



Notice of Meeting

to be held at 3:00 pm. on Thursday, September 27, 2012
in the Senate Chamber, N940 Ross Building.

AGENDA

**An orientation for new and continuing Senators
will be held at 1:30 p.m. in the Senate Chamber**

	PAGE
1. Chair's Remarks (<i>W. van Wijngaarden</i>)	
2. Minutes of the Meeting of June 28, 2012	i
3. Business Arising from the Minutes	
4. Inquiries and Communications	
5. President's Items (<i>M. Shoukri</i>)	
6. Committee Reports	
6.1 Executive (<i>Vice-Chair</i>)	1
6.1.1 Nominations for the Election of Members of Senate Committees	
6.2. Academic Standards, Curriculum and Pedagogy (<i>G. Tourlakis</i>)	7
6.2.1 Notice of Motion to Establish a Bachelor of Engineering	
6.3 Academic Policy, Planning and Research (<i>D. Mutimer</i>)	11
6.3.1 a) Renaming of the Department of Computer Science and Engineering to the Department of Electrical Engineering and Computer Science and; b) Transfer of the Department of Earth and Space Science and Engineering and the Department of Electrical Engineering and Computer Science from the Faculty of Science and Engineering to the Lassonde School of Engineering, together with their programs, effective May 1, 2013 (for approval)	
6.3.2 Strategic Mandate Agreement (<i>Discussion; P. Monahan</i>)	
6.3.3 Strategic Research Plan (<i>Overview and discussion; R. Haché</i>)	

Note: Additional documentation for items 6.3.2 and 6.3.3 will be distributed prior to the meeting.

7. Other Business

H. Lewis, Secretary

Consent Agenda (Academic Standards, Curriculum and Pedagogy Report)

1. Granting of Degrees, Certificates and Diplomas (Fall 2012 to Spring 2013)
2. Name Changes, School of Women's Studies Certificates



The Senate of York University

Minutes

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

W. van Wijngaarden, Chair
J. Amanatdes
C. Archer
A. Asif
A. Belcastro
G. Brewer
D. Callison
L. Donaldson
J. Duklas
J. Edmondson
C. Ehrlich
E. Fine
L. Gilbert
R. Hache
B. Heron
C. Heron
A. Hilliker
Hutchinson
C. Innes
J. Johnson

R. Lenton
H. Lewis, Secretary
D. Leyton-Brown
S. Ling
L. Lo
A. Macpherson
J. Magee
G. Malfatti
N. Mandell
A. Mazurkov
M. McCall
K. Michasiw
P. Monahan
V. Monty
A. Mukherjee-Reed
R. Mykitiuk
P. Ng
J. O'Hagan
S. Pagiatakis
B. Rahder

P. Ritvo
A. Schrauwers
B. Sellers-Young
M. Singer
P. Singh
D. Skinner
H. Skinner
J.B. Smith
S. Snow
A. Solis
Y. Sorokin
B. Spotton Visano
G. Tourlakis
C. Van Daalen- Smith
R. Webb
P. Wilkinson
S. Winton
J. Yeomans

1. Chair's Remarks

In his remarks the Chair

- saluted those who had made the Spring Convocation ceremonies so memorable and inspiring
- thanked all Senators, especially those who terms were ending, outgoing Chairs of Senate Committees, and Senators who were retiring from the University
- expressed condolences on the passing of Professor Varpu Lindstrom
- advised Senators that they will be invited to participate in a year-end governance survey

2. Minutes

It was moved, seconded and *carried* **“that Senate approve the minutes of the meeting of May24, 2012.”**

3. Business Arising from the Minutes

There was no business arising from the minutes.

4. Inquiries and Communications

4.1 Senators on the Board of Governors

Professor Tourlakis provided highlights of the most recent meeting of the Board of Governors at which the Lassonde School of Engineering and five-year budget plan were approved.

4.2 Academic Colleague to the Council of Ontario Universities

Documentation in the form of the most recent COU issues overview as forwarded by Senator Sanders and distributed by e-mail prior to the meeting was *noted*.

5. President's Items

President Shoukri commented on

- his gratitude to the leadership of Senate at the conclusion of a positive and productive year
- successful Convocation ceremonies which saw the introduction of the "name card" captioning for the 6,300 students who attended in person
- the launch of consultations by the Premier on the future of postsecondary education in Ontario coinciding with the release of a discussion paper entitled "Strengthening Ontario's Centres of Innovation, Creativity and Knowledge"
- the University's financial outlook and efforts to foster greater transparency and sustainability through PRASE initiatives and the budget modeling exercise
- an increase of 7.5 per cent in summer enrolments following a campaign aimed at York students and those studying elsewhere who have enrolled on letters of permission
- recent accomplishments by members of the University community, including the country-leading success rate for first-time applicants for NSERC grants
- the re-appointment of Dean Alice Pitt and Dean Dezső Horváth, the appointment of Janusz Koziński as the first Dean of the Lassonde School of Engineering, and the appointment of Don Hastie as the Acting Dean of the Faculty of Science and Engineering

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.**"

6.1.2 Membership of the Vice-Provost Students

It was moved, seconded and *carried* "**that the membership of Senate and the Academic Standards, Curriculum and Pedagogy Committee include the Vice-Provost Students effective July 1, 2012.**"

6.1.2 Information Items

The Executive Committee reported on

- the election of Professor Paul Axelrod of the Faculty of Education as the Academic Colleague to the Council of Ontario Universities for a two-year term
- remaining vacancies on Senate Committees
- confirmation that summer authority has been invested in the Committee
- approval of members nominated by Faculty Councils to serve on Faculty-designated committees
- changes that will be incorporated into the 2012 edition of the Senate Handbook
- approval of minor editorial changes to policies, procedures, guidelines and regulations
- consolidated actions taken by Senate in 2011-2012
- a progress report on Senate committee priorities for the year
- Senate attendance in 2011-2012

- the inaugural meeting and action plan of the Working Group on External Partnerships

6.2 Awards

Senators joined the Chair of the Awards Committee in congratulating the following recipients of major awards for graduating students:

- *Governor General's Gold Medals*: Ms Jacinta Reddigan, Graduate Program in Kinesiology and Health Science (MSc) and Dr, Mandeep Pinky Gaidhu, Graduate Program in in Kinesiology and Health Science (Doctoral)
- *Governor-General's Silver Medals*: 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)
- *The Murray G. Ross Award*: Maryam El Bably, Faculty of Liberal Arts and Professional Studies, Bachelor of Arts with Specialized Honours (Sociology).

6.3. Academic Standards Curriculum and Pedagogy

6.3.1 Consecutive BEd (Technological Education) Degree Option, Faculty of Education

It was moved, seconded and *carried* **“that Senate approve a Consecutive BEd (Technological Education) degree option, effective Fall-Winter 2013-2014.”**

6.3.2 Certificate of Completion in Educational Studies, Faculty of Education

It was moved, seconded and *carried* **“that Senate approve the establishment of a Certificate of Completion in Educational Studies, Faculty of Education.”**

6.3.3 Consent Agenda Items

Senate *approved by consent* ASCP recommendation to

- change the degree requirements of the Masters and Doctoral Requirements, Physics & Astronomy Program, Graduate Studies
- change degree requirements, PhD Program Psychology, Graduate Studies
- change the degree requirements of Masters and Doctoral Programs, Psychology (Clinical Developmental Specialization), Graduate Studies
- change the transfer credit limit of the International Baccalaureate Curriculum

6.3.4 Information Items

Academic Standards, Curriculum and Pedagogy informed Senate of its

Items reported by ASCP were the following:

- approval of a new course rubric (MINE) for Global Mining Management courses offered for the MBA program
- 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 and 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 and editorial changes to the requirements for the *General Certificate in Practical Ethics* and the *Certificate in Professional Ethics*
- degree level expectations and student learning outcomes
- a report on the April 2012 examination period

6.4 Academic Policy, Planning and Research / Academic Standards, Curriculum and Pedagogy

In a joint report, Academic Policy, Planning and Research / Academic Standards, Curriculum and Pedagogy

- transmitted the 2010-2011 annual report on non-degree studies prepared by the Vice-Provost Academic
- provided a year-end progress report from the Joint Sub-Committee on Quality Assurance

6.5 Academic Policy, Planning and Research

6.5.1 Provost's Report on Planning Progress and Priorities

The Provost presented his annual report on academic planning and priorities which was accessible on the Senate Website at <http://www.yorku.ca/secretariat/senate/agenda/2011-2012/20120628.pdf>.

Senate accepted the Chair's proposal to extend the meeting for a further fifteen minutes

6.5.2 Vice-President Finance and Administration Spring Report on the Budget Context for Academic Planning

In a report with modest revisions from the version posted online prior to the meeting, the Vice-President Finance and Administration provided Senate with his spring report on the budget plan approved by the Board and other financial matters. In its contextualization of Senator Brewer's report, APPRC wrote that "Faculty deficits are of particular concern" and this facet of the report attracted the greatest interest. Among the matters raised were the following:

- the view of the President and Provost that Faculty budget deficits were unsustainable and must be addressed so that academic activities are not compromised
- perspectives offered by two Deans that Faculties need to address deficits but may also require transitional assistance
- short-term and longer term solutions, the latter to include the SHARP model proposed by the Working Group on Budget Modeling
- concerns that the recommended budget model could not be properly assessed without an analysis of the implications for Faculties and units

6.5.3 Information Items

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

- the designation of Professor David Mutimer as Chair of the Committee for 2012-2013
- the discussion at a June 21 event devoted to the University's identity and reputation, and efforts to address matters raised by surveys of York students and those attending other universities

- annual reports for 2010-2011 from the Committee on Biological Safety, Animal Care Sub-Committee and Human Participants Review Committee.

7. **Other Business**

There being no further business, Senate adjourned at 5:15 p.m.

W. van Wijngaarden, Chair

H. Lewis Secretary



EXECUTIVE COMMITTEE
Report to Senate
at its Meeting of September 27, 2012

FOR ACTION

1. Nominees for Election to Senate Committees

Senate Executive recommends the following candidate for election to a Senate Committees with non-designated seats for the remainder of three-year terms beginning immediately and ending June 30, 2015. Nominations are also accepted from the floor of the Senate if the nominee has consented and is available for the published meeting time of the committee. Nominators are asked to report prospective nominees to the Secretary prior to the start of the meeting in order to determine their eligibility. Final approval for a slate of nominees is given by Senate on a motion put by the Vice-Chair of Senate “that nominations be closed.”

Academic Standards, Curriculum and Pedagogy (1 full-time faculty member)
Meets twice monthly on Wednesdays at 1:30, September – June

Jacqueline Choiniere, Assistant Professor, Nursing, Health

FOR INFORMATION

1. No Action Taken Under Summer Authority

It was not necessary to act under the authority vested in the Committee by Senate in June.

2. Approval of Nominees for Membership on Senate Committees

The Committee has approved the following individuals nominated by Faculty Councils to serve on the on the committees indicated. .

Academic Policy, Planning and Research Committee

Education: Sandra Schechter, Professor

Graduate Studies: Peter Mulvihil, Associate Professor, Environmental Studies

Science and Engineering: Bridget Stutchbury, Professor, Biology

York University Libraries: Walter Giesbrecht, Librarian, Scott Library

Executive

Schulich: Marcia Annisette, Associate Professor,

Honorary Degrees and Ceremonials (Executive Sub-Committee)

Liberal Arts and Professional Studies: Gabrielle Slowey, Associate Professor

Education: Laura Wiseman, Assistant Professor

3. Student Senator Survey

A survey of Senators was conducted between July 3 and July 20. The response was generally positive. Eighty-eight out of approximately 156 members of Senate participated in the survey.

