students are in practicum placements, ethical and professional conduct is regularly assessed by faculty and practicum supervisors and these evaluations are recorded in the student's files and are included in the year-end evaluations. As well, given that graduate students regularly have contact with infants, children, and adolescents in practicum settings and research labs, students will be required to provide a Criminal Reference Check in the first year of their M.A. and Ph.D. Programs. If students fail this requirement, their progression in the program will be reviewed by the Clinical Developmental Program.

SUMMARY OF PROPOSED REVISIONS

REVISED M.A. PROGRAM *(Note. Overall, increase in 1.25 required courses).*

New Courses

1. PSYC 6965 (1.5) Diversity in Clinical Practice with Children and Adolescents (quarter course, 6 wks)

Electives Becoming Required

1. PSYC 6900 (3.0) Issues in CD Psychology - A Proseminar in Ethics, Practice, and Research*

*This course is currently called, Issues in CD Psychology: A Proseminar in Theory, Research & Practice. We are requesting to change the name of the course to reflect the focus on ethical and professional issues related to clinical developmental psychology.

2. PSYC 6955 (3.0) Developmental Psychopathology

New CD Program Requirements

1. Professionalism and Ethical Conduct Code (assessed at Year-End evaluations)
2. Program-Sanctioned YUPC Hours (30 hours across entire degree)

REVISED Ph.D. PROGRAM *(Note. No increase in # of required courses).*

Electives Becoming Required

1. PSYC 6480 (3.0). Brief Psychotherapy and Short-Term Treatment (students will now have 2 half-credits in intervention, thus providing improved preparation for Intervention Practica)

New CD Program Requirements

1. Program-Sanctioned YUPC Hours (30 hours across entire degree, focus on peer-supervision)
2. Professionalism and Ethical Conduct
3. 1.0 FCE electives now required instead of 1.5 FCE (reduction of elective requirements)

4. Calendar Copy

Existing Program/Graduate Diploma Information (change from)	Proposed Program/Graduate Diploma Information (change to)
CLINICAL-DEVELOPMENTAL Master of Arts Program 1. Courses (a) Either Psychology 6020 3.0: Historical and Theoretical Foundations of Contemporary Psychology A or Psychology 6030 3.0 Historical and Theoretical Foundations of Contemporary Psychology B; (b) One full course chosen from one of the following: Either Psychology 6130 6.0: Univariate Analysis or Psychology 6140 6.0: Multivariate Analysis; (c) Psychology 6610 3.0: Social and Emotional Bases of Development; (d) Psychology 6905 3.0: Biological and Cognitive Bases of Development; (e) Psychology 6910 3.0: Psychoeducational Assessment of Children and Adolescents (normally taken in the second year of the MA program); and (f) Psychology 6920 3.0: Clinical and Diagnostic Assessment of Children and Adolescents (normally taken in the second year of the MA program)	CLINICAL-DEVELOPMENTAL Master of Arts Program 1. Courses (a) Either Psychology 6020 3.0: Historical and Theoretical Foundations of Contemporary Psychology A or Psychology 6030 3.0 Historical and Theoretical Foundations of Contemporary Psychology B; (b) One full course chosen from one of the following: Either Psychology 6130 6.0: Univariate Analysis or Psychology 6140 6.0: Multivariate Analysis; (c) Psychology 6610 3.0: Social and Emotional Bases of Development; (d) Psychology 6905 3.0: Biological and Cognitive Bases of Development; (e) Psychology 6910 3.0: Psychoeducational Assessment of Children and Adolescents (normally taken in the second year of the MA program); and (f) Psychology 6920 3.0: Clinical and Diagnostic Assessment of Children and Adolescents (normally taken in the second year of the MA program) (g) Psychology 6965 1.5: Diversity in Clinical Practice with Children and Adolescents (h) Psychology 6900 3.0: Issues in CD Psychology: A Proseminar in Ethics, Practice, and Research (i) Psychology 6955 3.0: Developmental Psychopathology Note: Area Requirements Professionalism and Ethical Conduct Program-Sanctioned YUPC Hours

Doctor of Philosophy Program**1. Courses**

- (a) Psychology 6130 6.0: Univariate Analysis or Psychology 6140 6.0: Multivariate Analysis or an equivalent course;
- (b) Psychology 6930 3.0 Intervention Strategies with Children
- (c) Psychology 6490B 3.0 Ethical Issues in Professional Practice
- (d) Minimum of 1.5 courses, or equivalent, at the 6000 level including at least two half courses from alternative 1 and one additional half course from Alternatives 1 or 2.

Doctor of Philosophy Program**1. Courses**

- (a) Psychology 6130 6.0: Univariate Analysis or Psychology 6140 6.0: Multivariate Analysis or an equivalent course;
- (b) Psychology 6930 3.0: Intervention Strategies with Children
- (c) Psychology 6490B 3.0: Ethical Issues in Professional Practice
- (d) Psychology 6480 3.0: Brief Psychotherapy and Short-Term Treatment
- (e) Minimum of 1.0 courses, or equivalent, at the 6000 level

Note: Area Requirements

- 1. Professionalism and Ethical Conduct
- 2. Program-Sanctioned YUPC Hours

Table 1. Timeline for Master's and PhD Programs in Clinical Developmental Psychology at York University*
(*highlighted cells show proposed **new required courses and degree requirements** within the existing CD Area Curriculum)

Program Year	Term and Requirements		
	Fall Term	Winter Term	Spring and Summer Terms
MA1	6130 6.0 Univariate Analysis	6130 6.0 Univariate Analysis	
	6905 3.0 Biological and Cognitive Bases of Development	6610 3.0 Social and Emotional Bases of Development	
	6900 3.0 Issues in CD Psychology - A Proseminar in Ethics, Practice, and Research (new required course)	6910 3.0 Psycho-educational Assessment of Children and Adolescents	
	6820 3.0 Research Practicum	6820 3.0 Research Practicum	6000 MA Thesis Research
	1. MA Program sanctioned York University Psychology Clinic (YUPC) Hours (30 hours over entire MA degree, 10 hours direct client contact) 2. Professionalism and Ethical Conduct		
MA2	6955 3.0 Developmental Psychopathology (new required course)	6020/6030 3.0 Historical and Theoretical Foundations of Contemporary Psychology A/B	Clinical Developmental Psychology: Cross Cultural and Diversity Issues (new required .25 FCE course)
	6920 3.0 Clinical and diagnostic assessment of children and adolescents		
	MA Thesis Research		
	1. MA Program sanctioned YUPC Hours 2. Professionalism and Ethical Conduct		
PhD1	6930 3.0 Intervention Strategies with Children	6480 3.0 Brief Psychotherapy & Short-Term Treatment (new required course)	
	6910P 3.0 Assessment Practicum	6910P 3.0 Assessment Practicum	
	Minor Area Paper		
	1. PhD Program Sanctioned YUPC Hours (30 hours of Clinical Supervision over entire PhD Degree) 2. Professionalism and Ethical Conduct		
PhD2	6930P 3.0 Intervention Practicum	6930P 3.0 Intervention Practicum	
	6490 3.0 Ethical Issues in Professional Practice		
	6140 6.0 Multivariate Analysis	6140 6.0 Multivariate Analysis	
	Minor Area Paper	Minor Area Paper	7000 Ph.D. Dissertation

			Research
	1. PhD Program Sanctioned YUPC Hours 2. Professionalism and Ethical Conduct		
PhD3	Ph.D. Dissertation Research	Ph.D. Dissertation Research	Ph.D. Dissertation Research
	1. PhD Program Sanctioned YUPC Hours 2. Professionalism and Ethical Conduct		
PhD4	6840 6.0 Pre-Doctoral Clinical Internship		

Note.

1. This table highlights the *suggested progress* of graduate students in order to complete the Master's and PhD degrees in Psychology in the Clinical Developmental Area. The ordering of courses completed by graduate students varies based on course scheduling and student progression through degree requirements.
2. In addition, in the proposed revised curriculum, students will take 1.0 FCE in elective courses at the PhD level.
3. There is no overlap in courses required to complete the Master's and PhD Programs. Students are required to take both univariate and multivariate statistics, and often univariate is completed in the Master's program and multivariate within the PhD program.

Table 2. Comparison of Degree Requirements of York University Clinical Developmental Psychology Graduate Program to other CPA-Accredited Clinical Psychology Graduate Programs in Canada, including York University's *Clinical Adult Program* and other programs that focus on *clinical practice with children, adolescents, and their families*.

Degree Requirements	Clinical Psychology Program			
	York University Clinical Developmental Program	University of Guelph: Applied Developmental Emphasis Clinical Psychology Program	University of Windsor, Child Clinical Psychology Program	School and Clinical Child Psychology Program, University of Toronto
Master's Program	- 9.25 courses - 1 research practicum - YUPC Hours - Master's thesis	- 9.25 courses - 1 clinical practicum - Master's thesis	- 7 courses - 1 clinical practicum - Master's thesis	- 9 courses - 1 clinical practicum - Master's thesis
PhD Program	- 7 courses - 2 clinical practicums - 1 Internship - PhD Minor Area Paper - PhD dissertation	- 9 courses - 1 clinical practicum - 1 Internship - PhD dissertation - Clinical Competency Exam	- 8 courses - 1 clinical practicum - 1 Internship - PhD dissertation - Clinical Competency Exam	- 7 courses - 1 clinical practicum - 1 Internship - PhD dissertation - Clinical Competency Exam

Note. # of courses is provided in Half Course Equivalents (HCE). Research practicums are usually two Terms. Each Clinical Practicum is approximately 600 hours. An Internship is 1600 hours. **Overall, the proposed York CD curriculum is comparable to other Clinical Psychology programs that focus on clinical psychology practice with children, adolescents, and their families.**

Transfer Credit – International Baccalaureate (IB) Curriculum

York University, May 2012

Motion

That ASCP approve and recommend to Senate an increase in the number of transfer credits awarded to International Baccalaureate graduates from 18 credits to up to 30 credits (the equivalent of one full year).

Rationale

The International Baccalaureate is one of the fastest growing curricula around the world and is highly regarded as a rigorous academic program. Universities actively seek graduates of this program. According to the International Baccalaureate organization, schools in 141 countries offer the IB program. In Canada, there are 147 schools that offer the diploma program.

York has long been a leader in assessing and providing transfer credit to students who have successfully completed post-secondary level work, whether at university, college or through an intensive secondary curriculum. Currently York provides credit transfer to high school students who study in more rigorous curriculums including the following:

- Advanced Placement (maximum 30 credits)
- Baccalaureate Français (maximum 30 credits)
- General Certificate of Education (maximum 18 credits)
- CAPE (maximum 18 credits)
- International Baccalaureate (IB) (maximum 18 credits).

All Canadian universities, including York University, give transfer credit students who have achieved the International Baccalaureate diploma for the higher level courses, normally with a grade of 5 or better. However, compared with many other universities in Canada and internationally, the maximum number of transfer credit awarded to International Baccalaureate graduates who choose York University is low.

This proposal does not change the established process for determining eligibility for transfer credit of individual courses (including course credit exclusions) but rather increases the maximum number of credits. Program areas will keep the right to review and approve particular IB courses for transfer credit. Given the demanding nature of the International Baccalaureate program, only the most accomplished students will meet the requirement for more than 18 credits. Changing the maximum sends an important message about the recognition of the quality of academic rigour pursued within this program.

Canadian competitor institutions have already provided IB graduates with up to thirty credits or have not specified a restrictive maximum. Approximately a third of Ontario universities have a maximum higher than 18 credits or don't specify a maximum. More than two thirds of universities surveyed across Canada award more than 18 credits or do not specify a maximum (28 of 37).

One of York's white paper initiatives is to increase the number of high quality international students to 10% over the next 5 years. Increasing the maximum number of credits allowable makes York much more attractive to students studying this demanding curriculum internationally.

Another of York's white paper goals is to increase student quality. Given the well-recognized rigour of the International Baccalaureate curriculum, York should be seeking out these students. Increasing the maximum number of transfer credit that can be awarded will make York a desirable destination for these excellent students.

