



Notice of Meeting

to be held at 3:00 pm. on Thursday, October 25, 2012
in the Senate Chamber, N940 Ross Building.

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Note: The Provost and the Vice-President Finance and Administration will report to Senate under the auspices of APPRC.		
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H. Lewis, Secretary

Consent Agenda (Academic Standards, Curriculum and Pedagogy Report)

1. Changes to Non-Degree Visiting Students Admissions Criteria, Part-Time Professional LLM Program (Graduate Studies)
2. Extension of Transition Year Pilot Program for One Year, Fall-Winter 2012-2013

Minutes

of the meeting held at 3:00 pm on Thursday, September 27, 2012
in the Senate Chamber, N910 Ross Building.

W. van Wijngaarden, Chair	J. Edmondson	J. Magee	A. Schrauwers
M. Adriaen	J. Elder	G. Malfatti	M. Shoukri
M. Amegago	J. Foster	N. Mandell	M. Singer
M. Annisette	P. Giordan	I. Mbbeoji	H. Skinner
A. Asif	S. Grace	G. Mianda	J.B. Smith
M. Aubin	E. Gutterman	P. Monahan	A. Sookrah
P. Axelrod	R. Hache	G. Monette	Y. Sorokin
A. Belcastro	D. Hastie	B. Morgan	B. Spotton Visano
K. Bird	C. Heron	J. Morrison	L. Stewart
G. Brewer	A. Hilliker	A. Mukherjee-Reed	K. Tcherassen
J. Cameron –Prichett	R. Hornsey	D. Mutimer	M. Thomas
D. Cappadocia	R. Irving	R. Myers	S. Thompson-Ramdoo
D. Chan	A. Karim	R. Nariani	G. Turlakis
D. Cohn	J. Kozinski	P. Ng	L. Wazren
G. Comninel	S. Lawrence	S. Pagiatakis	T. Wesson
B. Crow	H. Lewis, Secretary	E. Perkins	M. Wiktorowicz
P. Cumming	D. Leyton-Brown	A. Pitt	P. Wilkinson
S. David	C. Lipsig- Mumme	H. Qudrat-Ullah	S. Winton
P. Delaney	K. Little	P. Ritvo	V. Xayaboun
M. Derayeh	L. Lo	K. Rogers	M. Yousaf
N. Dlamini	W. Maas	P. Ryan	
S. Drummond	S. MacDonald	I. Saleem	
J. Duklas	N. Madras	L. Sanders	

1. Chair's Remarks

The Chair of Senate, Professor William van Wijngaarden, welcomed new and continuing Senators to the first meeting of the academic year. In the course of his remarks the Chair also

- previewed major initiatives for Senate in the coming year
- spoke of the rich intellectual capital at York even as all universities face financial challenges
- announced that he would attend meetings of Faculty Councils in the autumn to convey greetings from Senate
- encouraged Senators to participate in the Convocation ceremonies to be held October 10-12
- urged proponents of major initiatives to consult with the University Secretariat at an early opportunity to ensure timely consideration of proposals

2. Minutes of the Meeting of June 28, 2012

It was moved, seconded and carried **“that Senate approve the minutes of the meeting of June 28, 2012.”**

3. Business Arising from the Minutes

There was no business arising from the minutes.

4. Inquiries and Communications

There were no inquiries and communications.

5. President's Items

Dr Shoukri, expressed his enthusiasm at the start of a new academic year, and also commented on the following:

- the Strategic Mandate agreement process and the foundation provided by the Provostial White Paper and University Academic Plan in York's vision statement (see Vice-President's Reports, below)
- the public policy context for postsecondary education, challenges facing all universities, and the particular implications for York of recent developments
- progress in the development of a new academic budget model
- efforts to build a community of care and concern to enhance safety and security on the University's campuses
- recipients of honorary degrees at the autumn Convocation (music producer Bernie Finkelstein, Olympian Clara Hughes, former York Board Chair Paul Cantor, social worker Rick Tobias, and major benefactor Donald Stewart)
- notable accomplishments by student athletes and faculty members

Vice-President Brewer will provide Senate with an update on safety initiatives at the next meeting.

6. Committee Reports

6.1 Executive

6.1.1 Nominations for the Election of Members of Senate Committees

The Acting Vice-Chair presented a candidate slate on behalf of the Executive. It was moved, seconded and *carried* **“that nominations be closed.”** As a result, Professor Jacqueline Choiniere was elected to the Committee on Academic Standards, Curriculum and Pedagogy.

6.1.2 Information Items

Senate Executive reported on the following items:

- no actions taken under summer authority
- the activities of its Working Group on External Partnerships
- the results of a survey of Senators conducted in July
- its review of rule changes adopted by the Environmental Studies Council and the Osgoode Hall Law School Council
- approval of individuals nominated for membership on Faculty-designated committees

6.2. Academic Standards, Curriculum and Pedagogy

6.2.1 Notice of Motion to Establish a Bachelor of Engineering

ASCP gave notice of its intention to recommend establishment of a Bachelor of Engineering degree by means of a statutory motion.

6.2.2 Consent Agenda Items

Senate *approved by consent* ASCP recommendations to:

- grant Degrees, Certificates and Diplomas (Fall 2012 to Spring 2013)
- change the name of certificates offered by the School of Women's Studies

6.2.3 Information Items

ASCP informed Senate of actions taken under summer authority and decisions taken by the Quality Council on program proposals submitted by the University.

6.3 Academic Policy, Planning and Research

It was moved, seconded and *carried* “**that Senate approve a) the 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.**”

6.3.2 Strategic Mandate Agreement

Additional documentation distributed in advance of the meeting was *noted*. The Provost provided an overview of the draft “Institutional Vision, Proposed Mandate Statement and Priority Objectives” that will initiate a process leading to mandate agreements between the Ministry of Training, Colleges and Universities and Ontario universities. The document, which had been reviewed on two occasions by APPRC, was informed by the University Academic Plan and the Provostial White Paper. Senators suggested some new or modified text, including language that would emphasize the University’s commitment to a growing, diverse student population and distinctive aspects of York’s mission.