Among the findings were the following:

- Interest and the desire to learn about University developments were prominent motivators for Senators that attended regularly
- A high percentage of respondents who attended less frequently reported that they did not attend because they had no concerns about items on the agenda (the survey also revealed that several Senators had standing conflicts last year)
- Senators retained interest in proceedings even if they did not actively participate
- Some respondents commented that motions presented by Committees sometimes do not provide enough context, and there were suggestions that Committees should be clearer about the implications – that is, not just the nature -- of a proposal
- Respondents expressed a desire to increase their knowledge about academic resource dimensions and the public policy context for postsecondary education (in the latter case, it may be appropriate to consider the focus and format of Academic Colleague's reports)
- The survey promoted awareness of the Synopses and the role of Senators in helping to draw attention to Senate issues and outcomes
- It is apparent that more can be done to make linkages to the University Academic Plan
- Individuals suggested that more time be devoted to these academic matters: research intensification, the implications of admitting more international students (in terms of language support), major government initiatives and their impact on York, partnerships with external institutions, academic resources, academic quality/integrity, teaching innovations, and addressing new student learning modes
- Many Senators commented on a positive experience; there were suggestions that Senate encourage wider collegial involvement in governance, better connect with Faculty Councils, and feature more facilitated discussions
- Several Senators said they appreciated the effectiveness of the Chair of Senate in conducting meetings
- The few negative comments challenged the role of Senate as a collegial body that connects the community, the academy and the administration

Documentation is attached as Appendix A.

4. Working Group on External Partnerships

On September 19 Senate Executive's Working Group on External Partnerships issued a call inviting members of the community to share their thoughts on the question of whether or not it would be advisable to develop a statement, guidelines, or framework on external partnerships given the UAP's emphasis on such relationships and the likelihood that a trend toward them will continue. Communications are requested by September 19 care of the Working Group's Secretary, Robert Everett (beveret@yorku.ca). The Working Group has been asked to report to Senate Executive in the autumn.

5. Review of Changes to Faculty Council Rules and Regulations

The Committee has reviewed changes to rules and regulations proposed by the Faculty of Environmental Studies Council and the Osgoode Hall Law School Council. In both cases the Committee has determined that the amendments are consistent with principles of collegial governance and practices elsewhere in the University.

William van Wijngaarden, Chair

Appendix A / Senate Executive Report

Senator Survey July 2012

1. If you attended all or most (6-9) Senate meetings this year... What factors influenced your attendance? Check all that apply.

	Per Cent	Number
Interest	76.8	62
Duty	46.8	40
Learn about University developments and directions	59.8	49
Understand impact of Senate decisions	36.6	30
Raise issues and concerns	22.0	18
Other	2.4	2

2. If you attend 5 or fewer meetings of Senate in 2011-2012... What factors influenced your attendance? Check all that apply.

	Percentage	Number
Reviewed documents and had no concerns	79.3	23
Items not always interesting or too routine	3.4	1
Items not always relevant to my unit or group	3.4	1
Health	13.8	4
Other	10.3	3

3. Which of the following best describes your participation at Senate?

	Percentage	Number
Participated in discussions	28.7	23
Followed discussions with interest but did not feel my contributions were necessary	47.7	41
Did not always feel knowledgeable enough about items	16.3	14
Did not always feel confident enough to contribute	7.0	6
Felt unsure about rules or how to get on a speaker's list	-	-

Other	2.3	2
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4. Do the documents provided by Committees and others convey the necessary and appropriate information to enable good governance and decision-making?

	Percentage	Number
Always	20.0	17
Usually	71.8	61
Seldom	2.4	2
Never	--	--
Not sure / No opinion	5.9	5

5. I feel knowledgeable about the following

	Strongly agree	Agree	Disagree	Strongly Disagree	Not Sure / No Opinion	Response Count
Senate's relationship to other governing bodies	38.8% (33)	42.4% (36)	10.6% (9)	4.7% (4)	4.7% (4)	85
Academic resources and allocations	22.0% (18)	34.1% (28)	32.9% (27)	6.1% (5)	6.1% (5)	82
Postsecondary education policy	19.3% (16)	43.4% (36)	26.5% (22)	2.1% (1)	9.6% (8)	83
Senate's mandates and major responsibilities	47.1% (35)	48.8% (41)	8.3% (7)	2.1% (1)	--	84

6. Synopses are posted on Y-File shortly after meetings are held. Have you used synopses (or other Senate and committee documents) as a basis for informing others (e.g., departments, Faculties, or the campus organizations that nominated you) about major issues dealt with by Senate?

	Percent	Number
Frequently	21.2	18
Occasionally	45.9	39
Never	32.9	28
N/A	--	--

7. The University Academic Plan 2010-2015 is intended to guide academic planning and define academic priorities. How would you rate the following in terms of helping to understand and advance UAP goals and to monitor progress?

	Very Helpful	Somewhat Helpful	Not Helpful	Not Sure / No Opinion	Response Count
Committee Reports	25.0% (20)	61.3% (49)	8.8% (7)	5.0% (4)	80
Faculty Planning Reports (via APPRC)	32.9% (26)	48.1% (38)	12.7% (10)	6.3% (5)	79
Vice-Presidents' Reports	40.7% (33)	39.5% (13)	16.0% (13)	3.7% (3)	81

Rationales in Support of Major Initiatives	25.3% (20)	52.2% (42)	19.0% (15)	2.5% (2)	79
Cyclical Review Summaries	15.4% (12)	51.3% (40)	15.4% (12)	17.9% (14)	78
Other	50.0% (21)	25.0% (1)	--	25.0% (1)	4

8. I feel that sufficient time has been devoted to the most important academic issues

	Percent	Number
Strongly Agree	6.3	5
Agree	53.8	43
Disagree	27.5	22
Strongly Agree	6.3	56
No Opinion / Not Sure	6.3	5

COMMITTEE ON ACADEMIC STANDARDS, CURRICULUM AND PEDAGOGY

Report to Senate
at its meeting of 27 September 2012

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

NOTICE OF MOTION

1. Establishment of a Bachelor of Engineering (BEng) Degree • Lassonde School of Engineering [Notice of Statutory Motion]

It is the intention of Academic Standards, Curriculum and Pedagogy to make the following recommendation in a statutory motion:

That Senate approve the establishment of the degree of Bachelor of Engineering (BEng).

Rationale

The BEng is the most popular undergraduate engineering degree type in Canada, offered by at least 13 universities, including the most recently established engineering programs in Ontario (Guelph, Ryerson, UOIT).

York currently uses the Bachelor of Applied Science (BASc) designation for its existing Engineering programs. Engineering schools with a long history generally have maintained this degree type to reflect their heritage. When Engineering was established at York University in 2001, the choice to offer a BASc reflected the emergence of engineering from the related applied sciences and the strong connections between the programs.

With the establishment of the new Lassonde School of Engineering and the planned offering of at least four new engineering disciplines (electrical, mechanic, civil, chemical), the School believes that the time is right to move to the BEng designation to signal its intention of being modern and progressive in its program offerings, and in its program environment.

The creation of the BEng degree type was a key recommendation of the 2009 report of the *President's Engineering Task Force*, whose membership consisted of independent experts in engineering education. In addition, conversations with the engineering students indicate their strong support for the move to a BEng degree type. The degree title including the word 'engineering' is important to their identity as engineers, especially as York's reputation as an engineering school is not yet well established.

With Senate's approval, all new approved Engineering programs will carry the designation of BEng. In a separate proposal to come at a subsequent meeting, Senate will be asked to consider changing the degree type of the existing Engineering programs from the current *BASc* to the new *BEng*, including the recently approved Electrical Engineering program.

CONSENT AGENDA

1. Granting of Degrees, Certificates and Diplomas (Fall 2012 to Spring 2013)

The Committee on *Academic Standards, Curriculum and Pedagogy* recommends that:

- i) Senate authorize the granting of degrees at the University's Convocations held from Fall 2012 to Spring 2013 to those students who have fulfilled the degree program requirements and who have been recommended by the Councils of the Faculties and Colleges for receipt of the degrees listed on Appendix A attached.
- ii) Senate authorize the forwarding of recommendations for certification by the Faculty of Education to the Ontario College of Teachers for those students who have been deemed "recommended for certification" by the Council of the Faculty of Education; and that
- iii) Senate authorize the granting of diplomas and certificates at the University's Convocations held from 2012 to Spring 2013 to those students who have fulfilled requirements and who have been recommended by the Councils of the Faculties for receipt of the diplomas and certificates listed on Appendix A attached.

2. Change to Names of the School of Women's Studies Certificates

The Committee on *Academic Standards, Curriculum and Pedagogy* recommends that Senate approve the name changes to the following School of Women's Studies Certificates:

Existing Name	Proposed Name
General Certificate in Women's Studies	General Certificate in Gender and Women's Studies
Advanced Certificate in Women's Studies	Advanced Certificate in Gender and Women's Studies

Rationale

In January of this year Senate approved a change in the name of the undergraduate program from Women's Studies to *Gender and Women's Studies*, and a change in the name of the School of Women's Studies to the *School of Gender, Sexuality and Women's Studies*. In addition, the title of the introductory 2000-level course was changed to '*Introduction to Gender and Women's Studies*'.

The proposed new Certificate names align with the new name of the undergraduate program and curriculum for clarity and consistency. The proposed changes will take effect FW'13.

Approved by Faculty Council 10 May 2012 • Approved by ASCP 19 September 2012

FOR INFORMATION

1. Summer Authority Items

The ASCP *Coordinating & Planning* Sub-committee was delegated authority to act on behalf of the Committee during the summer months to attend to any business deemed to be time sensitive. No business was conducted under summer authority.

2. Council on Quality Assurance: Report on Program Decisions

To remind Senators, the Council of Ontario Universities (COU) established a new quality assurance body under the direction of the Ontario Council of Academic Vice-Presidents. Established in 2010, the new body is called the Ontario Universities Council on Quality Assurance (the *Quality Council*). The universities have vested in the Quality Council the authority to make the final decision on whether proposed new undergraduate and graduate programs and graduate diplomas may commence. This Council operates at arm's length from universities and the government to ensure its independence.

The Quality Council has established Protocols governing the approval of new degree programs and other curriculum, and the cyclical review of university programs. The York University Quality Assurance Policy and its associated Procedures (YUQAP) together comprise the Senate legislation governing York's quality assurance process. The new process requires the Vice-Provost to submit new program and diploma proposals to Quality Council following Senate's approval. In turn, decisions from Quality Council are conveyed to the Vice-Provost who transmits them to ASCP for information. The outcome of York's submissions to the Quality Council to date, are presented below for Senate's information.