Below is a summary of Canadian competitor universities along with their IB transfer credit policy.

Comparative International Baccalaureate Credit Transfer Policies 2011-2012/2012-2013

School Name and Web Link	Summary of Transfer policy
Acadia University www.acadiau.ca	<p>Any diploma student with an IB score of 30 or higher will receive one full year of transfer credit (30 credit hours).</p> <p>Transfer credits may be granted for individual higher-level certificate courses with grades of five or better to a maximum of 30 credit hours (1 year).</p>
Algoma University www.algomau.ca/international/	<p>Transfer credit may be given to a maximum of 30 credits, which is equivalent to ten 3-credit courses or year one</p>
Brock University www.brocku.ca	<p>Applicants who have successfully completed the IB Diploma with the appropriate prerequisite subjects will be considered for admission and may be awarded a maximum of 3.0 transfer credits for HL examinations completed at a minimum grade of 5.</p>
Carleton University www.carleton.ca/international/	<p>Advanced standing/transfer credit will be awarded for HL subjects with grade of 5 or better.</p>
Dalhousie University www.dal.ca Discover.Dal.ca	<p>Both Diploma and certificate students are eligible for transfer credit for most Higher Level (HL) classes with a result of 5, 6 or 7 on their official IB HL exams. Students who complete TOK with a grade of "C" or better are eligible for a full second-year Philosophy credit.</p>
Emily Carr University of Art + Design www.ecuad.ca	<p>First year university transfer credit will be awarded to students who achieve a grade of at least 5 or higher in Higher Level courses in courses that are approved as equivalent to Emily Carr University required courses.</p>
McGill University www.mcgill.ca	<p>Credit awarded for Higher Level papers with a minimum grade of 5. Up to a maximum of 30 credits (1 yr). Subject to faculty and program requirements.</p>
Memorial University of Newfoundland www.mun.ca	<p>The University will consider for transfer credit the "Higher Level" subjects and certain "Standard" or "Subsidiary" level subjects, provided that the subjects claimed for credit are recommended as equivalent to the University courses by the relevant University academic unit(s) and the candidate has achieved a min grade of 4 in individual subjects claimed for credit. In certain subjects a min grade of 5 by may be required. No maximum indicated.</p>

Queen's University www.queensu.ca/admission	Up to 3.0 university-level credits are granted to candidates for Higher Level (HL) subjects in which a final grade of five or higher is achieved (six for Applied Science).
Ryerson University Ryerson University www.ryerson.ca/undergraduate/admission/overview/	Applicants who have completed the International IB Higher Levels with final grades of 5 or higher may be considered for transfer credit on an individual basis. No transfer credit is given for courses taught by the Faculty of Engineering, Architecture and Science.
Simon Fraser University http://students.sfu.ca/ps	Students who have completed the International Baccalaureate Diploma will receive a complete year of transfer credit (30 units) . Transfer credit will be awarded for all standard level and higher level subjects passed with a grade of 4 or higher.
St. Francis Xavier University www.stfx.ca	StFX will offer up to 18 transfer credits for completing the IB diploma with a minimum overall score of 24 points and a minimum grade of 5, 6 or 7 in higher-level courses only.
Saint Mary's University www.smu.ca	<p>Students who are completing I.B. certificates on a higher level, and have achieved grades of 5, 6, or 7 are eligible to receive a maximum of 18 credit hours of advanced standing toward their undergraduate degree program.</p> <p>Students who have successfully completed the I.B. diploma with a score of 30 or above will be granted 30 credit hours of advanced standing.</p>
St. Thomas University www.stu.ca	Transfer credit (to a maximum of 30 credit hours) awarded for appropriate IB higher-level exam results of 5, 6 or 7
Thompson Rivers University www.truworld.ca	Transfer credits may be granted for higher-level courses with grades of five or better to a maximum of 30 credits .
Trent University www.trentu.ca	Transfer credits (to a maximum of one full year) will be granted for Higher level subjects with a grade of 5 or better.
University of Alberta http://www.international.ualberta.ca	Transfer credit may be awarded for some IB courses completed with a grade of 6 or 7. No maximum quoted.
The University of British Columbia https://you.ubc.ca Questions? askme.ubc.ca	Students who complete a HL IB subject with a grade of 5 or better in Arts courses or a 6 or better in Science courses are eligible for transfer credit consideration for those courses. No maximum quoted.
University of Calgary	Transfer credits of up to one full year of university credit may be granted for students possessing a minimum IB Diploma score of 24. For IB certificate students, transfer credit may be granted for Higher Level courses with a final grade of 5 or higher.

University of Guelph www.uoguelph.ca/admissions/international	Students with Higher Level IB courses with final grades of 5 or better may be eligible for transfer credit up to a maximum of 2.0 credits.
University of Lethbridge http://discover.ulethbridge.ca	Students have the option at the point of admission of receiving transfer credit for approved courses in which they have achieved satisfactory grades (as detailed in the University of Lethbridge Calendar).
University of New Brunswick http://www.unb.ca/prospective/international/	I.B. courses are viewed and assessed as advanced level study for admission to UNB. Students who complete higher level courses and achieve grades of 5, 6 or 7 are awarded transfer credit in English, French, History, Math, Chemistry, Biology and Physics.
University of Northern British Columbia www.unbc.ca	Students who are awarded an International Baccalaureate Diploma may be awarded up to 30 credit hours of transfer credit . At the site below specific waivers are outlined for students: https://you.ubc.ca/ubc/vancouver/ib.ezc They also note the following: All higher level and some standard level IB courses will be considered for first-year credit.
University of Ontario Institute of Technology http://www.uoit.ca/international	Granted for higher level IB courses, depending on grades and program (maximum 18 credit hours).
University of Prince Edward Island http://www.upei.ca/futurestudents/internationaladmissions	Higher-level subjects completed with grades of 4 or high within the IB Diploma program will be considered for transfer credits.
University of Saskatchewan http://explore.usask.ca/international	Students with IB courses with exam grades of 5 or higher may be eligible for transfer credit. No maximum indicated.
University of the Fraser Valley www.ufv.ca/international	Students with Higher Level IB courses with final grades of 5 or better may be eligible for transfer credit. No maximum indicated.
University Of Toronto www.utoronto.ca/prospect	Students with Higher Level IB courses with final grades of 5 or better may be eligible for transfer credit. No credit is given by the professional faculties (Applied Science and Engineering, Music, Physical Health and Education/Kinesiology).
University of Victoria www.uvic.ca http://registrar.uvic.ca/recruiting/info/international.html	IB Diploma students may be eligible to receive 15.0 units of transfer credit (equivalent to 30 credits or one full year) .

<p>The University of Waterloo</p> <p>www.findoutmore.uwaterloo.ca/</p>	<p>Transfer credit will be considered for individual Higher Level IB courses in which a minimum final grade of 5 is attained. Amount awarded varies per program.</p> <p>Waterloo: "Transfer credit will be considered for the completion of the Theory of Knowledge (TOK) and the Extended Essay with a minimum grade of B (Good) in both. Waterloo equivalent transfer credit is PHIL 1XX (1.0 units)."</p> <p>http://www.findoutmore.uwaterloo.ca/admissions/ib.php</p>
<p>The University of Western Ontario</p> <p>http://communications.uwo.ca/prospective_students/international.html</p>	<p>Students are eligible for transfer credit consideration for each Higher Level subject with a score of 5 or higher, to a maximum of 4 courses.</p>
<p>York University</p> <p>www.yorku.ca/futurestudents</p>	<p>Transfer credit is granted for Higher Level IB courses with final grades of 5 or better, depending on program (maximum of 18 credits)</p>

**ACADEMIC POLICY, PLANNING AND RESEARCH COMMITTEE
COMMITTEE ON ACADEMIC STANDARDS, CURRICULUM AND PEDAGOGY**

**Joint Report to Senate
at its Meeting of June 28, 2012**

FOR INFORMATION

1. Annual Report on Non-Degree Studies

In accordance with Senate-approved principles, APPRC and ASCP have received the 2010-2011 report on non-degree studies from the Vice-Provost. The report documents the diversity of activities in this important domain.

The principles approved by Senate in March 1995 are as follows:

- a) Non-Degree studies activities should complement the academic missions of a Faculty or of the University, and should not compete with degree programmes.
- b) Faculties should be responsible for their own non-degree studies activities.
- c) Non-degree studies activities should be self-sufficient, preferably returning a profit to the Faculty or the University to assist in the funding of degree programme activities.
- d) Faculties and other offering units should act cooperatively in non-degree studies activities so that counterproductive competition is avoided.
- e) The regulatory framework governing non-degree studies should be as flexible and efficient as possible, maintaining the principles indicated above and ensuring appropriate administrative, budgetary and academic oversight. Certificates and Diplomas shall be bound by the existing Senate legislation, as expressed in the CCAS Curriculum Handbook.

Documentation is attached as Appendix A.

2. Report of the Joint Sub-Committee on Quality Assurance

The Joint Sub-Committee has submitted a report on its activities for 2011-2012, the first full year under the quality assurance framework approved by Senate in 2010. The Sub-Committee reports that:

- its name was approved by the parent Committees and reported to Senate
- there is now a separate Website for the Sub-Committee and a Quality Assurance Website accessible from the Provost's Web pages
- a revised schedule (or "rota") has been received (but not yet posted on the Quality Assurance Website); the schedule combines undergraduate and graduate reviews in all but a few instances
- agreement was reached that one year administrative delays are acceptable if Vice-Provost

concur; requests for further extensions will be brought to the Sub-Committee for action (bearing in mind that the Quality Council takes a dim view of delays)

- the protocols and procedures have been revised and submitted to the Quality Council
- agreements include final stages of review such that Vice-Provost presents completed reviews to the Sub-Committee
- two Secretariat-sponsored “Governance Red Bag” were held on quality assurance processes with Council Secretaries and Faculty curriculum officers held
- nine full reviews were brought to the penultimate stage (decanal implementation plans and executive summaries are pending)
- 18-month follow-up reports from 23 programs were processed during the year, with some meetings yet to be held

The Vice-Provost has asked all programs to submit their completed degree-level expectations by September for review by the Sub-Committee.

Alison Macpherson
Chair, APPRC

Amir Asif
Chair, ASCP

Annual Report of the Vice President Academic and Provost to Advisory Committee on Non-Degree Studies

January 2010 to June 2011

Prepared by Rhonda Lenton, Vice-Provost Academic

Background

As outlined in the 1995 Senate Policy, the Vice-President Academic & Provost is responsible for the approval of Non-Degree Studies. In carrying out this responsibility, the Vice-President Academic & Provost is advised by the Advisory Committee on Non-Degree Studies. Over the past few years, responsibility for the Advisory Committee on Non-Degree Studies was delegated by the Vice-President Academic & Provost to the Associate Vice-President Academic, now Vice Provost Academic.

The Office of the Vice-President Academic & Provost maintains a strong interest in the development and implementation of non-degree activities, as these activities have the potential to contribute to the University's academic enterprise, expand pathways to post-secondary education among new and diverse cohorts of students, and highlight both established and emerging areas of academic expertise within the University. In light of the release of both the Provostial White Paper and the new University Academic Plan 2010 - 2015, development and review of non-degree activities should take into account the academic priorities of the University as several of these priorities may be advanced through non-degree offerings. In particular, non-degree studies is an opportunity by which the University may advance priorities related to increasing academic quality, expanding engagement and outreach (including international partnerships) and enhancing student success. The UAP 2010-15 thus indicates that York "expand and enhance the coordination of continuing and professional education programming" in order to better serve a broader range of students, enhance teaching and learning, foster lifelong learning, build community and extend our global reach.

At present, York's non-degree studies operate under a decentralized model within individual Faculties responsible for almost all aspects of course planning and implementation (including outreach/promotion, marketing, registration, etc.). Also, under the current model, prospective students interested in pursuing non-degree studies or continuing education opportunities do not have a central entry/inquiry portal and must refer to individual Faculties for information.