The Provost will provide Senate with 2012-2013 enrolment data following the November 1 count, but indicated

6.3.3 Strategic Research Plan

A presentation as distributed prior to the meeting was *noted*. The Vice-President Research and Innovation facilitated a discussion of the Strategic Research Plan process and sought the views of Senators on references in the University Academic Plan to research intensification, research cultures and partnerships. SRP consultations will unfold over the months ahead and Senators will have a number of opportunities to participate in the process.

6.3.4 Information Items

The APPRC report included information on the following items:

- the Committee’s review of a draft Strategic Mandate Agreement submission
- preliminary enrolment outlook
- its concurrence with recommendations to establish chairs in Financial Accounting, Operations Management, Organizational Studies, and Strategic Management, International Business and International Entrepreneurship at Schulich
- the Committee’s role in the Strategic Research Plan process
- receipt of an external review of Organized Research Units deeded to the Sub-Committee on ORUs
- sub-committee memberships and external linkages for 2012-2013
- a briefing from the Vice-President Research and Innovation on a transformed Innovation York
- the development of priorities for 2012-2013

7. Other Business

There being no further business, Senate adjourned at 4:50 p.m.

W. van Wijngaarden, Chair _____

H. Lewis, Secretary _____

**York University
Board of Governors
Synopsis of the 425th Meeting**

Remarks

The Chair, Julia Foster, welcomed all on the Board to the new academic year, particularly new governors Emile Wickham, Martin Lockshin and Salvatore Paneduro. She expressed her enthusiasm for the year ahead, noting that she has been actively attending University events and meetings, including the Ontario Universities Fair and the September meeting of Senate.

The President commented on

- the successful start to the year
- the launch of the “This is My Time” brand
- the public policy context for postsecondary education and continuing funding challenges facing universities
- the measures being taken to achieve York’s academic objectives and operational efficiencies
- the candidates for honorary doctorates at the Fall 2012 convocation ceremonies
- recent faculty and student successes

Appointments

Governors

- Salvatore Paneduro (non-academic staff nominee) for a nine-month term commencing 1 October 2012

Approvals (*Taken since the last Board meeting by the Executive Committee on behalf of the Board*)

The appointment of Barbara Crow as Interim Dean and AVP Graduate Studies for a 10-month term to commence 1 September 2012

Labour Settlements

Concurrence of the Board Executive Committee with the negotiated agreements with the following:

- OPSEU 578 Unit 1 (Full-Time ESL Instructors in the York University English Language Institute)
- YUFA (York University Faculty Association)
- IUOE (Local 772) Renewed Collective Agreement
- OPSEU 578 Unit 2 (Casual ESL Instructors in the York English Language Institute)

Approvals

Academic Appointments

- President’s report on tenure and promotion candidates
- Three Chairs at the Schulich School of Business in Financial Accounting; Operations Management; and Organizational Studies & Strategic Management
- an EDC Professorship in International Business at the Schulich School of Business
- a Certified General Accountants of Ontario Chair in International Entrepreneurship at the Schulich School of Business

Board Structure

- Change in the name of the Board Community Affairs Committee to the *Marketing, Communications and Community Affairs Committee*

York University Mission Statement

- A minor amendment to the York University Mission Statement to include **alumni and volunteers** among the groups referenced as part of the University community. The recommended amendment will proceed to Senate for concurrence.

Administrative Arrangements

- Authority for the University to establish a bank account with the Hong Kong and Shanghai Bank (HSBC) in order to facilitate the University's business in India.

Reports / Presentations

- President Shoukri reported on the key academic and administrative objectives for 2012-2013, including the academic priorities of establishing and building the engineering program, and strengthening research; and the administrative priorities of furthering the PRASE initiative and the development of a strategy to use the University's development lands to advance its mission;
- Vice-President Monahan provided an overview of the University's Strategic Mandate Agreement prepared for submission to the Ministry of Training, Colleges and Universities;
- Susan Webb, Executive Director Communications & Public Affairs, presented an overview of the "This is My Time" marketing campaign;
- Vice-President Brewer provided a status report on the subway construction on the Keele campus; and
- Each of the Academic Resources, Executive, Finance & Audit, Governance & Human Resources, Investment and Land & Property committees reported for information on matters discussed in their recent meetings.

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

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

Harriet Lewis, Secretary



EXECUTIVE COMMITTEE
Report to Senate
at its Meeting of October 25, 2012

FOR ACTION

1. Amendment to the University's Mission Statement

Senate Executive recommends

that Senate approve an amendment to the University's Mission Statement to acknowledge alumni and volunteers such as members of the Board of Governors as set out below.

Rationale

The genesis and purpose of this amendment is provided in the attached communication for the Board of Governors. Senate Executive is pleased to join the Board in recommending that our Mission Statement recognize the valuable contributions that alumni and volunteers make to the fulfillment of York's mission. The recommended text is in bold font.

Mission Statement

The mission of York University is the pursuit, preservation, and dissemination of knowledge. We promise excellence in research and teaching in pure, applied and professional fields. We test the boundaries and structures of knowledge. We cultivate the critical intellect.

York University is part of Toronto: we are dynamic, metropolitan and multi-cultural. York University is part of Canada: we encourage bilingual study, we value diversity. York University is open to the world: we explore global concerns.

A community of faculty, students, staff, **alumni and volunteers** committed to academic freedom, social justice, accessible education, and collegial self-governance, York University makes innovation its tradition.

Tentanda Via: The way must be tried.

Documentation is attached as Appendix A.

2. Nominees for Election to Senate Committees

Senate Executive recommends the following candidate for election to a Senate Committee with non-designated seats for the remainder of a three-year term beginning immediately and ending June 30, 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

Don Sinclair, Associate Professor, Design, Fine Arts

FOR INFORMATION

1. Approval of Nominees for Membership on Senate Committees

The Committee has approved the following individuals nominated by student Senators to serve on the committees indicated for 2012-2013.