Program	Senate Approval	Quality Council Decision
Graduate Diploma in Health Industry Management (Type 2)	23 June 2011	Approved to commence
Graduate Diplomas in Language, Literacy and Education (Type 2 and 3)	26 April 2012	Approved to commence
Master in Conference Interpreting (MCI)	26 April 2012	Approved to commence, with report by 30 June 2013
Graduate Diploma in Conference Interpreting (Type 1)	22 March 2012	Approved to commence
Concurrent Program in Bachelor of Education / Early Childhood Studies (BEd/BA) at York University and Ryerson University	24 May 2012	Approved to commence

George Tourlakis
Chair, Academic Standards, Curriculum & Pedagogy

Degrees, Certificates and Diplomas Offered by York University

Degrees

Faculty of Liberal Arts & Professional Studies

Bachelor of Administrative Studies
Bachelor of Administrative Studies (Honours)
Bachelor of Arts
Bachelor of Arts (Honours)
International Bachelor of Arts (Honours)
Bachelor of Disaster & Emergency Management
Bachelor of Disaster & Emergency Management (Honours)
Bachelor of Human Resources Management
Bachelor of Human Resources Management (Honours)
Bachelor of Public Administration (Honours)
Bachelor of Social Work (Honours)

Faculty of Education

Bachelor of Education
Bachelor of Education (In-Service)
Bachelor of Education (Technological Education)+

Faculty of Environmental Studies

Bachelor in Environmental Studies
Bachelor in Environmental Studies (Honours)

Faculty of Fine Arts

Bachelor of Arts
Bachelor of Arts (Honours)
Bachelor of Fine Arts (Honours)
Bachelor of Design (Honours)

Glendon College / Collège universitaire Glendon

Bachelor of Arts
Bachelor of Arts (Honours)
International Bachelor of Arts (Honours)
Baccalauréat ès arts
Baccalauréat ès arts (Spécialisé)
Baccalauréat international ès arts (Spécialisé)

Faculty of Graduate Studies*

Doctor of Philosophy
Master of Applied Science
Master of Arts
Master of Business Administration
International Master of Business Administration
Master of Conference Interpreting+
Master of Design
Master in Environmental Studies
Master of Education
Master of Fine Arts
Master of Finance
Master of Financial Accountability
Master of Fitness Science
Master of Human Resources Management
Master of Kinesiology
Master of Laws
Master of Public Administration

Master of Public and International Affairs
Master of Public Policy, Administration & Law
Master of Science
Master of Science in Nursing
Master of Social Work

Faculty of Health

Bachelor of Arts
Bachelor of Arts (Honours)
Bachelor of Science
Bachelor of Science (Honours)
Bachelor of Health Studies
Bachelor of Health Studies (Honours)
Bachelor of Science in Nursing (Honours)

Faculty of Science and Engineering

Bachelor of Arts
Bachelor of Arts (Honours)
Bachelor of Science
Bachelor of Science (Honours)
Bachelor of Applied Science (Honours)
Bachelor of Science (Technology)
International Bachelor of Arts
International Bachelor of Arts (Honours)
International Bachelor of Science (Honours)

Osgoode Hall Law School

Bachelor of Laws/*Juris Doctor*

Schulich School of Business

Bachelor of Business Administration (Honours)
International Bachelor of Business Administration (Honours)

**Master or Magisteriate / Doctor or Doctorate*

Certificates and Diplomas

Faculty of Liberal Arts and Professional Studies

Advanced Certificate in Hebrew and Jewish Studies
Advanced Certificate in Professional Accounting
Advanced Certificate in Women's Studies
Certificate in Business Fundamentals
Certificate in Geographic Information Systems (GIS) and Remote Sensing
Certificate in Non-Profit Management
Certificate in Professional Ethics
Certificate in the Teaching of English to Speakers of Other Languages
Certificate in Women's Studies
Certificate of Advanced French Language Proficiency
Certificate of Basic French Language Proficiency
Certificate of Intermediate French Language Proficiency
Certificate of Language Proficiency in Modern Greek
Certificate of Language Proficiency in Portuguese
Certificate of Language Proficiency in Spanish
Certificate of Proficiency in Chinese
Certificate of Proficiency in German
Certificate of Proficiency in Italian
Certificate of Proficiency in Japanese
Cross-Disciplinary Certificate in Anti-Racist Research & Practice
Cross-Disciplinary Certificate in Biblical Studies
Cross-Disciplinary Certificate in Indigenous Studies
Cross-Disciplinary Certificate in Sexuality Studies
Cross-Disciplinary Certificate in South Asian Studies
General Certificate in Law and Society
General Certificate in Practical Ethics
General Certificate in Refugee and Migration Studies
General Certificate in Urban Studies
Professional Certificate in Accounting
Professional Certificate in Emergency Management
Professional Certificate in Health Services Management
Professional Certificate in Human Resources Management
Professional Certificate in Information Technology Auditing and Assurance
Professional Certificate in Logistics
Professional Certificate in Management
Professional Certificate in Marketing
Professional Certificate in Public Sector Management
Professional Certificate in Real Estate

Faculty of Education

Certificate in Educational Studies
Professional Certificate in Education (Technological Studies)
York Diploma in the Education of Exceptional Students

Faculty of Environmental Studies

Certificate in Geographic Information Systems (GIS) and Remote Sensing
Certificate in Sustainable Energy+
Cross-Disciplinary Certificate in Community Arts Practice
Cross-Disciplinary Certificate in Urban Ecologies
General Certificate in Refugee & Migration Studies

Faculty of Fine Arts

Certificate in Digital Design
Cross-Disciplinary Certificate in Community Arts Practice
Cross-Disciplinary Certificate in Digital Media
Disciplinary Certificate in Dance Science

Glendon College / Collège universitaire Glendon

Bilingual Certificate in Public Administration and Public Policy
Certificat en rédaction professionnelle
Certificate in Bilingualism, French & English
Certificate in English/Spanish, Spanish/ English Translation
Certificate in Law and Social Thought
Certificate in the Discipline of Teaching English as an International Language
Certificate of Bilingual Excellence
Certificate of Trilingual Excellence
Cross-Disciplinary Certificate in Sexuality Studies
General Certificate in Refugee & Migration Studies
Proficiency Certificate in Technical & Professional Communication

Faculty of Graduate Studies

Diploma in Advanced Hebrew and Jewish Studies (Type 2)
Diploma in Arts and Media Administration (Type 2)
Diploma in Asian Studies (Type 2)
Diploma in Business and the Environment (Type 2)
Diploma in Conference Interpreting (Type 1)+
Diploma in Curatorial Studies in Visual Culture (Type 2)
Diploma in Democratic Administration (Type 2)
Diploma in Early Childhood Education (Type 2 & 4)
Diploma in Education in Urban Environments (Type 2 & 4)
Diploma in Environmental/Sustainability Education (Type 2 and Type 4)
Diploma in Financial Engineering (Type 2 and 4)
Diploma in German and European Studies (Type 2)
Diploma in Health Industry Management (Type 2)+
Diploma in Health Psychology (Type 2)
Diploma in Health Services & Policy Research (Type 2)
Diploma in International & Security Studies (Type 2)
Diploma in Jewish Studies (Type 3)
Diploma in Justice System Administration (Type 2)
Diploma in Language, Literacy and Education (Type 2 and Type 3)+
Diploma in Latin American and Caribbean Studies (2)
Diploma in Mathematics Education (2 and 4)
Diploma in Neuroscience (Type 2)
Diploma in Non-Profit Management (Type 2)
Diploma in Post-Secondary Education: Community, Culture and Policy (Type 2 and Type 4)
Diploma in Real Estate and Infrastructure (Type 2)
Diploma in Refugee and Migration Studies (Type 2)
Diploma in the Teaching of Acting (Type 2)
Diploma in the Teaching of Movement for Theatre (2 & 4)
Diploma in Theatre Studies (Type 4)
Diploma in Value Theory and Applied Ethics (Type 2)
Diploma in Voice Teaching (Type 2 and Type 4)
Post-M.B.A. Graduate Diploma in Advanced Management (Type 4)

Faculty of Health

Certificate in Health Informatics
Certificate in Psychometrics
Professional Certificate in Athletic Therapy
Professional Certificate in Fitness Assessment and Exercise Counselling
York-Seneca Rehabilitation Services Programme Certificate

Faculty of Science and Engineering

Certificate in Geographic Information Systems (GIS) and Remote Sensing
Certificate in Meteorology

Schulich School of Business

Certificate in Practical Ethics

Access/Bridging Programs

Transition-Year Program Certificate of Completion
Certificate of Completion in Educational Studies+

+New for 2012-2013
Updated: September 2012

**Faculty of Liberal Arts and Professional Studies
Report to Senate (Part 1)**

May 11, 2012

The Faculty Council of Liberal Arts & Professional Studies recommends that Senate approved the changes to existing certificates in Women's Studies which were approved on May 10, 2012 Faculty Council.

Proposal to Change the Names of the School of Women's Studies Certificates

This is a proposal to change the names of two Certificates in the School of Women's Studies to reflect the new name of the undergraduate program.

Background

The proposal to change the undergraduate program name from Women's Studies to *Gender and Women's Studies* was passed at Senate on January 26, 2012. The name of the School of Women's Studies was also changed to the *School of Gender, Sexuality and Women's Studies*. In addition, the title of the introductory 2000-level course was changed from 'On Women: An Introduction to Women's Studies' to '*Introduction to Gender and Women's Studies*'.

Rationale

The School proposes that the General Certificate in Women's Studies be changed to the *General Certificate in Gender and Women's Studies* and the Advanced Certificate in Women's Studies be changed to the *Advanced Certificate in Gender and Women's Studies*, to reflect the new name of the undergraduate program. The proposed changes shall be effective September 2012 to coincide with the proposed changes made for the name of the School, the undergraduate program and the rubric change from WMST to GWST.

In addition, the certificate requirements have been revised to reflect the new curricular requirements that were approved in 2010 and effective September 2010. The 4000-level theory course (WMST 4500 6.00) was phased out, the theory component was moved to the 3000-level (WMST 3555 6.00 and WMST 3556 6.00), and a required methodologies course (WMST 4555 6.00) was added at the 4000-level.

Students who began a certificate program prior to September 2010 will be grandparented under the previous certificate course requirements.

Included below is the old calendar copy and proposed new calendar copy for the certificates.

Old Calendar Copy	Proposed New Calendar Copy
<p>General Certificate in Women's Studies</p> <p>School of Gender, Sexuality and Women's Studies</p> <p>Certificate requirements: For purposes of meeting certificate requirements, all nine-credit general education (foundation) courses will count as six credits towards the certificate.</p> <p>Graduating with a certificate: Except where otherwise stated, a minimum cumulative grade point average of 4.00 is required to satisfy certificate requirements. Students must also submit application to graduate from a certificate program.</p>	<p>General Certificate in Gender and Women's Studies</p> <p>School of Gender, Sexuality and Women's Studies</p> <p>Certificate requirements: For purposes of meeting certificate requirements, all nine-credit general education (foundation) courses will count as six credits towards the certificate.</p> <p>Graduating with a certificate: Except where otherwise stated, a minimum cumulative grade point average of 4.00 is required to satisfy certificate requirements. Students must also submit application to graduate from a certificate program.</p>

Applications should be obtained from and filed with the unit administering the certificate program. Transcript notation that the requirements for a certificate have been completed will be made once the Registrar's Office has received notice from the unit administering the program. Certificates will not be conferred until candidates have successfully completed an undergraduate degree program if they are simultaneously enrolled in a degree and a certificate program. The Faculty does not award certificates retroactively. Refer to the Academic Standards section for details of the undergraduate certificate minimum standards.

Core courses: The core courses are offered by the Gender and Women's Studies program and, like the required courses, have the second digit five (5) in the course number, e.g. WMST 2500 6.00.

Non-core courses (courses offered by other teaching units): may be acceptable for program credit or cross-listed with the Gender and Women's Studies program. These courses will count towards the certificate requirements in women's studies. Please consult the School of Gender, Sexuality and Women's Studies website for course listings.