This model has resulted in an uneven representation of non-degree studies especially given that some faculties have been unable to dedicate the start-up funds to launch non-degree operations. Over the past year, the Office of the Vice President Academic & Provost has undertaken a review of the current decentralized model with the aim of exploring options for expanding and strengthening continuing education and professional development across the institution.

Moving towards a more coordinated approach may facilitate efforts by faculties wanting to offer non-degree programs, better advertise such opportunities and attract new students (e.g. newcomers/immigrants interested in bridging or additional training opportunities, alumni or university graduates interested in pursuing further studies, college students interested in university studies), and enhance York's competitiveness with other GTA post-secondary institutions (e.g. University of Toronto, Ryerson University's Change School, colleges). This work is underway and continues to be a priority

focus for 2012-13.

As non-degree programming typically runs on the basis of the academic year, the decision was made to align reporting with the academic rather than calendar year. In Fall 2011, therefore, the Office of the Vice Provost Academic distributed a call to all Faculties and Research Centres requesting that they submit a report on non-degree activities covering the period of January 2010 to June 2011 and to confirm the consistency of their offerings with the Senate approved Principles and Procedures Governing Non-Degree Studies (endorsed by CCAS and APPC in 2003) as follows:

- ☐ Non-degree studies activities should complement the academic mission of a Faculty or of the University, and should not compete with degree programs.
- ☐ Faculties should be responsible for their own non-degree studies activities.
- ☐ Non-degree studies activities should be self-sufficient, preferably returning a profit to the Faculty or the University to assist in the funding of degree program activity.
- ☐ Faculties and other offering units should act co-operatively in non-degree studies activities so that counterproductive competition is avoided.
- ☐ The regulatory framework governing non-degree studies should be flexible and efficient as possible, maintaining the principles indicated above and ensuring appropriate administrative, budgetary and academic oversight.

The term “Non-Degree Studies” encompasses a wide range of activities. These include very short, highly specialized courses of a few hours duration, longer courses mounted on varying schedules to meet the needs of specific audiences, series of courses structured to form coherent programs or certificates in particular areas and similar activities. These courses, programs, certificates and activities frequently respond to the needs of external audiences and clients for the development of particular skills and knowledge, though some are of more general interest. Some are designed to enable potential students who do not possess the normal requirements

for entry to some programs to upgrade and show competence to enable waiving of the requirement; thus supporting the University’s overall commitment to improving access to post- secondary studies. Some non-degree activities are offered on a continuing basis, while others are one-time-only and may be designed in collaboration with or to meet the lifelong learning needs of external partners.

The information collected by the Office of the Vice Provost Academic is incorporated into an Annual Report on Non-Degree Studies and is submitted by the Vice Provost Academic, on behalf of the Vice-President Academic & Provost, to the Advisory Committee on Non-Degree Studies. The Annual Report is intended to provide a pan-University synopsis of activities and an analysis of the extent to which such activities align with and/or advance the academic priorities of the University.

FACULTIES

Faculty of Education

The Faculty of Education offers many options for teaching professionals to expand and develop a broad range of professional skills and gain recognized credentials to advance their teaching careers. Courses are offered through various formats, including fully online, blended and face- to-face and throughout the year, in order to meet the needs of working educators (certified members of the Ontario College of Teachers).

Additional Qualification (AQ) courses are designed to deepen knowledge and skills within the divisions and subjects that certified teachers are already qualified to teach in and AQ courses are designed to build teachers’ capacities for curriculum development and leadership within particular courses or

programs. Additional Basic Qualifications (ABQ) courses are designed to expand teachers' knowledge and add another division and/or general studies area to what they currently are qualified to teach. ABQ courses can prepare teachers to teach at new levels (e.g. primary, junior, intermediate or senior), prepare teachers to work in another official language and/or support general professional practice in a new area. The Faculty also offers professional development for senior education administrators through the Principals Qualification Program (PQP) and Private School Principal (PSP) Program, with each program designed to meet the leadership needs of each sector. The PQP is fully accredited by the Ontario College of Teachers and is developed in consultation with senior administrators from public school boards and offers candidates flexible course delivery options, opportunities to learn from colleagues from other boards and access to high quality course leaders/guest speakers. The PSP Program, developed in partnership with the Ontario Federation of Independent Schools, is offered through a two-part series format to prepare prospective and current leaders in private school education. Part 1 focusses on leadership practice and competencies and Part 2 focusses on the education system practices and procedures.

Over the January 2010 to June 2011 period, the Faculty of Education offered 986 AB, ABQ, PQP and PSP courses with an overall enrolment of 14,207 students. Compared to its 2009 offerings in these areas, the Faculty of Education increased the number of courses offered by 2% and saw an enrolment increase of 17% over the 2010 calendar year.

The Faculty of Education also provides non-degree study options for educators that are not affiliated with the Ontario College of Teachers, including options designed to meet the professional development needs of teachers/education administrators outside of Ontario and/or abroad. The new Sustainability Education Academy (SEdA) offered two intensive seminars in Manitoba and Saskatchewan to 143 registrants during the January 2010 to June 2011 period. A total of 15 International Professional Development courses were also offered to 561 registrants in Hong Kong, China, Switzerland, Germany and the United States over the same period.

New courses, including those renamed by the Ontario College of Teachers, offered under decanal authority are listed below:

- ☐ Mathematics Grade 7 & 8
- ☐ Kindergarten Additional Qualification
- ☐ Outdoor Experiential Education
- ☐ Science & Technology – Grade 7 & 8
- ☐ Professional Development Program for University English Teachers (Zhejiang Shuren University)
- ☐ Writing Part 2
- ☐ Writing Part 3 Specialist

Faculty of Health

Established in 2009, the Health Leadership and Learning Network (HLLN) has been working over the past two years to develop its infrastructure, policies and procedures to redefine continuing and professional education within and among health-related professions. Over the January 2010 to June 2011 period, HLLN has collaborated with the Schulich Executive Education Centre to develop joint programs in the areas of health management and health leadership. HLLN has also continued to run conferences and symposia in the area of health promotion, prevention and treatment and continues to explore opportunities for inter-professional education.

During the activity period, HLLN has offered courses to support nurses' preparation for the Canadian Registered Nurses Exams, workshops for managers to improve employee engagement and a customized learning program for a visiting Chinese delegation to develop health services management strategies. A total of seven courses/ programs were offered to 177 registrants over the 18-month period.

As 2010 may be considered the first operational year of HLLN, all non-degree activities were implemented under decanal authority. Courses offered included:

- ☐ Canadian Registered Nurses Examination Preparation
- ☐ Canadian Healthcare Management
- ☐ Creating Employee Engagement

Faculty of Liberal Arts and Professional Studies

Within the Faculty of Liberal Arts and Professional Studies, the Division of Continuing Education (DCE) is responsible for delivery of all non-degree studies offerings. Over the period of January 2010 to June 2011, DCE offered a wide range of non-degree studies courses and certificates with 61 courses running over their winter, summer and fall terms with a total enrolment of 2,764 students across all courses. Over the 2010 calendar year, the number of DCE courses offered has decreased by 38% and overall student enrolment in DCE has also decreased by 12%.

Courses delivered, including several in collaboration with other Faculties, were designed to meet professional development or specialized skill needs of professionals while others were designed to support successful student transition into university studies. Courses offered through DCE included:

- ☐ *Admission Credential and University Preparation Courses.* Pre-University Humanities, Pre-University Social Science, and Mathematics for Admissions Waiver.

☐ *Professional Development Certificates.* Certificates mounted include a Certificate in Dispute Resolution, Certificate in Dispute Resolution Internship, Advanced Certificate in Dispute Resolution, Certificate in Infant Mental Health (including contracts with UBC and UNB), Certificate in Harm Reduction (co-sponsored by the Faculty of Education), Certificate in Refugee Studies and Forced Migration Issues (co-sponsored by the Centre for Refugee Studies). [Note: Certificate in Marketing for Professionals was not offered in 2011].

☐ *Professional Program and Exam Preparation Courses.* Canadian Institute of Business Valuers Professional Program, the Flight Dispatcher Exam Preparation Program and Emergency and Disaster Management.

No new courses were offered under decanal authority.

Osgoode Hall Law School

Osgoode Professional Development offers non-credit programming to lawyers and others in the legal profession to refine and update specific legal practice skills and also offers professional development to non-lawyer markets on various legal issues. Courses offered include half-day, full-day and two day seminars as well as certificate programs ranging from five to eight days in duration. Many of the courses and programs developed are developed in collaboration or partnership with other York faculties (e.g. Schulich, Health) or external groups/associations (e.g. Human Resources Professionals Association, Society of Ontario Adjudicators and Regulators).

From the period of January 2010 to June 2011, Osgoode Professional Development offered 123 courses/programs to a total of 6,299 registrants. The Faculty also continues to expand its online offerings and has seen an increase in its overall number of webcast participants. As with other York University programs, Osgoode is also expanding its programs for internationally educated professionals and has developed a non-degree program for internationally educated lawyers to prepare for equivalency exams for Canadian law schools.

New courses offered under decanal authority included:

- ☐ Osgoode Certificate in Public Procurement Law and Practice
- ☐ Osgoode Certificate in Pension Law
- ☐ Certificate in HR Law for HR Professionals
- ☐ Certificate in Adjudication for Administrative Agencies, Boards and Tribunals

Schulich School of Business

Many of Schulich's non-degree studies courses continue to be offered through the Schulich Executive Education Centre (SEEC). In addition to providing a wide range of professional and customized courses, the SEEC also supports charitable and non-profit organizations and their leaders which included the Canadian Paraplegic Association of Ontario, Heart & Stroke Foundation of Ontario, Oakville Senior Citizens Residence and Peel Children's Aid.

Over the January 2010 to June 2011 period, Schulich offered 136 public (open enrolment) seminar courses to 2,369 registrants. Customized courses were also offered to 288 corporate clients (including 21 new clients) with a total enrolment of 5,106.

New courses offered under decanal authority are listed below:

- ☐ Certificate in Strategic Enterprise Analysis and Consulting Skills
- ☐ Sales Leadership Excellence
- ☐ Risk Based Decision Making

Other Faculties

Environmental Studies, Fine Arts, Libraries and Science and Engineering indicated that they did not have non-degree studies activities to report.

The table below provides a synopsis of changes over the 2009 and 2010 calendar years.

Faculty	2009 Cours	2009 enrolment	2010 courses	2010 enrolment	Change (%)
Education (AQ,ABQ, PQP, PSP only)	672	8379	986	14,207	Courses (+2%) Enrolment (+17%)
Health	None	None	7	177	2010 first operating year
Liberal Arts and Professional Studies	98	3146	61	2764	Courses (-38%) Enrolment (-12%)
Osgoode	N/A	3,721	80	3,726	Enrolment (stable)
Schulich	224	5630	424	7,475	Courses (+90%) Enrolment (+32%)

ORGANIZED RESEARCH UNITS

York University's research centres were also asked to submit reports on non-degree studies activities over the January 2010 to June 2011 period.

The Institute for Social Research (ISR)

ISR continues to offer educational opportunities through various formats (e.g. short courses, seminar series and summer program) primarily to members of the York community on data analysis and survey research. More than half of ISR non-degree studies activities are delivered through "short courses" offered by ISR's Statistical Consulting Service and cover topics such as SPSS, R and SAS. A total of 29 "short courses" were offered over the reporting period. The Institute's Spring Seminar Series on Social Research Methods ran both in both Spring 2010 and Spring 2011 and delivered a total of 22 courses to 540 registrants. The Seminar Series, offered over two week periods, covers

both survey research (quantitative approaches) and qualitative research methods and ISR has noted growing enrolment among non-York registrants.

Supported by funding by SSHRC/Statistics Canada in 2010 and then continued by ISR with its own resources in 2011, the Summer Program in Data Analysis (SPIDA) was offered in June 2010 and May 2011. The program continues to be in high demand with 120 to 150 applications each year; although the program can only accommodate 38 participants. The 2010 program included an Introduction to R and courses on linear and generalized linear models and mixed models for hierarchical and longitudinal data. The 2011 Program focussed on structural equation modelling and SAS.