Academic Policy, Planning and Research

Victoria Xayaboun, Liberal Arts and Professional Studies

Yegor Sorokin, Faculty of Graduate Studies

Academic Standards, Curriculum and Pedagogy

David Cappadocia, Faculty of Graduate Studies

Lisa Lynn Stewart, Liberal Arts and Professional Studies

Appeals

Sandra David, Osgoode Hall Law School

Safia Thompson-Radoo, Liberal Arts and Professional Studies

Melanie Thomas, Osgoode Hall Law School

Awards

Atifa Karim, Environmental Studies

Alac Kim, Schulich School of Business

Executive

Carolyn Hibbs, Graduate Studies

Roshan Udit, Liberal Arts and Professional Studies

Honorary Degrees

Iqra Saleem, Liberal Arts and Professional Studies

Tenure and Promotions

David Cappadocia, Faculty of Graduate Studies

Jason Knight, Glendon

2. Senate Committee Priorities for 2012-2013

Senate's principal policy committees – Academic Policy, Planning and Research and Academic Standards, Curriculum and Pedagogy – have communicated their priorities for the year.

Documentation is attached as Appendix B.

3. Working Group on External Partnerships

The Working Group on External Partnerships continues to meet and welcomes comments from the community through its Secretary, Robert Everett (beverett@yorku.ca). The Chair will provide additional information at the October 25 Senate meeting.

4. Review of Changes to Faculty Council Rules and Regulations

The Committee has reviewed minor changes to rules and regulations proposed by the Faculty of Environmental Studies Council and determined that they are consistent with principles of collegial governance and practices elsewhere in the University.

5. Welcome to New Members

Senate Executive welcomes student Senators Carolyn Hibbs (Faculty of Graduate Studies) and Roshan Udit (Faculty of Liberal Arts and Professional Studies) to its membership.

William van Wijngaarden, Chair



Memo

University Secretariat

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Tel 416 736 5310
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To: Senate Executive

From: Harriet Lewis

Date: October 1, 2012

Subject: **Amendment to the York University Mission Statement**

At its meeting of October 1, 2012 the Board of Governors approved a recommendation from its Executive Committee to amend the University's Mission Statement by acknowledging the importance of alumni and volunteers to the York community. I am writing on behalf of the Board to ask that Senate Executive recommend approval of the amendment by Senate.

It is proposed that there should be a more inclusive understanding of the York community in the Mission Statement. A graduate and active volunteer made this suggestion to Dr Shoukri, who enthusiastically passed it along to the Governance and Human Resources Committee in the first instance. The amendment is consistent with the emphasis placed on community engagement expressed in the *University Academic Plan*.

The new wording approved by the Board is shown in bold font in the Mission Statement below (the change will also be incorporated into the French version).

Mission Statement

The mission of York University is the pursuit, preservation, and dissemination of knowledge. We promise excellence in research and teaching in pure, applied and professional fields. We test the boundaries and structures of knowledge. We cultivate the critical intellect.

York University is part of Toronto: we are dynamic, metropolitan and multi-cultural. York University is part of Canada: we encourage bilingual study, we value diversity. York University is open to the world: we explore global concerns.

A community of faculty, students, staff, **alumni and volunteers** committed to academic freedom, social justice, accessible education, and collegial self-governance, York University makes innovation its tradition.

Tentanda Via: The way must be tried.

Appendix B – Senate Executive Report

Senate Committee Priorities 2012-2013

The main policy committees of Senate have agreed on their priorities for the year as described below. Both committees situate their priorities against the backdrop of the *University Academic Plan*.

Academic Policy, Planning and Research

The Academic Policy, Planning and Research Committee will pursue the following priorities for the coming year set against the backdrop of the University Academic Plan's priority areas and overarching themes of quality, student success, and engagement / outreach:

1. Strategic Research Plan process leading to approval by Senate (UAP research objectives)
2. Engagement with Faculty and York University Library Planners (first year student experience) (UAP objectives associated with teaching and learning)
3. Implementation of Lassonde School of Engineering proposals (UAP objectives of comprehensiveness, internationalization, innovation)
4. Ongoing advice to the Provost and Vice-President Research and Innovation on major initiatives (eg, continuing education, academic budget model, ORUs, the future of Science at York, actions arising from the *University Academic Plan*)
5. Graduate education (UAP objectives of teaching and learning)

Rationale

A new **Strategic Research Plan** for York is a high priority for the University and approval by Senate will represent a significant milestone in the achievement of research-related goals in the *University Academic Plan*. The process will require the active participation of APPRC throughout the steps leading to approval.

The Sub-Committee believes that APPRC should meet with the Deans, Principal and University Librarian in February-March – that is, the traditional point of the annual planning cycle – to discuss an aspect of the University Academic Plan. Given the emphasis on the student experience in the UAP – and numerous efforts underway throughout the University -- it would be appropriate to arrange discussions around questions related to the **first year experience**, a topic that has not been prioritized by Senate's planning committee since the mid-1990s. The Sub-Committee also recommends that APPRC continue to schedule visits of small groups of planners and share what it learns with Senate.

The **Lassonde School of Engineering** is due to be fully operational on May 1, 2013. Many proposals will come before Senate committees in the run-up to that date, and it is important that they receive timely, thorough, and appropriate consideration by Senate. The Committee should partner with proponents and other governing bodies to ensure that legislation remains on track.

In recent years the Provost has sought the Committee's advice on a number of initiatives that do not require Senate approval per se but in which APPRC and Senate have an interest. At the meeting of September 13 Provost Monahan indicated that he will again seek the **Committee's advice** during the

year on the kinds of matters illustrated above. The Vice-President Research and Innovation has also signaled his intention to engage the Committee in this fashion. Providing advice to academic leaders is an important role for APPRC on behalf of Senate, one that is set out in the Committee's terms of reference.

In 2011-2012 the Committee listed graduate education among its priorities. APPRC devoted a meeting to discussions with the FGS Dean and explored aspects of graduate education with other Faculty planners. The Technical Sub-Committee urges APPRC to keep **graduate education** at the forefront and lend support to enhancement efforts. It would be appropriate to invite the Interim Dean to discuss relevant matters in February-March (while others are addressing the first year experience).

APPRC Sub-Committee Priorities

Although APPRC's Sub-Committees have not yet met, it is understood that they will have priorities of their own this year in addition to discharging routine aspects of their mandate. A preliminary list follows.