Requirements: 30 credits including:

- AP/GL/W MST 1500 6.00 or AP/GL/W MST 1510 6.00;
- AP/GL/W MST 2500 6.00 (cross-listed to: GL/SOSC 2950 6.00) or AP/GL/W MST 2510 9.00 (cross-listed to: AP/HUMA 2930 9.00, AP/SOSC 2180 9.00);
- at least 12 credits of core Gender and Women's Studies course offering credits at the 3000 level;
- up to six credits of non-core courses (courses offered by other teaching units available for Gender and Women's Studies credit).

Advanced Certificate in Women's Studies

School of Gender, Sexuality and Women's Studies

Certificate requirements:

Students beginning this certificate must have completed 60 credits or the equivalent of university education.

For purposes of meeting certificate requirements, all nine-credit general education (foundation)

Applications should be obtained from and filed with the unit administering the certificate program. Transcript notation that the requirements for a certificate have been completed will be made once the Registrar's Office has received notice from the unit administering the program. Certificates will not be conferred until candidates have successfully completed an undergraduate degree program if they are simultaneously enrolled in a degree and a certificate program. The Faculty does not award certificates retroactively. Refer to the Academic Standards section for details of the undergraduate certificate minimum standards.

Core courses: The core courses are offered by the Gender and Women's Studies program and, like the required courses, have the second digit five (5) in the course number, e.g. WMST 2500 6.00.

Non-core courses (courses offered by other teaching units): may be acceptable for program credit or cross-listed with the Gender and Women's Studies program. These courses will count towards the certificate requirements in **gender and** women's studies. Please consult the School of Gender, Sexuality and Women's Studies website for course listings.

Requirements: 30 credits including:

- AP/GL/W MST 1500 6.00 or AP/GL/W MST 1510 6.00;
- AP/GL/W MST 2500 6.00 (cross-listed to: GL/SOSC 2950 6.00) or AP/GL/W MST 2510 9.00 (cross-listed to: AP/HUMA 2930 9.00, AP/SOSC 2180 9.00);
- at least 12 credits of core Gender and Women's Studies course offering credits at the 3000 level;
- up to six credits of non-core courses (courses offered by other teaching units available for Gender and Women's Studies credit).

Advanced Certificate in **Gender and Women's Studies**

School of Gender, Sexuality and Women's Studies

Certificate requirements:

Students beginning this certificate must have completed 60 credits or the equivalent of university education.

For purposes of meeting certificate requirements,

courses will count as six credits towards the certificate.

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

Core courses: The core courses are offered by the Gender and Women's Studies program and like the required courses have the second digit five (5) in the course number, e.g. WMST 2500 6.00.

Non-core courses (courses offered by other teaching units): may be acceptable for program credit or cross-listed with the Gender and Women's Studies program. These courses will count towards the certificate requirements in women's studies. Please consult the School of Gender, Sexuality and Women's Studies website for course listings.

Requirements: 30 credits including:

- AP/GL/WMST 2500 6.00 (cross-listed to: GL/SOSC 2950 6.00) or AP/GL/WMST 2510 9.00 (cross-listed to: AP/HUMA 2930 9.00, AP/SOSC 2180 9.00);
- AP/GL/WMST 3555 6.00 or AP/GL/WMST 3556 6.00;
- AP/GL/WMST 4555 6.00;
- at least six credits of core Gender and Women's Studies course offering credits at the 3000 or 4000 level;
- up to six credits of non-core courses (courses offered by other teaching units available for Gender and Women's Studies credit).

Note: Consult the School of Gender, Sexuality and Women's Studies for the list of available core and non-core courses each year.

all nine-credit general education (foundation) courses will count as six credits towards the certificate.

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

Core courses: The core courses are offered by the Gender and Women's Studies program and like the required courses have the second digit five (5) in the course number, e.g. WMST 2500 6.00.

Non-core courses (courses offered by other teaching units): may be acceptable for program credit or cross-listed with the Gender and Women's Studies program. These courses will count towards the certificate requirements in women's studies. Please consult the School of Gender, Sexuality and Women's Studies website for course listings.

Requirements: 30 credits including:

- AP/GL/WMST 2500 6.00 (cross-listed to: GL/SOSC 2950 6.00) or AP/GL/WMST 2510 9.00 (cross-listed to: AP/HUMA 2930 9.00, AP/SOSC 2180 9.00);
- AP/GL/WMST 3555 6.00 or AP/GL/WMST 3556 6.00;
- AP/GL/WMST 4555 6.00;
- at least six credits of core Gender and Women's Studies course offering credits at the 3000 or 4000 level;
- up to six credits of non-core courses (courses offered by other teaching units available for Gender and Women's Studies credit).

Note: Consult the School of Gender, Sexuality and Women's Studies for the list of available core and non-core courses each year.



ACADEMIC POLICY, PLANNING AND RESEARCH COMMITTEE

Report to Senate
at its meeting of September 27, 2012

FOR ACTION

- 1. Renaming of the Department of Computer Science and Engineering to the Department of Electrical Engineering and Computer Science / Transfer of the Department of Earth and Space Science and Engineering and the Renamed Department of Electrical Engineering and Computer Science from the Faculty of Science and Engineering to the Lassonde School of Engineering**

APPRC recommends

that Senate approve, effective May 1, 2013, a) the re-naming of the Department of Computer Science and Engineering to the Department of Electrical Engineering and Computer Science and b) the transfer of the Department of Earth and Space Science and Engineering and the renamed Department of Electrical Engineering and Computer Science from the Faculty of Science and Engineering to the Lassonde School of Engineering together with the programs of the Departments.

Rationale

These changes were adumbrated in the documentation provided in support of Senate's approval of the Lassonde School of Engineering. The full rationales submitted by APPRC and proponents are archived with the agenda for Senate's April 2012 meeting at

<http://www.yorku.ca/secretariat/senate/agenda/2011-2012/20120426.pdf>

The establishment of the Lassonde School of Engineering reflects planning objectives in the *University Academic Plan* concerning Engineering, comprehensiveness, quality, internationalization, and the student experience. See the UAP at:

www.yorku.ca/secretariat/senate/committees/apprc/documents/UAP2010-2015.pdf

It is intended that these units will be part of Lassonde on the start-up date of May 1, 2013; approval by Senate will provide timely and greater certainty to Lassonde and the Registrar's Office who are responsible for making the necessary preparations in advance of the move. The new name and transfers have the support of the Provost, Dean of FSE, and Dean of Lassonde.

These are the first of a number of proposals that will come to the Committee and Senate in 2012-2013 to implement the establishment of Lassonde as approved by the Senate and Board of Governors in the Spring of 2012

Approved by Academic Policy, Planning and Research September 13, 2012

Reviewed by Academic Standards, Curriculum and Pedagogy September 19, 2012

Documentation is attached as Appendix A.

FOR INFORMATION

1. **Strategic Mandate Agreement Submission**

At its meeting of September 13 the Committee reviewed a draft submission to the Ministry of Training, Colleges and Universities in response to a request for an Institutional Vision, Proposed Mandate Statement and Priority Objectives. This submission will begin a process leading to Strategic Mandate agreements between York (and other universities) and the provincial government. These agreements come at a significant moment in the evolution of Ontario's postsecondary education system. In June the Ministry of Training, Colleges and Universities issued a discussion paper -- "Strengthening Ontario's Centres of Creativity, Innovation and Knowledge" -- that mooted a number of potentially momentous changes. The Committee urges Senators to familiarize themselves with the discussion paper's contents.

The Committee provided the Provost with a number of editorial and minor suggestions, many of which reinforced the linkage between the document and the Senate-approved *University Academic Plan 2010-2015* and Senate-endorsed Provostial White Paper (which rightly provide the principal backdrops to the submission). Members' suggested additional text and concrete illustrations that help locate and distinguish York within the Ontario post-secondary system. Although the submission is due on the day after Senate, there will be an opportunity for Senators to comment on a subsequent draft that will be distributed in advance of the September 27 meeting.

2. **Enrolment Report**

The Provost provided the Committee with information on summer enrolments (up over last year) and preliminary 2012-2013 registration data. The latest, unofficial enrolment count will be reported to Senate on September 27.

3. **Concurrence with Recommendations to Establish Endowed Chairs and a Professorship**

In accordance with Senate policies and procedures, APPRC has concurred with recommendations to establish the following at Schulich:

- three Chairs in Financial Accounting, Operations Management, Organizational Studies, and Strategic Management
- the EDC Professorship in International Business funded by Export Development Canada
- Certified General Accountants of Ontario Chair in International Entrepreneurship funded by CGA Ontario

4. **Strategic Research Plan**

Members of APPRC were in attendance when the Strategic Research Plan consultations were launched on Tuesday, September 11. The Committee also received a full briefing on the SRP at its meeting of September 13.

A Strategic Research Plan was approved by Senate in 2001. A more detailed document was provided to the Tri-Councils in 2003. Given the emphasis placed on research intensification in the current UAP, it is appropriate to develop a new collegial pathway for realizing objectives in this critical domain.

The plan will be a standing item on the Committee's agenda leading to a recommendation to Senate in the spring of 2013, and the Committee will meet the SRP advisory group at a joint session

scheduled for the morning of September 27. Vice-President Haché will provide Senate with an overview at the meeting of September 27.

5. External Review of Organized Research Units

The Committee has received the review submitted by Yvonne Lefebvre, Wayne O. McCready, and George Pavlich based on their visit to York in June. Their report includes a number of recommendations concerning the support of ORUs. The reviewers explain that their mandate was

....to consider how current ORU structures might be augmented to further the research engagement principle outlined in the *White Paper Companion*, and to position the University for its anticipated expansion as a leading contributor in more research areas. The Review Committee also understands that the University aims to develop new research programs that align with emerging societal needs, and it plans to develop engaged research in areas of engineering, health, medicine and business.

APPRC has asked its Sub-Committee on ORUs to review the document, provide feedback to the Vice-President Research and Innovation and advise the full Committee on any follow up actions that are necessary or desirable.

6. Sub-Committee Memberships and External Linkages 2012-2013

Technical Sub-Committee	Robert Haché David Mutimer Michael Longford Patrick Monahan (Chair) William van Wijngaarden
Sub-Committee on ORUs	Parissa Safai Anna Agathangelou Ric Irving
Joint Sub-Committee with Academic Standards, Curriculum and Pedagogy (Cyclical Reviews, Quality Assurance)	TBA TBA
Senate Executive's Sub-Committee on Equity	Sandra Schechter
Budget Model Working Group (PRASE)	Ric Irving Alison Macpherson (continuation appointment)

7. Innovation York

Vice-President Haché has briefed the Committee on plans for the new mandate and make-up of Innovation York, an office that will assume greater responsibility for a range of activities.

8. Priorities for 2012-2013

The Committee will finalize and report to Senate Executive on its priorities for the coming year by the end of the month. It is expected that engagement with Faculty / Library planners will emerge as a priority, as will aspects of the *University Academic Plan*.