In 2010, ISR also continued to offer its Rapid Risk Factor Surveillance System (RRFSS) workshops to a consortium of health units in Ontario. Building upon the introductory workshop delivered in 2009, ISR provided a two-day (over four half days) Intermediate Level Training Workshop to 21 epidemiologists from health units across Ontario.

ACADEMIC POLICY, PLANNING AND RESEARCH COMMITTEE

Report to Senate
at its meeting of June 28, 2012

FOR INFORMATION

1. **Spring Report of the Vice-President Finance and Administration on the Budget Context for Academic Planning**

The Committee previewed Vice-President Brewer's report at its meeting of June 14. It is a particularly sobering depiction of the budget situation. Among the salient aspects:

- budget cuts on the magnitude of 3.5 per cent are planned for the next several years, and they come on top of a succession of yearly cuts
- many Faculties have daunting cumulative deficits
- there are a number of contingencies (including uncertainties about government funding, pensions, risks associated with failing to meet enrolment targets) that may exacerbate an already daunting situation

Faculty deficits are of particular concern. There are no easy solutions, but the "SHARP" budget model under consideration does emphasize transparency and accountability at the loci of decision-making. It is important for Senators to be informed and engaged, and APPRC encourages members of Senate to review the presentation with care and to bring their questions and comments to the June 28 meeting.

2. **Identity and Reputation Event**

The Committee and the Provost invited Senators, Senate committee members, and members of Faculty Councils to attend a June 21 event on "Understanding York's Academic Reputation and Enhancing York's Identity: An Overview of the 2012 Student Survey and Communications Strategies and Discussion of Ways to Enhance York's Academic Profile." The session focused on the results of student surveys and focus groups aimed at understanding the University's identity, strengths, and challenges. APPRC previewed a small sample of data prior to the session, and felt that the topic was of sufficient importance to warrant a more detailed overview for a wider segment of the collegium. Those in attendance also heard from Susan Webb, Executive Director of Communications and Public Affairs, and Mike Welling of the communications and design firm *doug and serge*, on a branding exercise underway that seeks to address challenges associated with the University's identity and reputation and complement other efforts to raise the University's profile. The session was well attended and attracted a diverse group.

The overarching themes of the *University Academic Plan 2010-2015* are academic quality, student success, and engagement and outreach. The UAP also stresses the need to enhance the University's reputation for academic excellence and positive student experiences. The survey data reinforce the need for diligent pursuit of the UAP's academic goals.

3. **Committee Chair in 2012-2013**

Professor David Mutimer will be the Chair of APPRC in 2012-2013. He is the member of Committee nominated by the Council of Research Directors.

4. **Sub-Committee Reports**

APPRC has received 2010-2011 annual reports from the Committee on Biological Safety, Animal Care Sub-Committee and Human Participants Review Committee. The reports are attached as Appendix A with confidential information removed.

5. **Thanks to Members**

A number of members end their APPRC terms on June 30, and thanks are due to all for their contributions to the Committee:

- Jill Bell, Professor, Education
- Diethard Böhme, Professor, Science and Engineering
- Eilyad Honarparvar, Undergraduate Studies, Science and Engineering
- Afeefa Karim, Undergraduate Studies (but destined for graduate studies next year)
- Tom Loebel, Faculty of Graduate Studies
- Poonam Puri, Osgoode Hall Law School
- Leslie Sanders, Academic Colleague (and a former Chair) who will be joining Academic Standards, Curriculum and Pedagogy
- Tom Scott, York University Libraries
- Peter Victor, Environmental Studies

Special thanks are owed to Alison Macpherson (Health) for her leadership as Chair over the past two years during which time a new *University Academic Plan* was approved through an innovative process.

A. Macpherson, Chair

APPRC Sub-Committees

Consolidated Annual Reports 2010-2011

Sub-Committees that have a reporting relationship with APPRC have submitted the following annual reports. Appendices that identify individual researchers have been provided to the Committee, and may be reviewed upon request on a strictly confidential basis.

Committee on Biological Safety

Membership

Andrew Donini , *Biology*
 Debbie Kolozsvari, *OOHS, Biosafety Officer*
 Gillian Wu, *Kinesiology & Health Science*
 Jane Grant, *Biology*
 Katalin Hudak, *Biology, Chair*
 Robert Peat, *H.E.P.A. Filter Services*
 Tara Haas, *Kinesiology & Health Science*
 Alison Collins-Mrakas, (ORE, Administrative support)

Protocols Reviewed and Approved

The Sub-Committee reviewed and approved and/or provided renewed approval for 35 protocols for the academic year 2010/2011. The attached spreadsheet provides a detailed listing of all research protocols approved and/or renewed during the above noted academic year.

All protocols, presented to the committee for review, were approved with little or no comment. No research protocol submitted to the committee for review required more than minimal revision on the part of the Principal Investigator. There were no issues of concern with respect to biological safety and research activities.

Committee Activities

In the 2010-2011 academic year, the ACOBS and the Biosafety Officer undertook the following in support of the policy/process and or procedural improvements:

1. Biosafety Inspections

Total Laboratories	2008	2009	2010	2011
Inspected	11	14	11	14
FSE-Biology	8	7	4	6
FSE-Chemistry	1	4	1	3
Faculty of Health	2	1	6	3
Percent CL-2 Labs	73%	100%	27%*	43%

*New- Inspection for BASIC/PPC-1 lab

There are currently 47 certified labs. ACOBS agreed to increase the number of inspections performed annually such that each lab is inspected at least once every two years, regardless of containment level. Compliance to basic lab safety rules must be ensured for each lab holding a

biosafety certificate. This was not achieved in 2011, partly due to the opening of the new Life Science Building.

2. Biosafety Training

Total Number of Authorized Users	2008	2009	2010	2011
	93	102	141	137
Number of Pis Trained	3	2	15	8
Number of classes held	4	9	11	8

Since the introduction of biosafety training in 2008, 473 faculty, staff, and students have attended a session. This includes 32 faculty members.

3. Biological Safety Cabinet/Laminar Flow Hood Certifications

Total Number of BSCs, by Year

2008	2009	2010	2011
37	34	35	48

The number of biosafety cabinets (Class II/A2) increased due to the new Life Science Building.

4. New/updated Documentation/Processes

- New: Biosecurity Plan
- Updated: Biohazardous Waste Disposal Guidelines

5. External inspections

An inspection was performed by the Canadian Food Inspection Agency on January 26, 2011. The report was received on October 24, 2011 and disseminated to ACOBS and the appropriate community members. Several minor deficiencies were noted.

6. Biosafety Incidents

There were two reported biosafety incidents investigated by the BSO. All incidents are reported to ACOBS at regular meetings. Incidents were addressed in a timely manner and to the satisfaction of the ACOBS.

7. Changes to Biosafety Committee

Prof. Kathi Hudak served as ACOBS Chair for a number of years, but left the committee in September 2011. Prof. Andrew Donini has become the new ACOBS Chair. Prof. Chun Peng joined the committee as a new ACOBS faculty member. Her term will not begin until September 2011. Additional ACOBS members were recruited to enhance biosafety-related initiatives at the university. The Vivaria Supervisor, Julie Panakos was invited to join the committee to utilize her expertise in animal handling/safety. Doriano D'Angelo and Tom Hodgson were invited as

resource members to provide information regarding facilities management.

8. New Biosafety Working Group

A primary goal was to enhance animal safety and incorporate this into the biosafety program without introducing redundancy with the Animal Care Committee. As a result a biosafety working group has been established. This group is informal, and consists of the following:

ACOBS Chair, ACC Chair, NHP Sub-Committee Chair, BSB Veterinarian, Vivaria Supervisor, DOHS Medical Consultant, Biosafety Officer. This group will meet as needed to discuss specific safety issues that affect the different committees. ACOBS members are working with this group to help implement a standard regarding safety- engineered needles, and biosafety certification of NHP-users at the university.

Animal Care Sub-Committee

Membership

Anthony Scime, Kinesiology & Health Science

Debbie Kolosvari, DOHS, Ex-Officio

Don Kemp, University Vet

Doug Crawford, Psychology, Chair (Jan-Jun 2011)

Jean Smith, Community Member J

Jonathan Steele, Community Member Julie Clark, Biology

Julie Panakos, Psychology, Vivaria Supervisor

Kari Hoffman, Psychology, Vice-Chair

Lisa Dennis, Non-Animal User

Mary-Helen Armour, Natural Science (Jun-Dec 2010)

Melissa Madden, University Vet

Michael Lubinsky, Psychology, Student

Olasunkanmi Adegoke, Kinesiology & Health Science

Tom Hodgson, Facilities Manager- Health Robert Tsushima, Biology, On Sabbatical

Rolando Ceddia, Kinesiology & Health Science Ronald Gonzalez, Biology, Student

Suraj Unniappan, Biology, Chair (Jun-Dec 2010)

Alison Collins-Mrakas, ORE (Regulatory advice and support) Wendy Jokhoo, ORE (Administrative support)

Protocols Reviews and Approved

The Sub-Committee reviewed and approved 12 new protocols, 36 renewals, 10 amendments and 3 course protocols for the academic year 2010/2011 for a total of 61 protocols reviewed. The attached spreadsheet provides a detailed listing of all research protocols approved during the above noted academic year.

The majority of the protocols submitted to the committee was approved or was approved subject to minor revisions of the protocol. A small number of protocols required further inquiry and/or clarification prior to being granted approval. These instances are noted in the minutes of the Animal Care Committee (ACC). The Chair and/or the Vivaria Supervisor met with the researcher(s) in question directly to put forth the committee's queries and upon receiving a satisfactory explanation and a revised protocol the protocol was then approved. There were no instances in which the protocol was rejected.

[Names of individual researchers not reported here]

Facilities Inspections

The second University Veterinarian - Dr. Melissa Madden was hired in February 2011 and, along with the other veterinarian Dr. Don Kemp, attended all ACC meetings and Facility inspections. The Veterinarian Dr. Kemp continued with monthly audits of the animal care facilities. Dr. Madden began weekly visits to the BSB vivaria facilities. Dr. Bill Holley, Ontario Ministry of Agriculture and Food, reviewed the facilities in 2010 and again in 2011 and made a number of recommendations for facility upgrades and/or renovations. In addition, an external review body, convened by the AVP research Dr. Michael Siu, conducted a comprehensive review of the ACUP at York University and made a number of organizational as well as facility related recommendations. These recommendations have been considered within the context of both the CCAC assessment report and the OMAF inspection reports. Considerable work has been undertaken - including striking a committee to undertake planning of the renovation and expansion of the vivaria - to address the outstanding facility related concerns of the regulatory bodies. As a result of the work done to address the assessment reports, York's ACUP was granted a conditional Certificate of Good Animal Practice. A further assessment visit is expected in November 2012 or 2013.

Human Participants Review Committee

Membership

Ali Kazimi, Film
Carolyn Heald, Privacy Office, Ex-Officio Daniel
McArthur, Philosophy, **Vice-Chair** Duff Waring,
Philosophy
Frances Wilkinson, Psychology
Gus Van Harten, Osgoode Hall Law School
Marcelle McShine-Quao, Community Member
Michael Moir, Archives & Special Collections
Natasha Datt, Community Member
Razika Sanaoui, Education
Vinod Goel, Psychology
Wade Cook, Management Science Specialization, **Chair**
Walter Whiteley, Mathematics & Statistics
Denise Henriques, Kinesiology & Health Science, On Sabbatical
Suzie Young, Film & Theatre, On Sabbatical

Alison Collins-Mrakas (ORE, Administrative Support) Wendy
Jokhoo (ORE, Administrative Support)

Protocols Reviewed and Approved

The Office of Research Ethics (ORE) received a total of 524 protocols (Faculty and Graduate students) for review by the Human Participants Review Committee (HPRC) in the academic year 2010/2011.

The Sub-Committee as a whole reviewed and approved 332 faculty protocols for the academic year 2010/2011. The attached spreadsheet [not included here] provides a detailed listing of all research protocols approved during the above noted academic year.