Technical Sub-Committee

- Advise the full Committee on items as necessary

ORU Sub-Committee

- Identify actions arising from External Review / Annual Reports
- Review documents necessary for chartering applications
- Recommend charters for approval by APPRC / Senate

Joint Sub-Committee on Quality Assurance

- Refine protocols as necessary
- Receive / review cyclical reviews

Equity Sub-Committee

- Academic support for students with disabilities (defined by Senate Executive in June)

Academic Standards, Curriculum and Pedagogy

Initiative	UAP Priority Area	ASCP Lead	Status
First-Year Forgiveness Establishment of the First-Year Leniency Policy	Enriching the Student Experience: -“Enhancing the first year experience by fostering students’ transition to the University...”	Joint ASCP-SAC Sub-committee on Academic Integrity & Appeals	In progress. Carried Forward to FW’12 <ul style="list-style-type: none"> • Discuss with RO staff on implementation plans (October 5) • Discuss with the PRASE advising staff thereafter • Proposal to Associate Deans Academic as notice of intention to proceed with it to Senate • ASCP for approval • Proposal to Senate
Establishment of common academic regulations for the BSc degree (Health and Science & Engineering)	Enriching the Student Experience	C&P Sub-committee	In progress. Carried Forward to FW’12 <ul style="list-style-type: none"> • Consultation meeting with Health and FSE in September • to ASCP October 3
Establishment of Senate Bridging Program Policy and Guidelines	Enhancing Teaching and Learning: -“Affirming and expanding our leadership in curriculum delivery modes, including...supporting our commitment to access to post-secondary education.”	C&P Sub-committee	C&P to discuss planning and timelines in October / November
Review of Faculties’ program learning outcomes and mapping to degree program requirements	Enhancing Teaching and Learning	Joint Sub-Committee on Quality Assurance	4 September deadline for Programs’ submissions Sub-committee review process to be determined in October

Key Items of Committee Business to be Taken Up in 2012 – 2013

- Call for Faculties’ *Annual Grades Review Report* (Fall)
- York-Ryerson Co-Registration Option – confirmation of alignment with Senate legislation (Fall)
- Follow-up on the two 2012 approved School of Administrative Studies’ Certificates: BAS students’ eligibility?
- YU Bridging Program status (Fall)
- Status of the Pilot Transition-Year Program (TYP) (*approved by Senate as a two-year pilot*)
- Confirmation of BA programs’ alignment with pan-university structure by February 2013
- Status of Fine Arts’ plans for 90-credit BA degree structure; discussion of academic penalty legislation

Major Curriculum Items Anticipated in 2012-2013

Initiative	Anticipated Timeframe
Establishment of a <i>Bachelor of Engineering</i> (BEng) degree type [statutory motion to Senate], Graduate Studies	ASCP September 19 Senate – Notice of Motion in September Senate – Approval in October
Change Electrical Engineering degree type from BAsc to BEng	ASCP September 19 Senate in October
<p>For COMMENT by ASCP to APPRC:</p> <p>Rename Department of Computer Science & Engineering to Department of Electrical Engineering & Computer Science, effective 1 May 2013</p> <p>Move the Department of Earth & Space Science & Engineering, and the Department of Electrical Engineering & Computer Science from FSE to LSE, effective 1 May 2013</p> <p>Move all of the programs offered by the two Departments to the LSE, effective 1 May 2013</p>	<p>APPRC September 13 ASCP September 19 Senate in September</p>
Establishment of a <i>Master of Disaster and Emergency Management</i> (MDEM) degree type [statutory motion to Senate], Graduate Studies	ASCP September 19 Senate – Notice of Motion in October Senate – Approval in November
Change the <i>Disaster and Emergency Management</i> degree type from MA to MDEM	ASCP September 19 Senate in November
<p>For COMMENT by ASCP to APPRC:</p> <p>Establishment of a <i>Department of Arts & Technology</i>, Faculty of Fine Arts</p>	ASCP October 31 Senate in November
Housing the <i>Specialized Honours BA program in Digital Media</i> in the Department of Arts & Technology, Faculty of Fine Arts	ASCP October 31 Senate in November
Major revisions to the BA and BFA programs in <i>Dance</i> , Fine Arts	ASCP October 31 Senate in November
Establishment of a <i>Certificate in Managing International Trade and Investment</i> , Schulich School of Business	ASCP Fall
Establishment of BA programs in <i>US Studies</i> , LA&PS	ASCP in November Senate in November - December
Closure of the <i>Certificate in Business Fundamentals</i> , LA&PS	ASCP in November Senate in November - December
Establishment of BEng programs (2) in <i>Mechanical Engineering and Civil Engineering</i> , LSE	ASCP Spring 2013
Establishment of BA and BSc programs in Global Health, Faculty of Health	ASCP Spring 2013
Establishment of a Masters of Accounting degree type [statutory motion to Senate], Graduate Studies	ASCP - October
Establishment of a Masters of Accounting program, Graduate Studies	Senate Notice of Motion – October Senate Approval - November
Establishment of a Dual Credential degree program in Digital Media between York University – Seneca College	

COMMITTEE ON ACADEMIC STANDARDS, CURRICULUM AND PEDAGOGY

Report to Senate
at its meeting of 25 October 2012

Documentation for information items is posted online with the agenda.

FOR ACTION

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

At the Senate meeting of 27 September 2012 ASCP provided notice of its intention to propose the establishment of a new Bachelor of Engineering Degree at the Senate meeting in October. Accordingly, ASCP recommends,

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 maintain 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 until York's reputation as an engineering school becomes well established. Changing to the BEng designation is also consistent with the School of Engineering's intention to become internationally recognized and to recruit more students internationally. Few countries outside Canada use the BASc degree title for a professional degree. Moving to the BEng will heighten the School's international visibility as it establishes its reputation.

The Lassonde School of Engineering intends to distinguish itself from other engineering schools by virtue of its excellent student experience, progressive modern programs, cross-University

partnerships, a focus on entrepreneurship, and a holistic approach to education, captured by the term “Renaissance Engineer.” Some of these goals can be achieved with the assistance of new infrastructure, including the new engineering building to be built on the Keele campus, but most will be attained as a result of the spirit of innovation and renewal arising from the creation of the Lassonde School, and the excellence of the faculty and staff who will establish it.