D. Mutimer, Chair

Item	Renaming of an existing academic unit / transfer of two existing academic units as described below
Requested Action	Approval of APPRC
Further Stages	Approval by Senate based on a recommendation from the Committee (and transfer of <i>programs</i> as recommended by ASCP)
Documentation	<p>These changes were adumbrated in the documentation in support of Senate's approval of the Lassonde School of Engineering. See the full rationale with the APPRC reported archived with Senate minutes for the April 2012 meeting at http://www.yorku.ca/secretariat/senate/agenda/2011-2012/20120426.pdf</p> <p>The establishment of the Lassonde School of Engineering reflects planning objectives in the University Academic Plan concerning Engineering, comprehensiveness, quality, internationalization, and the student experience. See the UAP at:</p> <p>http://www.yorku.ca/secretariat/senate/committees/apprc/documents/UAP2010-2015.pdf</p>
Considerations	<p>These are the first of a number of proposals that will come to the Committee and Senate in 2012-2013 to implement the establishment of Lassonde as approved by the Senate and Board of Governors in the Spring of 2012</p> <p>The new name and transfers are supported by the Provost, Dean of FSE, and Dean of Lassonde. Their support will be provided in writing prior to Senate approval.</p>
Effective Date	<p>May 1, 2013</p> <p>It is intended that these units will be part of Lassonde on the start-up date of May 1, 2013; approval by Senate will provide timely and greater certainty to Lassonde and the Registrar's Office who are responsible for making the necessary preparations in advance of the move.</p>

Elements of the Proposal

- Change the name of the Department of Computer Science and Engineering **to** the Department of Electrical Engineering and Computer Science effective May 1, 2013
- Transfer the Department of Earth and Space Science and Engineering and the Department of Electrical Engineering and Computer Science from the Faculty of Science and Engineering **to** the Lassonde School of Engineering effective May 1, 2013
- Transfer the programs offered by the two Departments to the Lassonde School of Engineering effective May 1, 2013

Rationale

these changes, part of the "intended unit make-up" of Lassonde, were identified in the documentation submitted to Senate through the Academic Policy, Planning and Research Committee in April and May this year

- the current name of the Department of Earth and Space Science and Engineering reflects its ongoing academic mandate
- the new name for the Department of Computer Science and Engineering -- Department of Electrical Engineering and Computer Science (EECS) – better reflects the full range of programs to be offered by the unit
- the coupling of Computer Science and Electrical Engineering is recognized by academic and professional bodies and the name is often adopted by leading Computer Science and Engineering programs in North America such as the Massachusetts Institute of Technology (<http://www.eecs.mit.edu/>), University of California at Berkeley (<http://www.eecs.berkeley.edu/>), and University of Michigan at Ann Arbor (<http://www.eecs.umich.edu/>)
- the effective date has been set at May 1, 2013 so that the units can begin offering programs within Lassonde in the summer next year; Senate's approval at this stage will also ensure that students completing their Engineering studies will be able to graduate with Lassonde degrees at the Spring 2013 convocation



September 17, 2012.

Professor David Mutimer, Chair,
Academic Policy, Planning and Research Committee,
c/o York University Secretariat,
1050 YRT.

Janusz Koziński,
PhD PEng
Dean

**LASSONDE SCHOOL OF
ENGINEERING**

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TORONTO ON
CANADA M3J 1P3
T 416 736 5484
F 416 736 5360

janusz.kozinski@Lassonde.yorku.ca
www.lassonde.yorku.ca

Dear Professor Mutimer:

Re: Lassonde School of Engineering Support Letter

It gives me great pleasure to offer my enthusiastic support for the transfer of the Department of Computer Science and Engineering and the Department of Earth and Space Science and Engineering from the Faculty of Science and Engineering to the Lassonde School of Engineering. This transfer is fundamental to complete the formation of a new professional School during one of the most exciting periods in the history of our University.

These two Departments are considered as founding blocks of the Lassonde School of Engineering. Both Departments have offered outstanding contributions to all aspects of the academic enterprise in the Faculty of Science and Engineering and we all expect them to continue in the same fashion in the Lassonde School. Their move to Lassonde will reflect mutually beneficial symbiosis. It will provide new and expanded opportunities to all members of the Departments; and *vice versa*, it will allow the Lassonde School of Engineering to begin its expansion based on a well-established and strong academic foundation.

Yours sincerely,

A handwritten signature in blue ink, appearing to read "J. A. Koziński".

Janusz A. Koziński,
Dean & Professor

JAK/cc

Cc: D. Hastie, Interim Dean, Faculty of Science & Engineering
R. Hornsey, Associate Dean, Lassonde School of Engineering





September 13, 2013

**FACULTY OF SCIENCE
AND ENGINEERING**

Office of the Dean

4700 KEELE ST.
TORONTO ON
CANADA M3J 1P3
T 416 736 5051
F 416 736 5950

Professor David Mutimer, Chair
Academic Policy, Planning and Research Committee
c/o York University Secretariat
1050 YRT

Dear Professor Mutimer;

Re: Lassonde School of Engineering Support Letter

The Faculty of Science enthusiastically supports the transfer of the Department of Computer Science and Engineering and the Department of Earth and Space Science and Engineering to the Lassonde School of Engineering. These Departments have demonstrated superior contributions in Research, Teaching and Service to our Faculty and have nurtured the fledgling Engineering program to this point. Their move to the Lassonde School of Engineering will provide that School with a strong faculty and student base on which to build the world class Engineering School that York desires and deserves.

FSE will do all in its power to make the move as simple and as seamless as possible.

Sincerely,

A handwritten signature in black ink, appearing to read "D. Hastie", with a long horizontal flourish extending to the right.


Donald Hastie,
Interim Dean

DH/jh

cc: J. Kozinski, Dean, Lassonde School of Engineering
R. Hornsey, Associate Dean, Lassonde School of Engineering



MEMORANDUM

TO: David Mutimer, Chair, APPRC
FROM: Patrick Monahan, Provost 
DATE: September 18, 2012
RE: Proposal for Renaming and Transfer of Departments from the Faculty of Science and Engineering to the Lassonde School of Engineering

I am writing in support of the proposals to rename the Department of Computer Science and Engineering as the Department of Electrical Engineering and Computer Science; and to transfer that department and the Department of Earth and Space Science and Engineering from the Faculty of Science and Engineering to the new Lassonde School of Engineering, effective May 1, 2013.

These proposals represent the next stage in the planning for the establishment of LSE, which was initiated with Senate's approval of the creation of the new Faculty last April; and they were anticipated in that proposal. As I indicated in my letter of support at that time, my office has been fully involved in discussions and planning for the School, in the context of institutional priorities and principles, including revenue and expenditure projections, enrolments, complement, and capital plans. The current proposal has the support of the affected units, and prepares the way for the transfer from FSE to LSE of two departments that will form a foundation for the new Faculty. It is understood that the programs offered by those units will transfer to LSE as well as the associated revenues. Discussions around the detailed financial arrangements are in progress and will be confirmed by my office. Approval of this proposal will enable this and other necessary detailed planning to proceed in advance of the transfer on May 1.

I am happy to join with the Deans of LSE and FSE in recording support for this proposal.

Cc: Dean J. Kozinski, LSE
Dean D. Hastie, FSE
R. Hornsey, Associate Dean, Engineering
ASCP



STRATEGIC MANDATE AGREEMENT

Senate - September 27, 2012

Patrick Monahan, Vice-President Academic & Provost

BACKGROUND

- Letter from Minister Glen Murray, MTCU, in June initiating:
 - development of Strategic Mandate Agreements with Ontario post-secondary institutions
 - consultations on sector transformation based on discussion paper, *Strengthening Ontario's Centres of Creativity, Innovation and Knowledge*
- Ontario Government's vision and principles for higher education:
 - Putting students first
 - Meeting the needs of the creative economy
 - Focusing on productivity, innovation and sustainability
- Strategic Mandate Agreements to include:
 - Proposed differentiated mandate statement
 - Institution's vision linked to mandate statement
 - Three priority objectives

BACKGROUND (cont'd)

- To begin the process of developing Strategic Mandate Agreements, Minister Murray directed each institution to submit an initial 8-page Strategic Mandate Agreement by September 30, 2012
- Higher Education Quality Council of Ontario (HEQCO) to establish a peer review panel to evaluate mandate submissions for ability to achieve significant improvements in productivity, quality and affordability through innovation and differentiation
- HEQCO panel to identify a shortlist of colleges and universities as lead institutions – “models of advanced education in the 21st century”

PROCESS FOR DEVELOPMENT OF YORK'S STRATEGIC MANDATE AGREEMENT (SMA)

- Establishment of SMA Working Group chaired by the Provost and including representation from Deans, AVPs, government relations and IRP staff to develop draft
- Draft SMA based on our two strategic planning documents:
 - University Academic Plan (approved by Senate, February 2011)
 - Provost's White Paper (endorsed by Senate, April 2010)
- Also benefited from consultation with and input from:
 - Senate Academic Policy, Planning and Research Committee
 - Deans and senior administrators
 - Senior academic leaders on campus
 - President's/Vice-Presidents' Committee

YORK'S SMA SUBMISSION

- The goal is to highlight York's distinctive strengths and accomplishments, and to demonstrate how our priorities, objectives and activities align with/address those of government
- Mandate Statement reflects:
 - York's leadership as a fully engaged, socially responsive University that serves diverse populations, and
 - our unique and defining excellence in both liberal arts and professional programs that provides students with critical arts foundation and that supports interdisciplinary, multidisciplinary and inter-professional scholarship.

YORK'S SMA VISION

- York is a comprehensive, research-intensive university that is committed to pursuing excellence, student success, outreach, and partnership by engaging students, faculty, staff, alumni, and external partners in a joint venture that transforms teaching into learning, research into discovery, and service into citizenship.
- York intends to build on its firm foundation of achievement and to play an outsized role in achieving the province's innovation agenda by:
 - preparing students for a future dependent on entrepreneurial creativity
 - increasing the impact of its scholarship, research and creativity activities
 - leveraging to its advantage and to the advantage of the province as a whole its large and diverse student population, its location in York Region - the GTA's fastest growing area and an emerging hub of entrepreneurialism – and the subway extension
 - expanding strategic partnerships

YORK'S SMA SUBMISSION: PRIORITIES

- SMA identifies York's three priority objectives and highlights key planning directions for each:

Priority 1: Focus on quality with sensitivity to the needs of society in the 21st century

Priority 2: Create and sustain a 'culture' of student success that spans the student lifecycle

Priority 3: Strengthen our impact through community engagement

YORK'S SMA SUBMISSION: KEY PLANNING DIRECTIONS

Among our key planning directions, we have highlighted the following:

- Increase comprehensiveness with a emphasis on programs that build on our strong, critical liberal arts foundation and our established excellence in professional programs e.g., engineering, health, professional graduate programs to prepare students for entrepreneurial creativity
- Implement a new strategic research plan that builds on our leadership in knowledge mobilization and social innovation (HESA rankings)
- Advance teaching and learning innovation with a focus on blended elearning and experiential education

YORK'S SMA SUBMISSION: KEY PLANNING DIRECTIONS (cont'd)

- Build on our leadership in access and student mobility with expansion of partnership with Seneca College leading to a new satellite campus co-located on an existing York or Seneca campus: University of York-Seneca
- Foster LLL through a significant expansion of continuing education/professional development
- Enhance bilingual opportunities at Glendon College
- Enhance internationalization of educational experience



Ministry of Training, Colleges and Universities

Institutional Vision, Proposed Mandate Statement and Priority Objectives

A submission to begin the process of developing strategic mandate agreements (SMAs):

To:

The Ministry of Training, Colleges and Universities

From:

Mamdouh Shoukri

York University

The Purpose and Effect of this Submission

On June 27, 2012, the government released [Strengthening Ontario's Centres of Creativity, Innovation and Knowledge](#), a discussion paper on quality, innovation and productivity to make our university and college system stronger.