As in previous years, the majority of the protocols submitted to the committee was approved or was approved subject to minor revisions of the protocol and/or informed consent form. There were a few occasions where protocols required more rigorous examination and/or revisions; however, there were no protocols that were rejected by the committee. Similarly, there were no instances of revocation of a protocol by the committee. There were a number of research ethics protocol related queries, issues and/or complaints lodged during the academic year 2010/11 which required appropriate action be taken. The few queries and/or complaints of a significant nature were resolved expeditiously. Resolution was achieved without further actions or sanctions required.

The number of graduate student protocols submitted for review continues to be substantial. From June 2010 through June 2011, 192 protocols were submitted to the Chair (and Vice-Chair when the Chair is absent) for review. As a result of continued education and outreach activities of ORE (for example "Ethics 101") and improved pre- screening of protocols by FGS, in the 2010-2011 academic year,. Fewer graduate student protocols received by ORE required significant revision and/or discussion. However, it should be noted that given the continued, increased volume of student research ethics protocols, the time spent on the review and management of graduate student protocols is still considerable. The workload of the Chair of the HPRC is, therefore, as in previous years, quite significant.

As per the TCPS and the process of delegated reviews, Faculty/Departmental Ethics Review Committees are responsible for the review and approval of all undergraduate course-related research, undergraduate independent research, and graduate Major Research Papers and graduate course-related research. A summary chart (Table 2) lists the number of protocols reviewed by Faculty/Departmental Ethics Review committees and is appended to this document.

Committee Operations and Activities

As in previous years, the committee continues to function well with few if any operational issues. The only challenge continues to be the recruitment of community members. However, advertisements in the Alumni Affairs magazine seem to have addressed this challenge at least for the short term. The research ethics review process continues to be a timely, effective, efficient and above all compliant process. It should be noted that there is no reduction in the workload of the Chair and Vice-Chair as they continue to review all protocols that come before the committee. It should again be noted that, unlike other senate committees, the work of the HPRC is year-round as committee members continue to review protocols throughout the summer.

Educational Initiatives

The Office of Research Ethics in conjunction with or oversight of the Chair, HPRC continued to expand the range of education and outreach activities provided to variety of stakeholders and audiences. Ethics 101 continues to be a popular educational presentation at both the Faculty and student level. Numerous presentations were made to staff, Faculty and

graduate and undergraduate student audiences in a wide variety of disciplines. In addition, ORE also further broadened its advisory services with the provision of greater assistance and guidance on a one-on-one basis to graduate (and faculty) researchers with regards to ethics policy and its applications, the completion of protocols and the design of consent documents. Of particular note is the provision of reviews of draft documents. Draft protocols and consent documents are regularly reviewed by ORE so as to provide advice and direction to researchers as they navigate the ethics review process(es). As a consequence, protocol submissions and efficiencies of same continue to improve. Researchers also seem to appreciate the ease with which they now access the ethics review process. It is relatively rare to receive a protocol with substantive process or procedural issues, which is a marked improvement from previous years.

In continued furtherance of the goal of facilitating a broader understanding of research ethics policy and processes within the research community, the Sr. Manager & Policy Advisor, Research Ethics undertook a number of educational and outreach activities including but not limited to presentations to/at: undergraduate and graduate student research methods courses, graduate and undergraduate classes, PhD colloquia, Faculty Council meetings, and Associate Deans Research, and many other small-group presentations and seminars. The HPRC, through the Sr. Manager and Policy Advisor, Research Ethics, continued to liaise with the various Faculties and their respective Research Officers as well as senior staff and scholars, external agencies and colleagues to identify and better address discipline specific ethics review issues.

CURRENT AND FUTURE ACTIVITIES

1. The second edition of the Tri Council Policy Statement (*TCPS 2nd Edition*) was released in December 2010 with the expectation that institutions would be compliant in as timely a manner as possible. As a consequence, the Sr. Manager & Policy Advisor in consultation with the Chair, Vice-Chair and 2 members of the HPRC undertook a comprehensive review of the new policy and provided detailed comments on potential implications. Beginning in March 2011, Sr. Manager and Policy Advisor, ORE undertook a review of the Senate policy within the context of the new TCPS and made the necessary draft changes to the document. The re-drafted document was submitted to the Secretariat in the fall 2011 for review with the expectation that the new policy will be put to Senate in mid-2012 for review and approval.

2. All research ethics related SOPs, policies, processes, protocols and guidelines are under review and have been or will be amended wherever required to ensure compliance with the 2nd Edition TCPS. The compliance process is a substantial undertaking and is ongoing. ORE began a review of current practices – administrative, committee secretariat, committee operations – with a goal towards formalizing practices into procedures and/or processes in anticipation of the release of the new TCPS. As the new TCPS was released a full year later than expected, this process is ongoing and it is not expected that a complete set of draft SOPs will be completed until the end of 2012.

3. 2011 saw the successful launch of the online ethics review system for the research community. In order to ensure smooth transition to a paperless review system, the online system continues to operate in tandem with a paper based system.

4. The review of Faculty based ethics review processes was put on hold due to the delayed release of the new TCPS. However it is expected that this consultation and review process will resume in 2012. It is expected that revised processes, forms and procedures will be implemented by the end of 2012.

5. The education and outreach activities undertaken by ORE, the Chair and committee as a whole will continue to evolve and expand so as to improve communication of ethics review policy and procedures to the research community.

6. Continued consultation with both Faculties and departments will be undertaken with regards to their context-specific ethics review needs so as to facilitate appropriate and effective review processes. Continued particular focus will be placed on those disciplines which pose significant review challenges.

7. As new policies emerge (such as the pending Canadian General Standards Board REB standard for Ethics review of Clinical trials; the Framework on Responsible Conduct in Research), continued analysis as to potential implications for research ethics policies and procedures will be undertaken.

Table 1
Approval Certificates June 1, 2010 to May 31, 2011

New Research Projects	Number of New Approvals
Faculty Members	332
Graduate Studies	192
Total	524

Table 2
Protocols Reviewed by Faculty / Department

Faculty	Undergraduate: Course Related	Graduate: Course Related	Undergraduate: Independent / Individually Directed Research	Graduate: Major Research Paper	Theses	Dissertation	Total Excluding Theses and Dissertations
LA&PS			21				21
Education							0
FES	7		2				9
Fine Arts			30				30
Glendon	4		1				5
FGS		51		242	81	111	293
Health	17		14	11			42
Osgoode		4	10				14
FSE	1						1
Schulich	4						14
Totals		10					425

BUDGET PLAN 2012-2016: Context for Academic Planning

Gary Brewer
Senate Meeting
June 28, 2012

Outline

1. 2011-2014 Budget Plan Review
2. Update on Key Assumptions and Results
 - Provincial Budget Update
 - Enrolment Plan
 - Endowment Fund
 - Pension Fund
3. Budget Planning Changes
4. 2012-2016 Budget Plan
5. Budget Planning Issues/Risks
 - 2011/12 Year End Surplus/(Deficit) Balances
6. Review of Budget Allocations – 2006/07 to 2013/14

OPERATING BUDGET PLAN SUMMARY

2011-12 to 2013-14

(in \$millions)

	2011-12	2012-13	2013-14
Revenue			
Total Operating Revenue per June 2010 Plan	713.20	724.90	724.90
Planning Changes (May 2011)			
Enrolment Growth			
Domestic Growth			
Grant Funding	5.00	6.25	7.50
Tuition Funding	5.00	6.25	7.50
International Growth	12.40	16.27	20.14
Domestic Tuition Increases	In Plan	In Plan	11.00
International Tuition Increases	In Plan		
Total Revenue (Increases)	22.40	28.77	46.14
Operating Revenue - May 2011 Plan	735.60	753.67	771.04
Expenses			
Total Operating Expenses per June 2010 Plan	708.50	722.70	722.70
Academic Investments:			
VPA - Domestic Growth	6.00	7.50	10.10
VPA- International Growth	8.95	11.75	14.55
Graduate Support	1.50	3.00	3.00
SSB Fee Allocation Rebase	1.70	1.70	1.70
	18.15	23.95	29.35
Compensation/Benefit:			
Compensation	8.25	18.20	32.75
YUSA/CPM Post Retirement Benefits	0.70	0.70	0.70
Pension -PBGA		1.00	1.00
Pension Special Payments			8.00
	8.95	19.90	42.45
Inflationary Cost Pressures:			
Library Inflation	0.18	0.36	0.54
Other Cost Pressures:			
PRASE Investments	2.00	4.00	4.00
PRASE Savings			(1.00)
Misc Costs (BW/Research/Disability Mgt/AODA/Pension Redesign)	1.50	1.50	1.00
	3.50	5.50	4.00
Strategic Investments:			
Subway Costs	0.30	0.30	0.30
Metrac - Recommendations	1.00	1.00	1.00
	1.30	1.30	1.30
Capital Funding:			
OSG/Life Science	-	2.00	2.00
Total Expenditures	32.08	53.01	79.64
Budget Measures:			
Targeted Savings	(6.00)	(4.50)	(2.00)
Budget Cuts:			
2012-13 3.25%		(13.65)	(13.65)
2013-14 3.25%			(13.65)
Total Budgets Cuts	(6.00)	(18.15)	(29.30)
Total Expenses Increase	26.08	34.86	50.34
Operating Expenses - May 2011 Plan	734.58	757.56	773.04
Annual Surplus(Deficit)	1.02	(3.89)	(2.00)
Carryforward Balances from Prior Year-End	(7.20)	(6.18)	(10.07)
	(6.18)	(10.07)	10.07

2011-2014 Budget Plan: (approved June 2011)

→ Additional U/G enrolment growth of 1750 FTEs
Additional U/G Visa enrolment growth of 1550 FTEs

} → Academic Investments

} → Assumption for modest Compensation

→ Additional contributions to Pension Deficit

} → Invest in PRASE initiatives with projected future savings

} → Investments in METRAC Safety recommendations and Subway costs

→ Additional contributions for capital projects

→ Targeted Savings

→ Budget Cuts of 2.5 - 3.5%. Actual future year cuts dependant upon compensation settlements.

→ Projected deficit at the end of the period.

Provincial Budget Highlights

Summary

- Overall - a relatively “good news” budget for the PSE sector
- Total operating grants for universities will increase by 2.2% (\$75M on a base of \$3.4 B)
- Increase of 1.9% to the PSE Sector representing a combination of additional funding for enrolment growth, tuition grant, OSAP improvements and capital grants
- Compared to an overall increase of 1.5% in provincial gov’t expense
- There are, however, operating grant decreases related to increased efficiencies (so-called policy levers) and international students.

Provincial Budget Highlights

Operating Grants for Ontario Colleges and Universities

- Reconfirmation of support for the \$1,600 (30%) tuition reduction
- Enrolment growth:
 - Government officials confirm that commitment to 60,000 PSE spaces remain but funding will be re-profiled to reflect actual enrolment growth.
 - Undergraduate increases to be budgeted at 6,100 to 6,500 per year for the next three years.
 - Graduate increases at about 600 spaces per year and to be extended out to 2017-18

Provincial Budget Highlights

- Posted reductions in a number of areas including:
 - Policy levers:
 - \$40M in 2013-14 and growing to \$81M in 2014-15
 - Ministry will work with institutions to find targeted efficiencies
 - Ministry officials confirm there are currently no set plans on how to achieve savings. Consultations will begin this summer
 - Non-Core Grants and Bursaries:
 - Reconfirmation of reduction in scholarships and bursaries (ie. QEII, textbook and technology grant) to offset the increased costs associated with the Ontario Tuition Grant
 - Reduction of Northern and Rural grants to some colleges

Provincial Budget Highlights

Study Abroad Scholarships and Support for Non-PhD Int'l Students

- Reduction in Municipal Tax Grants for International students.
(To be phased in beginning in 2013-14)
- International student recovery of \$750 per non-PhD International students. Ministry officials suggest that institutions could pass these reductions on to international students through increases in tuition fees. To be phased in beginning in 2013-14.
- Elimination of International travel scholarships to begin in 2012-13.