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. The degree level expectations of the BEng degree are not changing from those articulated for the *BASc* degree. Similarly, no changes to the admission requirements for the BEng degree are proposed in conjunction with the establishment of the new degree type.

2. Pan-University Academic Penalties Legislation for Bachelor of Science (BSc) Degrees

The Committee on *Academic Standards, Curriculum and Pedagogy* recommends that Senate approve the pan-university academic penalty legislation for Bachelor of Science degree programs as set out in Appendix 1, effective FW 2013-2014.

Proposal Background

Institutional restructuring in and around 2007-2008 led to several Faculties at the University offering both BA and BSc degrees. These changes had significant consequences for degree program offerings since several Faculties had unique Faculty degree requirements and academic standing legislation. The different requirements and standards for students pursuing the same degree type raised concern about fairness and student mobility.

The former *Senate Committee on Curriculum and Academic Standards* determined that the requirements and academic standing regulations for BA and BSc degrees needed to be aligned across the University regardless of the Faculty that houses the individual degree programs. To that end it launched an initiative in collaboration with the relevant Faculties to develop a common legislative core for each of the Bachelor of Arts and Bachelor of Science degrees that would be applicable to all BA and BSc programs. The legislative framework was to include two components:

- a Qualitative and Quantitative structure for the degree type which would include the articulation of the undergraduate degree-level expectations as required by COU; and
- harmonized academic penalty regulations (academic standing, graduation requirements, academic penalties, etc.) for the degree type.

The following stages of this harmonization initiative have been completed and approved by Senate to date:

- academic penalty regulations governing BA degrees offered by the Faculties of LA&PS, Health and Science & Engineering (2008-2009)
- establishment of a pan-university BSc degree structure (February 2011)
- establishment of a pan-university BA degree structure (May 2011)

Aligning the academic regulations governing BSc degrees was one of ASCP’s priorities for 2011-2012.

Rationale

Following the approval of the pan-university BSc degree structure in early 2011, ASCP continued its collaborative work with the Faculties of Health and Science & Engineering on the last stage of the harmonization project – to establish a single set of degree-specific regulations for the BSc. After considerable discussion and consultation through the respective curriculum committees in the Faculties of Health and Science & Engineering, convergence has been reached on degree legislation.

The proposed legislation is that which is currently in use in the Faculty of Health for its BSc programs. This legislation also mirrors the set of regulations in use for the BA programs offered by the Faculties of Liberal Arts & Professional Studies, Health and Science & Engineering.

The proposed legislation brings changes to the regulations and definitions currently applied by the Faculty of Science & Engineering. A summary of the differences between the Faculty's current rules, definitions and nomenclature and the proposed legislation is attached as Appendix 2. The most significant changes are to the *Academic Warning* and *Debarment Warning* conditions. As revised, the legislation will provide BSc students in Science & Engineering whose GPA has fallen below 4.0 more, but not unreasonable, opportunities to raise their GPA to that level before the sanction of either a one-year Required Withdrawal or two-year Debarment is imposed.

The potential impact of introducing these changes within the Faculty of Science & Engineering was carefully reviewed and discussed over several meetings, and the representatives of Science and Engineering endorsed the intent of the changes. ASCP is grateful for the generous flexibility our FSE colleagues exercised to achieve the objectives of the exercise. The end result, as hoped, is that all students pursuing the same degree type will fall under the same set of academic regulations, which augments clarity, fairness and mobility for students. The Faculties will explore opportunities to focus the advising given to students returning to studies after either a Required Withdrawal or Debarment to enhance their future success.

Upon approval, the penalty legislation will apply to BSc students admitted to the University for Fall 2013 and subsequent sessions. Students admitted before that session will continue to be subject to the legislation that was in place the year in which their enrolment in a BSc program took effect. Students who commenced a BSc program prior to 2013, took a hiatus in their studies and reactivated their enrolment in FW 2013 or later will be subject to the new penalty legislation.

For clarity, all existing BSc programs being transferred from the Faculty of Science & Engineering to the Lassonde School of Engineering will be governed by the new pan-university legislation on academic penalties.

3. Granting Degree-credit for Pre-University Courses • Faculty of Liberal Arts & Professional Studies

The Committee on *Academic Standards, Curriculum and Pedagogy* recommends that Senate approve the proposal to allow the non-degree studies Pre-University (Pre-U) Humanities, Pre-U Social Science, and Pre-U Bridging Program for Women courses offered through the Faculty of Liberal Arts & Professional Studies (LA&PS) completed with a grade of "B" or better to be counted as 3.0 elective degree-credits upon the admission of the student to York University.

Rationale

A copy of the proposal from the Faculty is attached as Appendix 3. Presently the non-degree bridging courses offered by York for mature students who lack the admissions credentials to University are used as a basis of admission, but are not counted for degree credit post-admission. As the attached proposal explains, neighbouring universities (Ryerson and the University of Toronto) have recently adopted the practice of granting credit for such courses towards a degree program upon a student's admission to the institution. The result has been a decided shift of non-degree studies students away from York to the other GTA universities to pursue their studies. Updating York's practices to align with the current trend of awarding elective credits for non-degree studies will enable the University to once again attract applicants. The initiative also supports the UAP goal of engagement and outreach to make education more accessible to non-traditional groups of students.

The Senate Committee regards the requirement that applicants must achieve a minimum grade of "B" to have the course count as a 3.0 credit elective course as a good indicator of a student's ability to

successfully commence a degree program. And at three, the proposed number of credits granted is seen to be a very reasonable amount for a degree program as a whole. The Committee also confirmed that the credit granted will not count towards a major or general education degree requirement.

For the reasons above ASCP supports the proposal.

Notice of Motion

1. Establishment of a Master of Disaster and Emergency Management (MDEM) Degree • Faculty of Graduate Studies [Notice of Statutory Motion]

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

that Senate approve the establishment of the degree of Master of Disaster and Emergency Management.

Rationale

In February 2007 Senate approved the establishment of an MA program in Disaster and Emergency Management; it commenced in FW 2007-08. It has since undergone several changes and developments.