In a follow up letter on the same day, Minister Murray confirmed the government's intent to lead publicly funded postsecondary education institutions in a transformation process to find efficiencies and drive innovation to improve productivity.

The purpose of this Submission is to begin the process of establishing strategic mandate agreements (SMAs) with institutions that will strongly inform future decisions, including allocation decisions and program approvals.

The Higher Education Quality Council of Ontario (HEQCO) will establish a peer review panel to evaluate your initial mandate submission for its ability to achieve significant improvements in productivity, quality and affordability through *both* innovation and differentiation. HEQCO will carefully review submissions to examine the understanding each college and university has of innovation and the conditions and systems needed to achieve significant quality and productivity gains in the near- and mid-term.

HEQCO has been directed to have its peer review panel identify a shortlist of colleges and universities whose submissions demonstrate the greatest ability to serve as lead institutions --- models of advanced education in the 21st century. Minister Murray is particularly interested to see that quality teaching and additional learning options be made available to students through the SMA process.

Each institution is asked to submit a short document that will demonstrate how its activities, current and planned, contribute to the directions identified in the discussion paper and the consultation process. We would appreciate receiving your submission by **September 30, 2012**.

Parameters to Guide the Completion of the Submission

The submission should be a maximum of eight pages using the template provided, and reflect your institution's approach to the next three years, and include:

1. A brief mandate statement including your institution's three priority objectives;
2. Your institution's own vision and how it speaks to the proposed institutional mandate statement;
3. A description of each of your top three priority objectives. For each priority objective please describe the following:
 - A. How achievement of the objective will affect your total enrolment and enrolment mix.
 - Enrolment growth by credentials and level of study mix;

- Program approval requests and future program mix; and,
 - Balance between teaching and research focus.
- B. Any distinctive advantage, strength or characteristic of your institution that makes achievement of the objective credible, likely, and desirable.
- C. The timeframe for achieving the objective, resource allocations or redirections required, and metrics to be used to measure progress towards achieving the objective.
- D. Where applicable, the innovative initiatives that your institution is pursuing to improve productivity in administration, teaching, research and learning associated with the objective and any associated costs and resource implications.
- E. Any public policy tools that you need to achieve the objective.
- F. How this objective correlates to one or more of the government's principles and parameters for higher education, outlined in Appendix A.

Please direct any questions on process to: Paddy Buckley, Director, Strategic Policy Transformation
Branch: Paddy.Buckley@ontario.ca. (416-212-6597)

Completed submissions may be submitted by e-mail directly to the Minister: Glen.R.Murray@ontario.ca

Completed submissions can also be mailed to Minister Murray:

Postsecondary Education Transformation – Submissions

Attn: Minister Glen Murray

Ministry of Training, Colleges and Universities

900 Bay Street, Mowat Block, 3rd floor

Toronto, ON M7A 1L2

Appendix A.

Government Vision:

Ontario's colleges and universities will drive creativity, innovation, knowledge, and community engagement through teaching and research. They will put students first by providing the best possible learning experience for all qualified learners in an affordable and financially sustainable way, ensuring high quality, and globally competitive outcomes for students and Ontario's creative economy.

Principle 1: Putting Students First

Ontario's postsecondary education sector must be student-focused. Support for improvements to the quality and affordability of education, and the student learning experience, are key to expanding the choices students have in content, delivery and learning models.

Parameters:

- Focus on student choice; improve the quality and affordability of post-secondary education.
- Increase student mobility through removing barriers to effective credit transfer within Ontario and ensuring the recognition of Ontario credentials abroad.
- Offer students better choices in the modalities and approaches to learning through adoption of new technology and approaches to learning, and flexible course and degree structures.

Principle 2: Meeting the Needs of the Creative Economy

Transformation will require a redefinition of the role of higher education to serve the foundational needs of the new creative economy, and to ensure that Ontario's postsecondary education remains internationally competitive.

Parameters:

- Achieve Ontario's goal of a 70% postsecondary attainment rate, and ensure relevance to the labour market, as well as recognize that many students will aspire to start businesses rather than become employees of others.
- Ensure that graduates have the knowledge and competencies to succeed in the workforce and reinforce the value of undergraduate liberal arts and science education as a foundation of our civil society.
- Increase engagement and partnerships between institutions and the community, and where appropriate develop programs that erase the wall between the classroom and the workplace.

Principle 3: Focusing on Productivity, Innovation, and Sustainability

Government policy will work better with institutional goals to further encourage the conditions under which universities and colleges can adopt a modern and relevant curriculum, use innovation to achieve higher levels of productivity, and are financially sustainable to reflect new economic realities.

Parameters:

- Continue to give priority to differentiation by focusing on institutional strengths and areas of excellence, and the changing needs and demands of our society.
- Strategically managing enrolment and program growth, and exploring cost efficiencies through shared or integrated services.
- Develop strategies to improve productivity through innovation in teaching, technology, infrastructure, program and degree organization, partnerships with businesses and community, and leveraging and pooling institutional resources.

Response Template

Part 1: York University - Proposed Mandate Statement

York University is demonstrably committed to playing a key role in achieving the government's policy objectives of driving innovation and productivity throughout the post-secondary sector as a comprehensive, research-intensive institution located in the heart of Ontario's fastest growing region and the centre of innovation activity. With over 54,000 students, we comprise approximately 10% of total university enrolments in the province, and almost 13% of Ontario's university enrolment growth over the past decade has taken place at York. We now have over 3500 international students (FFTEs), and growing at a rate of 9-10% annually. This growth has occurred across a full range of disciplines, including the humanities and social sciences (which continue to represent over half of all university enrolments in Ontario), as well as in emerging areas of significance such as health, business, engineering and graduate education.

Our strategic mandate reflects:

- 1) our leadership as a fully engaged, socially responsive institution as exemplified in our curriculum (and an increasing focus on student learning outcomes and self-directed learning), the diverse student populations that we serve and our knowledge mobilization activities (that emphasize discovery and the sharing of knowledge to empower a new generation of entrepreneurial, socially conscious Ontarians with the critical skills to guide our province to a world-leading sustainable future); as well as
- 2) a unique and defining excellence in both liberal arts and professional programs. This combined strength differentiates us from other universities particularly in terms of the critical liberal studies foundation that our students receive, and our interdisciplinary, multidisciplinary and inter-professional scholarship. Recent initiatives, such as the creation of a new Faculty of Health in 2006 and the Lassonde School of Engineering in 2012, are illustrative. We are poised to embark on a major expansion of our engineering programs, fueled by the government's \$50 million contribution towards the construction of a new engineering building and a landmark gift of \$25 million to create the Lassonde School of Engineering.

Over the next few years, York will contribute to the government's goal of creating an additional 60,000 spaces over 2011 - 12, and a 70 per cent PSE attainment rate. In order to do so, we expect to achieve at least a 10% increase in productivity by 2016 through innovation as measured in improved effectiveness and efficiencies. Our top three priority objectives for enhancing effectiveness and efficiencies are:

- 1) to focus on quality with sensitivity to the needs of society in the 21st century;
- 2) to create and sustain a 'culture' of student success that spans the student lifecycle; and
- 3) to strengthen our impact through community engagement.

The main activities that we will pursue to advance these priorities are described in Part 3. We would however highlight our plans to: i) expand comprehensiveness in areas that build on our distinctive strengths and prepare students for a future dependent on entrepreneurial creativity; ii) implement a

new strategic research plan that will facilitate our national leadership in knowledge mobilization and social innovation; iii) significantly advance teaching innovation with a focus on blended learning and experiential education; iv) heighten our province-wide leadership in access by expanding our partnership with Seneca College with a view to creating a new University of York-Seneca; v) enhance our distinctive bilingual programming and student services at Glendon College; and vi) contribute to the internationalization of education through increased international connections, facilitating the participation of international students at York, and providing all students with opportunities for an international experience as part of their curriculum. These and other initiatives described in this submission are the product of comprehensive and inclusive academic planning processes, involving students, faculty and staff.

Part 2: York University – Vision

Innovation uses original knowledge to produce new or significantly improved goods, services, or processes that have economic or social value. Innovation is the key contributor to increasing productivity and raising living standards (Brender et al., 2007). The GTA is the centre of innovation in Canada. It is responsible for 45 percent of Ontario's and 20 percent of Canada's economic activity – a percentage that will grow over the next 20 years. As a comprehensive, research-intensive university, York is already an engine of innovation. York's vision involves building on its firm foundation of achievement and playing an outsized role in achieving the province's innovation agenda. Specifically, York can educate more of the Highly Qualified Personnel (HQP) necessary to fuel Ontario's innovation agenda. It can expand its research and development activity and its leadership in a range of new technologies. It can nourish its established linkages with York Region, the GTA's fastest growing area and an emerging hub of entrepreneurialism. York can exploit to its advantage and to the advantage of the province as a whole its unique bilingual campus at Glendon College, its large, growing, and diverse student population, and its subway extension, which will open in 2015. Our long-term vision is set out in the 2010 Provostial White Paper. The University Academic Plan for 2010–2015 outlines our strategic priority objectives. The common theme of these documents is York's commitment to pursuing excellence, student success, outreach, and partnership by engaging students, faculty, staff, alumni, and external partners in a joint venture that transforms teaching into learning, research into discovery, and service into citizenship.

Part 3: York University - Priority Objectives

Priority #1: Focus on quality with sensitivity to the needs of society in the 21st century

York's top priority is an unwavering commitment to excellence in teaching, research and the student experience with sensitivity to the needs of society now and in the future. A quality postsecondary education is enriched through the research and creative activities of faculty, and demonstrably provides students with the knowledge, skills and abilities needed in a future dependent on entrepreneurial creativity. To advance this priority, York will:

i) Increase the comprehensiveness of its programs by building on its well-established reputation for excellence in liberal studies and professional programs that differentiates it from other universities in terms of fostering innovative and interdisciplinary approaches with a focus on critical thinking, entrepreneurship, technological innovation and transferable skills. Our curriculum emphasizes leadership, sustainability and social responsibility as exemplified by recent programs in emergency and disaster management, business analytics, and public affairs. Our forthcoming engineering programs are similarly preparing the 'Renaissance Engineer with a Social Conscience' who will have the technical expertise, practical experience, collaborative mindset, cultural appreciation and global perspective that will prepare them to work across borders in multiple social contexts. Aside from engineering, specific target areas over the next few years include health and medicine, applied science, business-related and professional programs at the undergraduate and graduate levels. We also expect to respond to additional demand for programs in our traditional areas of strength in the liberal arts, humanities and social sciences, in response to student growth in the GTA generally and York Region in particular.

ii) Enhance the quality of academic programs by focusing on student learning outcomes (SLOs). York is taking a lead role in the development of a student-focussed learning approach that clearly articulates competencies and SLOs by institutionalizing curricular mapping for all academic programs by the end of 2012 - 2013. We are also setting as a priority the measurement of SLOs including a pilot of the Collegiate Learning Assessment tool beginning in September 2012. To support the sustainability of these efforts, York is providing faculty support and development through a newly created Teaching Commons (TC) to complement the existing Learning Commons (for students). The TC will lead systemic change toward an enhanced culture of teaching including teaching chairs, a 'teaching scholars and award winners' network, and support for the curricular integration of experiential education, eLearning strategies and other effective learning strategies.

iii) Implement a new institutional strategic research plan (for 2013 - 2018) that will enunciate a vision for the future impact of research at York. As has been highlighted in the recent report by Jarvey and Usher (2012 Measuring Academic Research in Canada: Field-Normalized University Rankings 2012, Higher Education Strategy Associates, Toronto), we rank 4th provincially (and 8th nationally) among all universities in terms of individual researcher impact in the social sciences and humanities, as well as in the natural sciences and engineering. The plan will build on York's national leadership in knowledge mobilization and social innovation through the Research Impact National Knowledge Mobilization (KM) network as well as our strengths in liberal arts and professional studies, and highlight innovative interdisciplinary research alliances in areas such as digital media and community engaged scholarship.

iv) Continue to advance our Integrated Resource Planning (IRP) processes and PRASE initiatives aimed at improving productivity by matching resources to priorities and ensuring the most efficient utilization of scarce resources. Specific target areas over the next few years include Budgeting and Accountability; Research, Human Resources and Procurement; Information Technology; Student Services; and Strengthening the Workplace through Effective Change Management and Information Sharing. In addition, York Administration and the York University Faculty Association (YUFA) have negotiated an expansion of the Alternate Teaching Stream (full-time faculty members focused on teaching and learning activity) to better balance teaching and research needs.