Provincial Budget Highlights

Capital Funding

- Re-profile of capital funding to reflect actual expenditure flows on existing projects
- No claw backs of existing projects for PSE sector. However unallocated capital funding assigned to TCU in the 2011 Budget has been eliminated.
- Deferred Maintenance Funding remains at the 2011-12 levels.

Provincial Budget Highlights - Summary

Reductions -- Universities	2012-13	2013-14	2014-15
	\$M		
Policy levers	0	(28)	(55.5)
International student recovery	0	(9.4)	(17.3)
Municipal tax grant – international students (except PhDs)	0	(2.3)	(2.3)
International travel scholarships	(2.9)	(2.9)	(2.9)
Total reductions	(2.9)	(42.6)	(78.0)

Capital re-profiling	12-13	13-14	14-15
	\$M		
Sector reductions announced in budget documents	(14.8)	(10.1)	(3.5)
University share (MTCU document)	Not available	Not available	Not available

Provincial Budget Highlights

Executive Compensation

- Extension of the executive compensation freeze indefinitely (until the Provincial budget is balanced)
- Explicit reference to Presidents, Vice Presidents, Provosts and Deans
- No renewal of March 2010-2012 compensation freeze legislation for non-executive staff

Provincial Budget Highlights

Pensions

- Recognition of the rising cost of public sector pensions
- Reaffirmation that members of single-employer public sector pension plans should share the ongoing costs of their pension benefits equally with the employer (that is, 50-50)
 - An expectation that the sector will move towards this benchmark over the next 5 years.
 - The Government will create additional incentives for institutions to move toward equal contribution sharing.
 - Employers will continue to be responsible for plan deficits

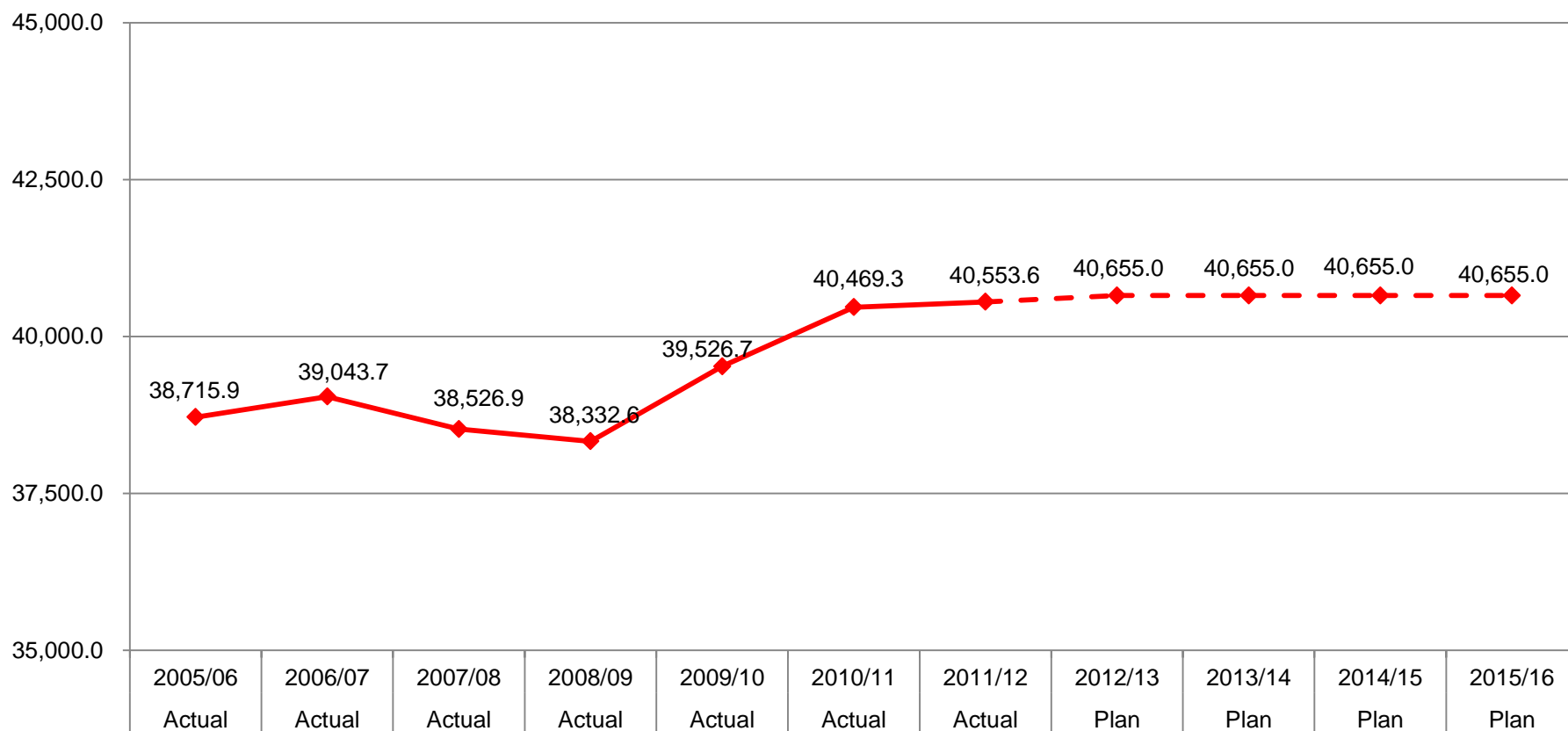
Provincial Budget Highlights

Pensions (continued)

- Government intends to introduce framework legislation in the fall of 2012 that would pool investment management functions of smaller public sector pensions (ie. less than \$10B) in Ontario.
- The government has appointed an advisor to develop recommendations within this framework in consultation with stakeholders.

ENROLMENT PLANNING: Undergraduate Eligible FFTEs

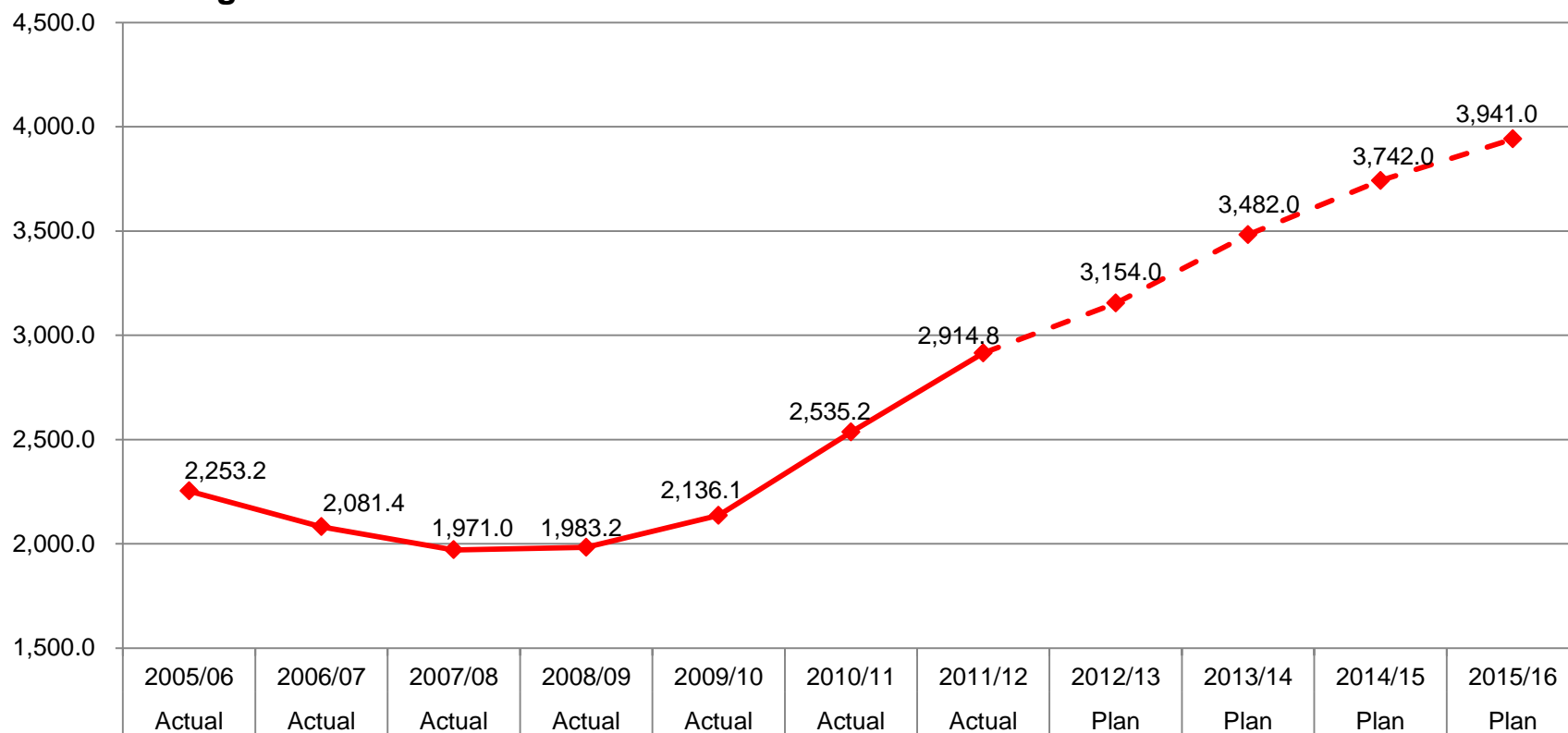
Undergraduate Eligible FFTEs: 2005/06 to 2015/16



Note: Undergraduate enrolment projections do not include new Engineering program projections
Source: OIRA and VPA&P

ENROLMENT PLANNING: Undergraduate International FFTEs

Undergraduate International FFTEs: 2005/06 to 2015/16

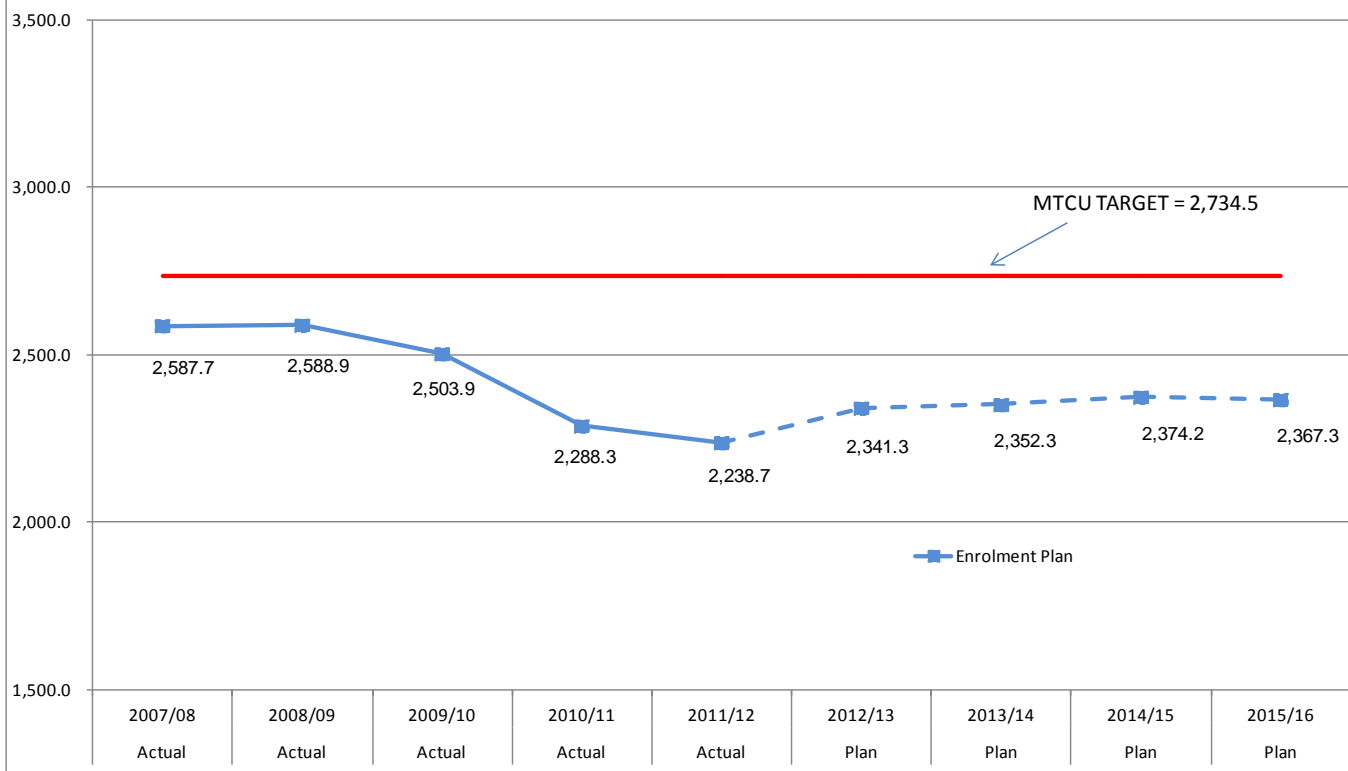


Note: Undergraduate enrolment projections do not include new Engineering program projections