Recently many graduates expressed concern about the name of the degree type on their parchment as it reads “Master of Arts” without any reference to the field and the profession in their degrees. The students brought this concern forward to the graduate program. Following a thorough discussion, the program unanimously supported the idea of changing the degree type from MA to Master of Disaster and Emergency Management.

The field of disaster and emergency management is a highly professional field. Graduates require a degree type that accurately and explicitly reflects the professional nature of the field of study in general and master’s program in particular. The current “MA” degree type for this program does not reflect the needs of the profession. The establishment of a Master of Disaster & Emergency Management degree type will address the wish of graduates of the program to have a profession-specific credential which has increasingly become an expectation of employers in the field. A Master in Disaster and Emergency Management has increasingly become the standard degree type for the field, particularly in the United States.

The use of field-specific degree designations is common practice for professional or career-oriented master’s programs. Examples at York include:

- *Master of Business Administration (MBA)*
- *Master of Design (MDes)*
- *Master of Finance (MF)*
- *Master of Financial Accountability (MFAc)*
- *Master of Human Resource Management (MHRM)*
- *Master of Fitness Science (MFSc)*
- *Master of Public & International Affairs (MPIA)*
- *Master of Public Policy, Administration & Law (MPPAL)*

Moreover, as an interdisciplinary field, a MDEM degree better reflects the interdisciplinary and professional nature of the program and will attract strong candidates from all disciplines. The program has noticed that the current degree type has, to some extent, detracted applicants to the program from other fields such as engineering, science, and health. Offering the MDEM degree is expected to

encourage applicants from other disciplines.

The degree level expectations of the MDEM degree are not changing from those articulated for the MA degree. Similarly, no changes to the admission requirements for the MDEM degree are proposed in conjunction with the establishment of the new degree type. In a separate proposal to come at a subsequent meeting, Senate will be asked to consider changing the degree type of the existing MA program in Disaster and Emergency Management to the MDEM.

Approved: FGS Faculty Council 16 May 2012 • ASCP 19 September 2012

2. Establishment of a Master of Accounting (MAcc) Degree • Faculty of Graduate Studies [Notice of Statutory Motion]

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

that Senate approve the establishment of the degree of Master of Accounting.

Rationale

The impetus for the establishment of a Master of Accounting degree type is a new graduate program in Accounting. In a separate proposal to come at a subsequent meeting, Senate will be asked to approve the new program. The proposed MAcc program is specifically designed for holders of an honours Bachelor degree who wish to undertake comprehensive study in accounting that can lead to professional accounting certification. Its objective is to develop students' academic and intellectual abilities in all fields of professional accountancy practice. In that regard, it differs substantially from the Schulich MBA program, which provides students a more general focus on the field of accounting. Similarly the existing Master of Financial Accountability (MFAc) offered through the School of Administrative Studies is a specialized degree focusing on financial accountability and corporate governance. Its distinctness from both existing degree types at York warrants a separate degree type that reflects its unique and specialized focussed in accounting be established. The external reviewers who assessed the proposed new program confirmed that the MAcc is the appropriate degree type for such a program.

In addition, the Master of Accounting degree type has become the standard offered by other universities for such programs. In Ontario, the University of Waterloo and Brock University both offer Master of Accounting degrees.

Approved: FGS Faculty Council 4 October 2012 • ASCP 17 October 2012

CONSENT AGENDA

1. Changes to the Non-Degree Visiting Students Admissions Requirements • Part-Time Professional LLM Program • Faculty of Graduate Studies.

The Committee on *Academic Standards, Curriculum and Pedagogy* recommends that Senate approve the minor change in admission requirements for non-degree visiting students to enrol in the Professional LLM program courses, as follows:

Existing Admission Requirements	Proposed Revised Requirements <i>(additions in bold)</i>
<p>Applicants must:</p> <ul style="list-style-type: none"> -Hold an LLB or JD with an overall B average -Provide: <ol style="list-style-type: none"> 1. Application form 2. Application fee 3. Personal Statement 4. Curriculum Vitae 5. Transcripts 6. Writing Sample (only applies to applicants who do not possess a Canadian LLB or JD) 	<p>Applicants must:</p> <ul style="list-style-type: none"> -Hold an LLB or JD -Provide: <ol style="list-style-type: none"> 1. Statement of Interest 2. Curriculum Vitae 3. Verification that the Applicant is a member of a licensing body that regulates the legal profession

Rationale

The Professional LLM is Osgoode Hall Law School's part-time, course-based degree program offered through Osgoode Professional Development. The primary audience for the Professional LLM is practicing lawyers who wish to pursue graduate-level education in law. From time to time the program receives inquiries from lawyers who wish to take one or more Professional LLM courses but do not wish to pursue a Professional LLM degree. These inquiries often come from senior lawyers who would prefer to complete the professional regulatory body's continuing professional development credit requirement through a graduate level course rather than a Continuing Legal Education workshop or seminar.

Under existing Faculty of Graduate Studies Regulations, individuals who are interested in taking one or more graduate courses without credit towards a York degree may apply for and, if admitted, enrol in courses under the Non-Degree Visiting Student registration category. Non-degree visiting students must be 'otherwise qualified for admission' to the Professional LLM program, and can take a maximum of 12 credits in coursework at York.

Presently, to be considered for admission to the Professional LLM, applicants must have an LLB or JD with an overall B average. However, as a Professional degree, great importance is placed on applicants' professional experience and the program regularly admits non-standard applicants who, due to their professional background, will enrich the program's student body and succeed in completing the degree. In the Program's view, the assessment of non-degree visiting students does not require the same level of documentation required by students applying to the Professional LLM degree program. The proposed statement of interest and curriculum vitae will allow for an assessment of the length and breadth of the individual's relevant professional experience. Being a member of a licensing body that regulates the legal profession ensures that the individual has an LLB or JD and has been called to the bar as a lawyer. The proposed admission and application requirements for non-degree visiting students is consistent with the current program standards. One approved, the changes to the admissions process will take effect for the Summer 2013 session.