A. Enrolment and enrolment mix considerations: Achievement of the objectives in this academic priority is based on an enrollment plan that assumes that York will maintain our current strength and leadership in liberal arts and social sciences, responding to expected increased demand for our distinctive programs in this area, and expanded programs in health, applied science and engineering, and professional programs at both the undergraduate and graduate levels. Program approvals for Ministry of Training, Colleges and Universities (MTCU) funding that are in process but not yet approved include programs in areas such as: a Masters in Business Analytics, Masters in Accounting, Global Health at the undergraduate and graduate levels, a suite of Engineering programs including Electrical, Mechanical, Civil and Chemical at the undergraduate and graduate levels, and bridging programs from high affinity college programs. The enrollment plan assumes growth of approximately 1500 undergraduate domestic FTEs (full-time equivalents) between 2011 - 2012 and the end of the Ministry's enrollment planning period (2015 - 2016). This includes the growth of almost 600 FTEs in our proposed new Engineering programs. Enrollments in the new Lassonde School of Engineering are expected to continue to grow to a steady state level of 1400 FTEs by 2020-21. York's international enrollments will also continue to grow by over 1,000 FTEs by 2015-16. Graduate enrollment will grow by an additional 850 (fall + summer) FTEs over current (2011-12) levels by 2017-18. The majority of this growth will be in professional areas, especially engineering-related fields but also in areas of traditional strength such as business, social sciences and humanities where demand remains strong. This reflects the need for student learning support (i.e., teaching assistants and markers/graders) and for collaboration with faculty members on research activities typical of a comprehensive, research-intensive university where teaching and research are fully integrated.

B. Relevant advantages, strengths & characteristics of institution: Our strength in interdisciplinary and collaborative programs that bridge liberal arts and professional programs are exemplified in programs such as Law and Society, Digital Media and Environmental Studies. The Schulich School of Business has one of the first and largest graduate programs in entrepreneurial studies recognizing the increasing importance of growing small and medium-size enterprises as the primary job creators in national economies is part of a global trend. Programming at the undergraduate level also responds to this societal need with a curriculum that encourages entrepreneurship and development of family businesses. The suite of new engineering programs will provide students with the opportunity to combine legal studies and/or entrepreneurial education through collaborations with Osgoode and Schulich. Other programs such as Social Work, Nursing and Education, combine professional content with a critical awareness of anti-oppressive practice and/or an appreciation of diversity.

C. Timeframe, resources and metrics: The priority objectives outlined in this document reflect the planning exercises spanning 2010-2020 and the majority of the activities are expected to be completed within that timeframe. Achieving steady state for the engineering expansion may require a somewhat longer horizon as does planning for a potential medical school. Metrics to benchmark success were specified in the White Paper and incorporated as measures/KPIs in the Integrated Resource Planning Framework. Specific measures for the academic quality priority include GPA (grade point average) of secondary school students entering York, enrolment targets in the case of domestic and VISA students, percentage of programs with curricular mapping complete, approved programs in target areas, assessment tools including the Collegiate Learning Assessment, annual increase in international peer reviewed performance in research and creative work, including grant applications, as well as numbers of

full-time faculty and student-faculty ratios.

D. Related innovation & productivity initiatives: York has undertaken a series of PRASE initiatives aimed at process engineering and service enhancement including projects in the areas of budget modelling and accountability; student services; Information Technology; and Research, Human Resources and Finances. These projects have been identified as target areas over the next few years to find innovative ways of supporting objectives and increasing productivity. In addition to these four target areas, York also launched a Creating a Better Workplace initiative that includes an employee survey to establish a baseline and identify areas of concern, the development of an employee portal for more effective communication and information sharing, change management support, and a coordinated approach to professional development and succession planning. Finally, the Office of the Provost launched an Academic Innovation Fund (AIF) to provide seed funds for projects, prototypes and other tools to advance teaching and learning innovation (e.g., experiential education and the use of technology to enhance learning) and/or student success. Fifty-one projects involving all Faculties have been funded in a competitive process over the last two years. Various colleagues are also participating in tuning projects to develop sector Student Learning Outcomes (SLOs) and/or research projects to evaluate teaching and learning strategies.

E. Required public policy tools: Public policy tools that would support the achievement of these objectives include: i) flexibility around initiatives that advance governmental priorities, including around the design and implementation of this Strategic Mandate Agreement; ii) timely MTCU approvals for new program funding; iii) confirmed tuition fee policy that retains the average increment over the past several years; iv) facilitating the university's ability to use its lands to advance its academic priorities; and v) equalizing the BIU (basic income unit) weight for three-year degrees to align with four-year degrees.

F. Correlation with government principles and parameters: The objectives for this academic priority align most directly with Meeting the Needs of the Creative Economy, and in particular with the attainment of the government's 70% PSE attainment rate, and ensuring that graduates have the knowledge and competencies for success. The objectives also correlate with the advancement of productivity, innovation and sustainability, most notably in terms of advancing differentiation by focusing on institutional strengths and the changing needs of our society, strategically managing enrolment and improving productivity.

Priority #2: Create and sustain a 'culture' of student success that spans the student lifecycle

York is committed to providing our students with the education they require to succeed in their lives and careers and to demonstrating and measuring the acquisition by our students of these competencies. Student success is both a process and an outcome of student learning and engagement that results in the building of knowledge, skills and aspirations to achieve not only academic goals but also to develop those interpersonal and leadership skills across seven outcomes and throughout the student lifecycle that will contribute to a better society (CAS Learning & Development Outcomes, 2008). It also recognizes that students need to be treated as collaborators in their own educational experience both inside and outside the classroom. The student population at York is diverse and will define success through the lens of their personal lived experiences and life goals. If we create an environment that

fosters student success, and provide student-centric services that reflect established principles of good practice, the outcomes of this will be higher levels of student satisfaction and improved retention.

In support of this priority, York will:

i) Significantly advance teaching innovation with a focus on blended learning and experiential education. The projects that have received AIF funding each have a formal evaluation component that will assist in identifying the most effective learning strategies and help to assess their scalability for pan-Faculty and pan-University prototypes. We have committed to developing pedagogically sound strategies for the integration of both eLearning (including web-enhanced and fully online but with an emphasis on blended education) and experiential education (including in-course and a full range of in-community options) and to embedding them in our degree programs. We are currently piloting several projects with appropriate support structures for faculty (e.g., Teaching Commons) and students (e.g., Learning Commons and Virtual Learning Commons). These projects build on current successes including Osgoode's award-winning approach to the integration of experiential education in its curriculum, the Faculty of Education's concurrent community field placement program where students complete a 50-hour placement in a cultural, social service, environmental, arts, recreational or community education organization, Schulich's ground-breaking e-learning approach as part of their New Mindsets program which facilitates blended on-line learning and promises to establish the second-generation online learning standard, and fully online programs in Administrative Studies and the Masters of Science in Nursing. A recent agreement to expand the use of Alternate Stream Faculty at York provides further opportunities to hire faculty who have specific teaching expertise.

ii) Continue to lead in student access and mobility. York University is the recognized provincial leader in college-university collaboration including unique partnerships with French-speaking colleges such as Boréal and la Cité. Over 8,000 students have come to us from our college partners amounting to nearly 25% of all college students moving on to university in Ontario. In addition to our flexible block transfer credit policy that allows for a predetermined number of credits/courses, we offer 14 successful collaborative programs including BDesign with Sheridan College and a Collaborative Nursing program with Seneca and Georgian Colleges. York shares the Keele campus with Seneca College and, through our joint satellite campus proposal, there is an opportunity to develop or expand programs in Digital Media, Education, Social Services and Disaster and Emergency Management, Police Foundations and Public Administration, Information Technology and Health Informatics, and Civil Engineering Technology and Environmental Studies. We are also heavily engaged in the provincial discussions (including ONCAT - Ontario Council on Articulation and Transfer) on how to enhance college-university and university-university transfer, and are committed to the further exploration of initiatives that would advance credential compatibility and recognition. Aside from the comprehensive list of courses from other Ontario universities that we already recognize, we are about to launch a pilot with Ryerson that would allow students at either institution to take up to 24 credits at the opposite University. Other innovative activities include our bridging programs for internationally educated professionals (e.g., nursing, business, IT) as well as transition programs for young adults from diverse backgrounds (e.g., Transition Year Program, Women's Bridging Program). By 2017, approximately 10% of our students will be international, reflecting the strong demand for York's programs globally.

iii) Continue to meet a critical need of southern Ontario's Francophones (now a third of all Francophones in the province) and its French immersion graduates (the largest concentration in the country) by providing the only bilingual programming and student services in Southern Ontario, at Glendon College, York's mid-town Toronto campus.

iv) Promote year-round learning that benefits our students by providing more choice, greater flexibility, the opportunity to complete a degree in non-traditional times, and opportunities to pursue employment at different times of the year. York will continue its "This Summer, Choose York" initiative launched this past summer 2011 as part of its commitment to year-round full-time, part-time (evening and weekend) study options, including increasing options at the graduate level. Over the past three years, across the university, there has been a 30% increase in our undergraduate summer enrolments and the expansion of eLearning will facilitate further student access to courses year-round.

v) Implement a comprehensive, institutional-wide retention strategy that includes an innovative first year student transition program as well as initiatives to improve PhD completion rates. York is currently piloting the YU Start Program with a group of 800 new students. It is an innovative student transition program that is systematic, research-informed and measurable with the overarching aim to support and foster student success, thereby improving retention. The students receive a coordinated and informed welcome to the University in the spring and access to online enrolment appointments, are part of a facilitated online community through the summer months, and are invited on campus in August to build their social networks by making friends and becoming involved in campus extracurricular activities. York also understands the value of peer mentoring and is pilot testing another innovative program that provides support for first year students as they tackle their first round of academic courses. The HealthAid Network is a course-based peer mentorship program that aims to encourage student engagement both inside and outside the classroom, support academic success, and develop student leadership. At the graduate level, York is developing policies and mechanisms, including the creation of additional scholarships tied to timely thesis completion at the PhD level.

A. Enrolment considerations: Achievement of the student success objectives contributes to York's enrolment plans both in terms of attracting high quality undergraduate and graduate students and improving retention. Over the next 5 years, the University is committed to improving retention by 3%.