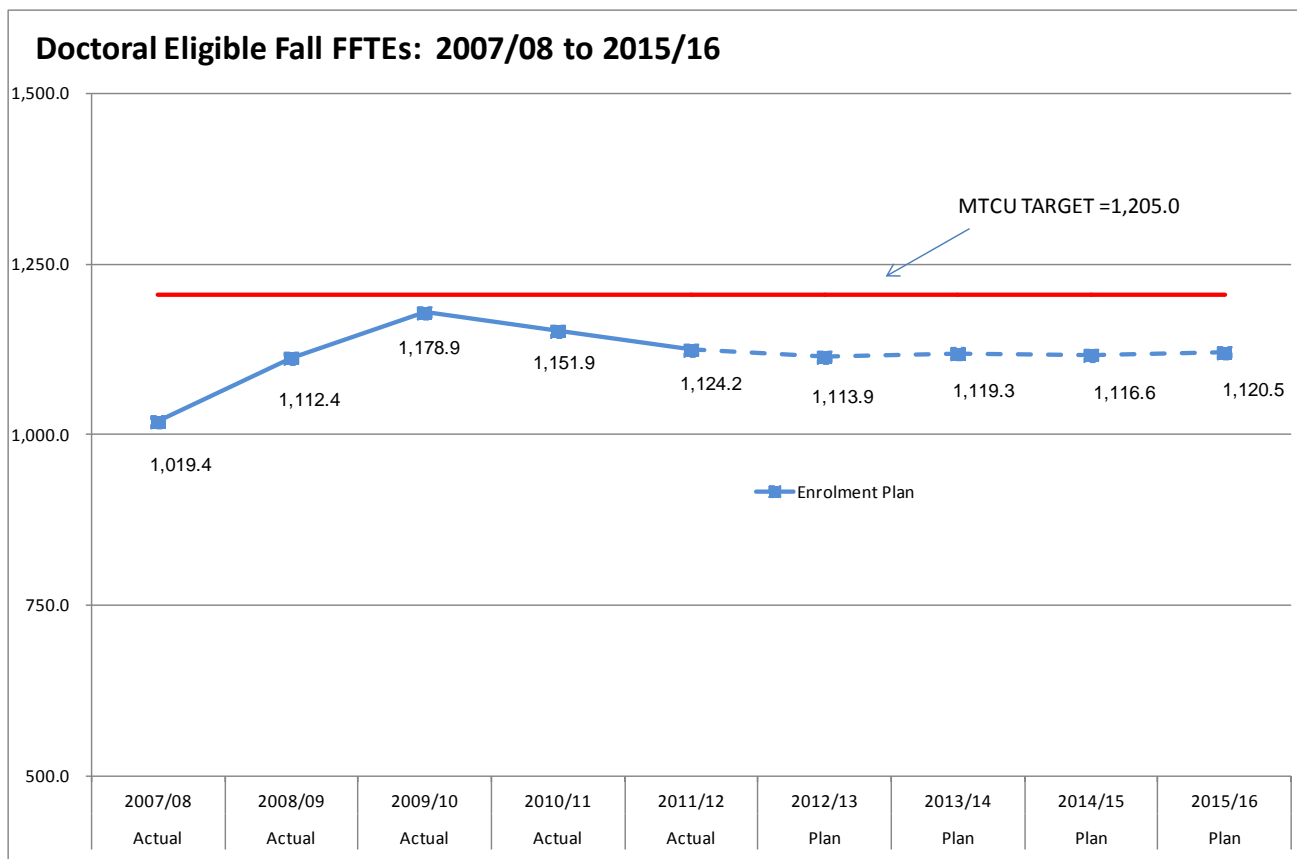
Source: OIRA and VPA&P

Graduate Enrolments - Masters

Masters Eligible Fall FTEs: 2007/08 to 2015/16



Graduate Enrolments - Doctoral



Endowment Fund

Endowment Performance

	<u>2011 Calendar Year</u>	<u>2011-12 Fiscal Year</u>
Total Fund	0.85%	2.19%
Policy Benchmark (50% Hedged)	<u>-1.53%</u>	<u>-0.06%</u>
Value Added	<u>2.38%</u>	<u>2.13%</u>

Note: Based on Board approved distribution a minimum of 4% will be distributed with substantially all endowments receiving 5%.

Endowment Fund Balance:

\$338 M - April 30/11

\$333 M - April 30/12

Pension Fund

Pension Fund Performance Calendar year 2011

Total Fund	0.2%
Fund Text Requirement	6.0% real

Pension Fund Balance:

\$1.334 B - Dec. 31/10

\$1.338 B - Dec. 31/11

Pension Valuation – Going Concern and Solvency Deficits

	(in millions)		
	Going Concern <u>Deficiency</u>	Solvency <u>Deficiency</u>	<u>Status</u>
2007	\$44.1	\$27.8	Filed in 2008
2008	\$265.6	\$281.4	Not filed
2009	\$228.4	\$192.7	Not filed
2010	\$217.2	\$198.8	Filed in 2011
2011	\$283.0	\$387.0	Not filed

Revenue Changes (from June 2011 Plan)

(in \$millions)

	<u>2012-13</u>	<u>2013-14</u>	<u>2014-15</u>	<u>2015-16</u>
<u>Revenue</u>				
Planning Changes (May 2012)				
Enrolment Growth				
<i>Domestic Growth</i>				
Grant Funding - <i>eliminating growth plan</i>	(1.25)	(2.50)	(2.50)	(2.50)
Tuition Funding - <i>eliminating growth plan</i>	(1.25)	(2.50)	(2.50)	(2.50)
Tuition reduction- Education	(0.85)	(0.85)	(0.85)	(0.85)
Graduate Accessibility Adjustment (phased recovery)		(3.00)	(2.00)	(0.50)
VPA International Growth	In Plan	In Plan	In Plan	3.10
<i>Domestic Tuition increases</i>	In Plan	In Plan	12.00	24.00
<i>International Tuition Increases</i>	<u>2.20</u>	<u>4.50</u>	<u>6.90</u>	<u>9.40</u>
Total Revenue (Increases)	<u>(1.15)</u>	<u>(4.35)</u>	<u>11.05</u>	<u>30.15</u>

Expenditure Changes (from June 2011 Plan)

(in \$millions)

	<u>2012-13</u>	<u>2013-14</u>	<u>2014-15</u>	<u>2015-16</u>
<u>Expenditures</u>				
Academic Investments:				
Student Support				1.00
VPA - Domestic Growth	(1.50)	(3.00)	(3.00)	(3.00)
VPA International fee increase	1.60	3.30	5.00	6.80
VPA International Growth				2.20
Graduate Student support lower costs	(3.00)	(2.00)	(2.00)	(2.00)
Funding CRC increments	0.90	1.05	1.20	1.35
Library Inflation	0.20	0.40	0.60	0.80
	<u>(1.80)</u>	<u>(0.25)</u>	<u>1.80</u>	<u>7.15</u>
Compensation/Benefit:				
Compensation	In plan	In Plan	15.00	32.00
Strategic Investments:				
Student Experience	1.50	2.00	2.00	2.00
Reputation- support for Marketing/Branding	1.50	1.00	0.50	0.50
Faculty Complement Top Up	0.50	0.75	1.00	1.00
Prase Savings-(Institutional/Central Recovery)		(1.00)	(3.00)	(5.00)
	<u>3.50</u>	<u>2.75</u>	<u>0.50</u>	<u>(1.50)</u>
Total Expenditures:	<u>1.70</u>	<u>2.50</u>	<u>17.30</u>	<u>37.65</u>

Budget Plan 2012-2016 (Approved June 2012)

(in \$millions)				
	<u>2012-13</u>	<u>2013-14</u>	<u>2014-15</u>	<u>2015-16</u>
Annual Surplus/(Deficit) - June 2011 Plan	(3.9)	(2.0)	(2.0)	(2.0)
Revenue Changes (2012)	(1.2)	(4.4)	11.1	30.2
Expenditure Changes (2012)	1.7	2.5	17.3	37.7
Targeted Savings	<u>10.0</u>			
Revised Annual Surplus/(Deficit) - before cut adjustments	3.3	(8.9)	(8.3)	(9.5)
<u>Budget Cuts:</u>				
2013-14 increase by 0.25%		1.1	1.1	1.1
2014-15 increase by 0.25%			1.1	1.1
2015-16 New Cut of 3.5%				14.7
Total Adjustment to Budget Cuts		<u>1.1</u>	<u>2.1</u>	<u>16.8</u>
Annual Surplus/(Deficit) - June 2012 Plan	3.3	(7.8)	(6.2)	7.3
Prior Year Carryforward	<u>0.2</u>	<u>3.4</u>	<u>(4.4)</u>	<u>(10.5)</u>
Revised Cumulative Surplus (Deficit)	<u>3.4</u>	<u>(4.4)</u>	<u>(10.5)</u>	<u>(3.2)</u>
Budget Cuts	3.25%	3.50%	3.50%	3.50%

Budget Plan 2012-2016 (Approved June 2012)

	(in \$millions)			
Budget Plan 2012-2016 (Proposed June 2012)	<u>2012-13</u>	<u>2013-14</u>	<u>2014-15</u>	<u>2015-16</u>
Revenue	752.5	766.7	782.1	801.2
Expenditures	749.3	774.5	788.2	793.9
Annual Surplus/(Deficit)	<u>3.2</u>	<u>(7.8)</u>	<u>(6.1)</u>	<u>7.3</u>
Carryforward Surplus/(Deficit)	<u>0.2</u>	<u>3.4</u>	<u>(4.4)</u>	<u>(10.5)</u>
Cumulative Surplus/(Deficit)	<u><u>3.4</u></u>	<u><u>(4.4)</u></u>	<u><u>(10.5)</u></u>	<u><u>(3.2)</u></u>

OPERATING BUDGET PLAN SUMMARY

2012-13 to 2014-16

(in \$millions)