Approved: FGS APPC Committee (under summer authority) June 2012 • ASCP 19 September 2012
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2. Transition-Year Program: Extension of the Pilot Program for FW 2012-2013

The Committee on *Academic Standards, Curriculum and Pedagogy* recommends that Senate approve an extension of the two-year Pilot Transition-Year Program at York University for one year, FW 2012-13.

Rationale

In 2007 Senate approved the establishment of a Transition Year Program. The program was designed “to make university education more equitable and accessible by providing opportunities for potential students from groups and communities that are currently under-represented in postsecondary education. The program provides a full-year (two term), program to give a particular cohort of students access to university who have been categorized as ‘early leavers’ from high school and therefore do not qualify for university admission.” The program is administratively housed in the Office of the Vice-President Academic & Provost.

The program consists of four main components: a compulsory orientation; academic credit courses; additional weekly compulsory activities including group advising, enhancing computer skills, accessing library resources and support tutorials; and optional components including individual advising programs, work-study activities and academic writing support. Students who successfully complete the program receive a *Transition Year Program Certificate of Completion* and up to 18 credits that may be applied toward a degree at York or elsewhere. Both the Certificate and an increase in the number of elective credits from 12 to 18 were Senate-approved enhancements made to the program in spring 2011. Successful students are eligible to proceed to degree studies in the Faculty of Liberal Arts & Professional Studies; after the pilot phase, development of paths into a range of programs across the University was planned.

The TYP program was officially launched in FW 2010-11 under the direction of Professor Brenda Spotton Visano. A report on the outcome of the first year was reviewed by ASCP in March 2011 and shared with Senate in June that year.

Noting that the terms of approval for the pilot program included a two-year timeframe, ASCP has recently requested the Office of the Vice-President Academic & Provost to advise the Committee of the plans for the Transition-Year Program. In the interim, ASCP is seeking Senate’s approval for the extension of the pilot for this academic year. Further proposals pertaining to the program will come to Senate as necessary.

Approved by ASCP 17 October 2012

3. Change in Name of MSc Program in Business Analysis

The Committee on *Academic Standards, Curriculum and Pedagogy* recommends that the name of the MSc program in Business Analysis be changed to Business Analytics.

Rationale

With new data collection technologies come vast new sources of data that can be analyzed to enhance organizational effectiveness, customer service, returns on investment, and a myriad of other business attributes. The key objective of the MSc program is to enhance students’ capabilities for data-driven decision making. The program brings together the fields of data management, statistical analysis, and operational research, to train students to become effective analysts and educated consumers of analytics. The program also prepares students to develop analytical inferences to help management make strategic decisions in data-driven industries, such as marketing, health care, resource management, finance, and many others. Because this program is based upon “analytics” to make managerial decisions, it is natural to change the name of the program from *Business Analysis* (which pertains more to a business strategy approach than to an analytical approach) to *Business*

Analytics. This name also resonates better with potential applicants who are interested in “analytics” rather than a more managerial program such as an MBA.

Approved: FGS APPC Committee under summer authority 2012 • ASCP 3 October 2012

FOR INFORMATION

1. Summer 2013 and Fall/Winter 2013-2014 Sessional Dates

On behalf of the University Registrar, the Committee transmits to Senate for information the Sessional Dates for SU 2013 and FW 2013-2014, attached. The Committee has confirmed that the beginning, end and suspension dates are consistent with the guidelines governing the determination of dates set out in the *Senate Policy on Sessional Dates and Scheduling of Examinations*.

Sessional dates have been posted online with the agenda.

[Summer 2013 and Fall/Winter 2013-2014 Sessional Dates](#)

2. Minor Curriculum Items Approved by ASCP (effective FW 2013-14 unless otherwise stated) *Copies of the full proposals are available on the Senate website.*

(a) Glendon

- Minor changes to degree requirements for BA programs in [Political Science](#) to align with the pan-university BA degree minimum requirements

(b) Faculty of Graduate Studies

- Minor changes to the program requirements for the [Business & Sustainability Specialization](#) in the MBA program
- Minor changes to the program requirements for the [MFA program in Dance](#)

George Tourlakis
Chair, Academic Standards, Curriculum & Pedagogy

BSc Academic Warnings and Penalties

Students whose academic record does not meet the BSc degree standards are subject to the academic penalties of *academic warning*, *required withdrawal*, *debarment warning*, *debarment* and *academic probation*, as set out below. In sum, students on *Academic Warning* who do not meet the GPA requirements in the first instance will be *Required to Withdraw* from the University for 12 months. Students who return to the University after a required withdrawal, via the reactivation process, are placed on *Debarment Warning*. Failure to meet the GPA requirements while on debarment warning will result in students being *Debarred* for 24 months. Students who wish to return to the University after a debarment must apply to be re-admitted. Upon re-admission to the University at that stage, students are placed on *Academic Probation*.

Academic Warning

Students whose cumulative overall grade point average falls below 4.00 (C) at the end of any session, or who enter the Faculty with a grade point average equivalent to less than 4.00 (C) on the York scale receive an Academic Warning.

Academic Warning Conditions

Students on Academic Warning must achieve a cumulative overall grade point average of at least **4.00** within the next **24** credits taken, or earn a sessional grade point average of at least 5.0 in the session in which that 24th credit is completed and in each subsequent session until the cumulative grade point average reaches 4.0, or be Required to Withdraw.

Required Withdrawal

Students whose academic record shows marked weakness may be required to withdraw from their studies for 12 months, during which they are encouraged to identify and remedy any problems which may have contributed materially to their failure to perform to their potential, and to reflect on their reasons for pursuing a university education.

The following regulations apply to Required Withdrawals:

- (i) **Grade Point Average Below 2.5**: Students whose cumulative grade point average on at least 24 York credits is below 2.5 must withdraw for 12 months.
- (ii) **Failure to satisfy Academic Warning conditions**: Students who fail to meet the Academic Warning Conditions above will be required to withdraw for 12 months.

Petition to Continue without Interruption

Students who have been required to withdraw may submit a petition to their home Faculty Petitions Committee requesting permission to continue their studies without interruption. Students granted such a petition will be allowed to continue their studies on Debarment Warning.