B. Relevant advantages: Innovation in teaching and learning, credit transfer and student mobility, enhanced flexibility through year round programming and day/evening scheduling, and a commitment to accessible education are hallmarks of York. They leverage our existing strengths and are embedded in our planning documents. The challenge for the University will be a significant improvement in retention over the next 5 years. Although the University instituted a Strategic Enrolment Management (SEM) approach in 2010 - 2011, retention strategies require several years for the potential to be realized.

C. Timeframe, resources and metrics: The priority objectives for student success are expected to be on-going concerns. As outlined in the White Paper, we expect to see increases over the next few years in the number of programs that provide their students with an EE opportunity, in the number of doctoral students who complete their programs within 6 years, in the number of courses and programs offered online as well as an enhanced first year program for undergraduate students.

D. Related innovation & productivity initiatives: The AIF has provided resources and coordination to support teaching and learning innovation and student success activities. The PRASE projects, especially in the area of Student Services, are also fundamental since they address administrative functions that support student success such as advising. York is also committed to the expansion of an institutional approach to continuing education and professional development that will enhance student access and mobility to degree programs, and provide resources to support academic priorities.

E. Required public policy tools: Public policy tools that would support the achievement of these objectives include: i) flexibility around initiatives that advance governmental priorities; ii) eliminating the redundancies that have been created by requiring both the "set aside" for financial aid and the student access policy; iii) OSAP reform; and iv) consistency between Postsecondary Education Quality Assessment Board (PEQAB) and MTCU policy on college-university transfer credit.

F. Correlation with government principles and parameters: The objectives for this priority align with all three principles including all parameters identified under Putting Students First and Focusing on Productivity, Innovation and Sustainability as well as the goal to erase the wall between the classroom and the workplace under the Meeting the Needs of the Creative Economy principle.

Priority #3: Strengthen our impact through community engagement

Our third strategic priority is to strengthen our impact through community engagement. York has long been a recognized leader in collaboration with the broader community for the reciprocal and mutually beneficial exchange of knowledge and resources, and engaging in research. York's award-winning KM Unit is a unique resource for supporting engaged scholarship and the goals of Community Engagement, Outreach and Partnerships by providing comprehensive services in support of collaborations between researchers/students and community agencies. With over six years of experience, York's KM Unit has supported more than 250 community-campus collaborations, helped community partners raise over \$1M for social services and programs and attracted over \$17M in engaged scholarship funding for researchers, students and partners. Through Innovation York, we are building analogous relationships with the business and technology communities, similarly maximizing the community impact of our research in areas of commercial opportunity. The York University-Toronto Dominion Centre for Community Engagement in Black Creek, the Markham Innovation Centre, Glendon's partnerships with francophone leaders of business and community organizations, experiential education programs such as internships and community-based learning, our Community Legal Aid Services Program, Taxation Clinic and numerous other activities further contribute to a culture of engagement, outreach and partnerships across the University with local, national and international partners.

To advance this priority, York will:

i) Expand our partnership with Seneca College, with a view to creating a new University of York-Seneca, a satellite campus that would be co-located on an existing York or Seneca campus, thereby expanding student choice and mobility, and advancing college-university transfer credit more broadly throughout the system. The University of York-Seneca partnership would build on the strengths of each partner offering an integrated and holistic joint program that would provide students with breadth and depth in critical inquiry as well as the specific knowledge and focused skills needed to succeed and contribute to

innovation in the knowledge economy. The York-Seneca partnership would be much more than another 2 + 2 or bridging program; it would constitute a new, integrated and forward-looking approach to post-secondary education that could serve as a model for the sector (see the Appendix, York-Seneca Partnership: A Framework, September 2012).

ii) Deepen and broaden our institutional engagement with partners both locally and globally to support academic programs such as experiential education, lead innovative networks and clusters to address issues of mutual concern, to foster knowledge mobilization and contribute to the socioeconomic well-being of our citizens and society. York has extensive partnerships around the world but also includes as part of a distinct community engagement strategy Black Creek and York Region as priority neighborhoods and/or regions of high immigration over the next 20 years as well as francophone communities. For example, Osgoode Hall Law School has partnered with the Ontario Centres of Excellence to create the OCE/IP Osgoode Innovation Clinic to provide legal information and follow up services ranging from assistance with patent and trade-mark processes to reviewing business transactions and technology transfer initiatives to bring new ideas to market. York's success in applied research is highlighted by the Faculty of Health-led Connected Health and Wellness Project involving 16 private, academic and not-for-profit sector partners developing a new people-centred and technology-enabled system to make it possible for patients to keep health information from different hospitals or clinics in one place. The Schulich School of Business is a leader in the development of internationally competitive partnerships in the corporate sector including launching an inaugural conference on responsible entrepreneurship with McKinsey Worldwide, "Capitalism for the Long Term". York is thus particularly well positioned to successfully continue the ongoing intensification of its high-impact research enterprise to a scale that will further enhance Ontario's reputation as a home for world-leading institutions. Maximizing that potential depends on the continued development of York's innovative, entrepreneurially-focused and socially engaged scholarship.

iii) Contribute to the internationalization of education through increased international connections, facilitating the participation of international students at York, and providing students with more opportunities for an international experience as part of their curriculum. The Provostial White Paper set ambitious goals for increasing the proportion of international students at York (7.5% of our student body being international students by 2013, and 10% by 2017). Through aggressive recruitment and outreach, we are on track to achieve these targets, having increased international enrolment by 40% over the past 3 years. York's focus over the next few years will be to ensure that our international students are fully supported, to expand international placements and to seek opportunities for enhanced exchange programs with recognized universities around the world.

A. Enrolment considerations: Achievement of the community engagement initiatives contribute to York's enrolment plans both in terms of meeting our 105 enrolment targets (i.e., students other than those coming directly from high school), most significantly our college transfer students, and our international targets that together comprise about 25% of our total undergraduate student population.

B. Relevant advantages, strengths & characteristics of institution: The White Paper and UAP set as a benchmark the development of a pan-university strategy for community engagement, and a Task Force on Community Engagement established by the President outlined a series of recommendations that

made their way into the UAP 2010 - 2015 with oversight from a President's Advisory Council on Community Engagement. York is one of eight universities in Canada who were invited on the basis of a competitive process to form a consortium of universities to review the relationship between community engaged scholarship, and tenure and promotion. As one of the three core academic priorities in our planning documents, the achievement of the associated objectives are both desirable and credible.

C. Timeframe, resources and metrics: The priority objectives for community engagement are on-going with specific benchmarks for the increase in international students over the next several years. Other metrics include the realization of an institutional community engagement, an increase in teaching and research partnerships both locally and globally, the evaluation and dissemination of findings regarding community engaged scholarship, and progress regarding an expanded relationship with Seneca College.

D. Related innovation & productivity initiatives: The AIF program has provided institutional resources and coordination for several community engagement activities especially those that improve productivity through the development of innovative EE strategies. Community based research that brings the client to the students, for example, is one prototype that has been found to be more efficient than community service learning where students may be independently working with employers or not-for-profits with no discernable difference in the educational learning benefit.

E. Required public policy tools: Public policy tools that would support the achievement of these objectives include: i) flexibility around initiatives that advance governmental priorities; ii) the inclusion of international students for MTCU counts; and iii) direct support for college-university transfer that is linked to the actual number of students participating.

F. Correlation with government principles and parameters: The objectives for this academic priority align with all three principles, most especially in terms of increasing student mobility and ensuring the recognition of Ontario credentials abroad, increasing engagement and partnerships between institutions and the community, building on the differentiation strategy of York as a leading engaged university, strategic enrolment management, and developing strategies to improve productivity through innovation.

Presentation to Senate

September 27, 2012

Strategic Research Plan (2013-2018)

- Present Institutional Context
 - The University Academic Plan and Provostial White Paper and identify research intensification as primary goals for York
- ***“an emphasis on research cultures, and particularly the intensification of research and the advancement of partnerships, locally, regionally, and internationally” - UAP***

Strategic Research Plan

- Describing in a broadly inclusive manner aspirations for national research leadership and our commitment to the support of research
 - Describing who we are and what we stand for
 - Core values (social justice, interdisciplinarity, external engagement etc.)
 - Broad-based, comprehensive research enterprise built on individual excellence providing international recognition and national leadership
 - Setting out our commitment to research
 - Community
 - Institutional

Strategic Research Plan

- Telling the Story of York Research
 - 4-6 themes that capture the scope of research at York
 - High level, inclusive, themes
 - Interdisciplinary initiatives
 - Areas of focus
 - Examples:
 - Themes
 - *Improving the Human Condition,*
 - *Canada in the World*
 - Interdisciplinary initiatives:
 - *Digital Futures*
 - *Knowledge mobilization and Community Engaged research*

SRP Advisory Committee

Facilitators:

Celia Haig-Brown, Professor Faculty of Education

Gary Miller, Instructor in MBA Program, Schulich

- David Mutimer, Chair, APPRC
- Walter Tholen, AVP Research
- Thaddeus Hwong, LA&PS
- Mark Lievonen, Member, York Board of Governors and President of Sanofi Pasteur Ltd.
- Doug Lindeblom, Director of Economic Strategy & Tourism, York Region
- Rhonda Lenton, Vice-Provost
- Janine Marchessault, FFA, CRC in Art, Digital Media & Globalization
- Laurie Wilcox, Health
- Daniele Zanotti, CEO, United Way of York Region
- Joanna Pearce, LA&PS
- Martin Singer, Dean, LA&PS
- Joan Steigerwald, LA&PS
- Jim Whiteway, FSE, CRC in Space Engineering & Atmospheric Science
- Georg Zoidl, FSE & Health, CRC in Molecular & Cellular Neuroscience.
- Timothy Moore, Professor & Chair, Department of Psychology, Glendon College

The Consultation Process

- SRP Open Forum, September 11
 - Over 150 members of the York community attended
 - launch live webcast, twitter feed
 - Initial thoughts and feedback from audience
 - Welcomed the transparency
 - Looked forward to the engagement
 - Looked forward to a plan that empowered researchers
 - Need for inclusiveness highlighted
 - Need for equitable support of research stressed

The Initial Consultation Process

Multiple Opportunities for Engagement:

- SRP Workshops (beginning Oct 2nd)
- Faculty Council Engagement- September, October, November
 - Departmental and Research Committee Meetings
- Community Chats with VPRI
- Graduate Student Council
- Community Open Forum- November
- Online Engagement:
 - Share your thoughts:
 - Take our survey
 - www.srp.info.yorku.ca

The Initial Consultation Process

Input from Academic and Research Leaders

- Academic Policy, Planning and Research Committee (APPRC)
- Deans/ University Executive Committee
- Associate Deans Research Council
- Graduate Program Directors
- Council of Research Directors of Organized Research Units

Strategic Research Plan

- Question: what does the following statement in the UAP mean to you?
- ***“an emphasis on research cultures, and particularly the intensification of research and the advancement of partnerships, locally, regionally, and internationally”***

Strategic Research Plan Consultations

Workshops:

- Tuesday October 2nd, 9-11am
- Friday October 5th, 9-11am
- Tuesday October 16, 9-11am
- Friday October 26, 1-3pm
- Thursday November 1st, 1-3pm

Community Chats with VPRI:

- Monday September 24th, 3-4pm
- Thursday October 4th, 9-10am
- Friday October 19th, 1-2pm
- Thursday November 1st, 9-10am
- Tuesday November 20th, 9-10am
- Friday December 7th, 9-10am
- Tuesday December 18th, 1-2pm

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