	2012-13	2013-14	2014-15	2015-16
Revenue				
Total Operating Revenue per June 2011 Plan	753.67	771.04	771.04	771.04
Planning Changes (June 2012)				
Enrolment Growth				
Domestic Growth				
Grant Funding - <i>eliminating growth plan</i>	(1.25)	(2.50)	(2.50)	-2.50
Tuition Funding - <i>eliminating growth plan</i>	(1.25)	(2.50)	(2.50)	-2.50
Tuition reduction - Education	(0.85)	(0.85)	(0.85)	-0.85
Graduate Accessibility Adjustment (phased recovery)		(3.00)	(2.00)	-0.50
VPA International Growth	In Plan	In Plan	In Plan	3.10
Domestic Tuition increases	In Plan	In Plan	12.00	24.00
International Tuition Increases	2.20	4.50	6.90	9.40
Total Revenue (Decrease) / Increase	(1.15)	(4.35)	11.05	30.15
Operating Revenue - June 2012 Plan	752.52	766.69	782.09	801.19
Expenses				
Total Operating Expenses per June 2011 Plan	757.56	773.04	773.04	773.04
Academic Investments:				
Student Support				1.00
VPA - Domestic Growth	(1.50)	(3.00)	(3.00)	-3.00
VPA International fee increase	1.60	3.30	5.00	6.80
VPA International Growth				2.20
Graduate Student support lower costs	(3.00)	(2.00)	(2.00)	-2.00
Funding CRC increments	0.90	1.05	1.20	1.35
Library Inflation	0.20	0.40	0.60	0.80
	(1.80)	(0.25)	1.80	7.15
Compensation/Benefit:				
Compensation	In plan	In Plan	15.00	32.00
Strategic Investments:				
Student Experience	1.50	2.00	2.00	2.00
Reputation- support for Marketing/Branding	1.50	1.00	0.50	0.50
Faculty Complement Top Up	0.50	0.75	1.00	1.00
PRASE Savings-(Institutional/Central Recovery)		(1.00)	(3.00)	-5.00
	3.50	2.75	0.50	-1.50
Sub Total Expenditure Increase:	1.70	2.50	17.30	37.65
Budget Measures:				
Targeted Savings	10.00			
Net Expenditure Change (after Targeted Savings)	(8.30)	2.50	17.30	37.65
Budget Cuts:				
2013-14 increase by 0.25%		1.05	1.05	1.05
2014-15 increase by 0.25%			1.05	1.05
2015-16 New Cut of 3.5%				14.70
Total Impact of Budget Cuts		1.05	2.10	16.80
Total Expenditure (Decrease) / Increase	(8.30)	1.45	15.20	20.85
Operating Expenses - June 2012 Plan	749.26	774.49	788.24	793.89
Annual Surplus(Deficit)	3.26	(7.80)	(6.15)	7.30
Carryforward Balances from Prior Year-End	0.18	3.44	(4.36)	(10.51)
	3.44	(4.36)	(10.51)	(3.21)

2012-2016 Budget Plan: (approved June 2012)

→ Elimination of planned enrolment growth

→ Academic Investments

→ Assumption for modest Compensation Increases

→ Strategic Investments

→ Targeted Savings

→ Budget Cuts : 2012-13 – 3.25%
2013-14 – 3.50%
2014-15 – 3.50%
2015-16 – 3.50%

→ Projected Budget – Balance by 2015-16

Key Budget Risks/Pressures

Stabilizing income/revenue sources:

- Achievement of Undergraduate and Graduate enrolment targets
- Improve retention
- The ability to identify and seize new revenue opportunities
- Assume new tax on international students will be recovered through fee increases

Managing market volatility and policy changes:

- Investment returns; pension costs; endowment distributions
- Government grant funding allocations (particularly Graduate Accessibility rebasing decision and future treatment of MTCU efficiency measures)
- Tuition fee framework beyond 2013

Containing costs:

- Collective agreement negotiations
- PRASE
- Achievement of planned budget cuts/Addressing Faculty Deficits

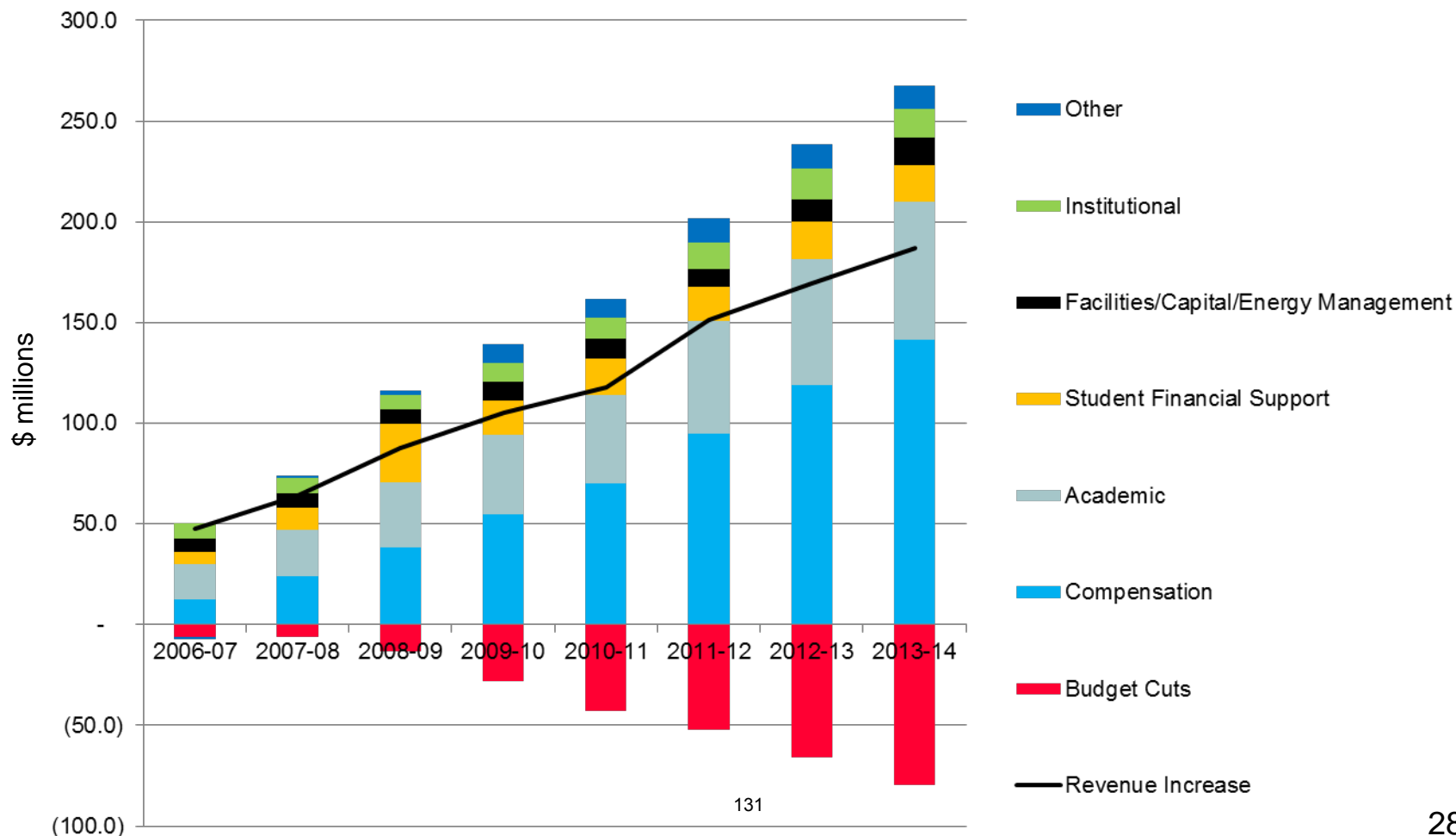
Review of Budget Allocations – 2006/07 to 2013/14

- In order to provide additional context to the operating budget allocations made over the past several years, a summary was prepared showing budget allocations from the June 2004 budget to the June 2011 budget.
- The summary shows the growth in revenues and costs for fiscal years 2006/07 through 2013/14:
 - Total revenue growth over that period is projected at \$186.8 M (primarily through tuition fee increases and enrolment growth)
 - The single largest increase in expenses is for annual compensation increases and pension deficit special payments (\$141.4 M)
- The results are shown in more detail in the following table.

Approved Multi-Year Budget Plans 2006 - 2014

	(\$ Millions)							
	<u>2006-07</u>	<u>2007-08</u>	<u>2008-09</u>	<u>2009-10</u>	<u>2010-11</u>	<u>2011-12</u>	<u>2012-13</u>	<u>2013-14</u>
<u>Revenue</u>								
Total Operating Revenue per June 2004 Plan	584.2	584.2	584.2	584.2	584.2	584.2	584.2	584.2
Enrolment Growth (Graduate/Undergraduate)	20.6	32.1	33.0	44.1	45.6	68.0	75.0	81.3
Domestic & International Tuition Fee Increases	7.0	16.3	30.4	40.4	52.7	63.0	74.1	85.1
Other	20.0	15.5	24.5	20.5	19.4	20.4	20.4	20.4
Total Revenue Changes	47.6	63.9	87.9	105.0	117.7	151.4	169.5	186.8
Total Operating Revenue per June 2011 Plan	631.8	648.1	672.1	689.2	701.9	735.6	753.7	771.0
<u>Expense</u>								
Total Budgeted Expenses per June 2004 Plan	585.1	585.1	585.1	585.1	585.1	585.1	585.1	585.1
Academic (Including Complement Investments)	17.7	22.9	32.1	39.1	44.2	56.0	62.9	68.5
Student Financial Support	5.8	11.5	29.2	17.2	18.2	16.7	18.5	18.5
<u>Compensation</u>								
Salary and Benefit Increases (ATB's)	9.4	22.4	35.4	50.4	65.4	85.4	98.3	112.9
Pension Deficit Payments	3.0	1.5	3.0	4.5	4.5	9.5	20.5	28.5
Subtotal	12.4	23.9	38.4	54.9	69.9	94.9	118.8	141.4
Facilities/Capital/Energy Management	7.0	7.0	7.0	9.1	9.6	8.8	10.8	13.3
<u>Institutional</u>								
Energy Inflation	4.8	5.0	5.0	5.0	5.0	5.0	5.0	5.0
Insurance	1.4	1.6	1.8	1.8	1.8	1.8	1.8	1.8
Admin/FOI/Records Management Investments	1.0	0.8	0.5	1.4	2.0	3.0	3.0	3.0
Campus Safety				1.5	1.5	1.5	1.5	1.5
PRASE						2.0	4.0	3.0
Subtotal	7.2	7.4	7.3	9.7	10.3	13.3	15.3	14.3
Other	(1.1)	1.4	2.2	9.0	9.3	12.0	12.0	11.5
Total Budget Cuts	(6.3)	(6.3)	(13.3)	(28.0)	(42.7)	(52.2)	(65.9)	(79.5)
Total Expense Changes (net of budget cuts)	42.7	67.8	102.9	111.0	118.8	149.5	172.4	187.9
Total Budgeted Expenses per June 2011 Plan	627.8	652.9	688.0	696.1	703.9	734.6	757.5	773.0
Annual Surplus/(Deficit)	4.0	(4.8)	(15.9)	(6.9)	(2.0)	1.0	(3.8)	(2.0)

Revenue/Expense Increase – 2006/07 to 2013/14



Divisional Year End Surplus/(Deficit) Balances

	Actual		Projected
	YrEnd Balance 2010-11	YrEnd Balance 2011-12	YrEnd Balance 2012-13
President's Division	0.84	1.49	1.10
VP Advancement	0.17	1.27	1.00
VP Academic	15.69	6.95	(16.40)
VP Research & Innovation	2.37	2.99	2.50
VP Students	2.26	5.16	3.00
VP Finance & Administration	10.45	8.69	6.69
Total of All Divisions	31.78	26.54	(2.12)

Faculty Year End Surplus/(Deficit) Balances

\$ millions	Actual		Projected
	YrEnd Balance 2010-11	YrEnd Balance 2011-12	YrEnd Balance 2012-13
Liberal Arts & Prof'l Studies	(10.39)	(14.69)	(24.30)
Health	3.49	3.67	1.45
Science & Engineering	(0.05)	(3.49)	(8.43)
Osgoode	(5.40)	(3.03)	(1.63)
Glendon	(2.95)	(3.78)	(4.36)
Graduate Studies	3.62	4.03	4.38
Environmental Studies	1.48	1.63	1.07
Fine Arts	(2.79)	(4.38)	(7.86)
Education	10.79	9.27	6.47
Schulich	(7.67)	(7.54)	(5.43)
Total Faculties	(9.87)	(18.31)	(38.65)
Library	1.09	0.79	0.49
Academic Other	24.47	24.48	21.75
VP Academic Total	15.69	6.95	(16.40)