Reactivation after Required Withdrawal

Students who have been required to withdraw must apply for reactivation after the requisite period of absence by submitting a reactivation request to the Registrar's Office. Students who return to their studies after a Required Withdrawal (as well as those who have been allowed to continue their studies by virtue of a petition to the Committee on Petitions) receive a Debarment Warning.

Debarment Warning

Students who have been required to withdraw receive a Debarment Warning upon continuing their studies in the University.

Debarment Warning Conditions

Students on Debarment Warning must achieve a cumulative overall grade point average of at least 4.00 within the next 24 credits taken or earn a sessional grade point average of at least 5.0 in the session in which that 24th credit is completed and in each subsequent session until the cumulative grade point average reaches 4.0, and must then maintain this average in order to continue.

Debarment

Students who fail to meet the Debarment Warning Conditions outlined above will be Debarred from the University. Debarment, the minimum period for which is normally two years (24 months), means that the student is no longer a student at York University.

Petition to Continue without Interruption

Students who have been Debarred may submit a petition to their home Faculty Petitions Committee requesting permission to continue their studies without interruption. Students granted such a petition will be allowed to continue their studies on *Academic Probation*.

Reapplying after Debarment

Students who have been Debarred and who wish to resume their studies must apply for admission through the Admissions Office, and must provide persuasive evidence that they are ready and able to complete a degree program. Students who are readmitted (as well as those who have been allowed to continue their studies by virtue of a petition to the Petitions Committee) continue on *Academic Probation*.

Academic Probation

Students who have been Debarred and who subsequently resume their studies at the University, whether by petitioning to continue without interruption or by reapplying for admission, continue on *Academic Probation*. Students on *Academic Probation* must meet the Debarment Warning Conditions outlined above; otherwise, they will be Debarred again.

Academic Penalty Legislation for 90-credit BSc Degrees
Faculties of Health and Science & Engineering
(Critical Differences Highlighted in Yellow)

	Health	Science
Lower limit GPA	cumulative grade point average on at least 24 credits is below 2.5 Required to withdraw.	cumulative overall grade point average falls below 2.5 at any time after completion of 24 credits Failed to gain standing
Academic Warning	OCGPA <4.00 and >2.5 on 24 credits taken Or OCGPA <4.00 on <24 credits taken Students on Academic Warning must achieve a cumulative grade point average of at least 4.0 (C) within the next 24 credits taken, or earn a sessional grade point average of at least 5.0 (C+) in the session in which that 24th credit is completed and in each subsequent session until the cumulative grade point average reaches 4.0 (C), or be <i>Required to Withdraw</i> .	OCGPA <4.00 and >2.5 on 24 credits taken Or OCGPA <4.00 on <24 credits taken Students on academic warning must achieve a cumulative overall grade point average of at least 3.5 by the end of the next 30 credits in order to continue; otherwise they will have <i>Failed to Gain Standing</i> .
Required Withdrawal	Failed to meet AW conditions, or failed to meet lower limit GPA Students may reactivate after spending 12 months out of York. Students receive a DW when they are reactivated.	Does not exist in SC. Students in this situation <i>Fail to Gain Standing</i> .
Failed to gain standing	Does not exist in Health. Students in this situation are Required to Withdraw.	Failed to meet AW conditions, or failed to meet lower limit GPA. Students must reapply to the University after 12 months.
Debarment Warning	Must achieve a cumulative grade point average of at least 4.0 (C) within the next 24 credits taken or earn a sessional grade point average of at least 5.0 (C+) in the session in which that 24th credit is completed and in each subsequent session until the cumulative grade point average reaches 4.0 (C), and must then maintain this average.	Must achieve a cumulative overall grade point average of at least 3.5 within the next 24 credits taken in order to continue.
Debarment	Students who fail to meet the DW conditions are debarred. They must reapply to the U after 2 years.	Students who fail to meet the DW conditions are debarred. They must reapply to the U after 2 years.

Faculty of Liberal Arts and Professional Studies

This is a proposal to allow non-degree studies courses in *Pre-U Humanities*, *Pre-U Social Science*, and *the Pre-U Bridging Program for Women* designed for bridging students under the mature student admission criteria¹ at York University to be accorded 3.00 elective degree-credits for the completion with a grade of “B” or better upon the student’s acceptance at York.

For the last forty years York has provided access for mature students who lack admission credentials by means of a pre-university course. Three such courses exist (*Pre-U Humanities*, *Pre-U Social Science*, *Pre-U Bridging Program for Women*), where the student will become eligible for admission to York undergraduate degree program subject to the following conditions:

1. The student must obtain a minimum grade of “B” in one of the courses
2. The student must NOT have recent academic failure
3. The student must meet the mature student status requirements

For the past 12 years the University of Toronto² has allowed students who pass their pre-university course to count the course for degree credit post admission. Ryerson University allows students to try certain courses through their Chang School of Continuing Education³, and if they succeed in them they are admitted and can count those courses towards their degree.

There is a great demand in the GTA for this type of access course, and York has, until recently, offered it to approximately 200 students a year, over three terms. The Women’s bridging program continues to flourish. 2000 women have successfully completed the Bridging Program for Women. It differs from the Pre-U, and offered by the Department of Gender, Sexuality, and Women’s Study. The Pre-U program, however no longer attracts applicants because, on enquiry, students learn that York does not offer what the University of Toronto and Ryerson provide, that is, we do not offer post admission credit to successful applicants.

Prior to U of T and Ryerson changing their policies the Pre-U courses on average had 70 students per semester in these courses. Once both these GTA universities went to granting degree-credit for non-degree study courses/programs, there was a drop in registrations. In 2011-2012 the Division of Continuing Education has offered one course per semester, with a combined total of 104 students. In Summer 2012 the courses may not run, as the number of current enrolments will not cover the cost of the instruction.

We see no reason to continue with the practice of not offering degree-credit for these courses, given that special students, for example, can apply to have courses taken as special courses counted towards

¹ You will be considered for admission as a mature student* if you:

- will be 21 years or older as of the first day of classes of the session for which you have applied;
- have been out of full-time high-school studies for at least two years (if you’ve returned to upgrade after a two-year absence, you are still eligible to apply as a mature student);
- have attempted less than one full year of studies at an accredited university or college;
- do not have a recent unfavourable academic record;
- have demonstrated potential for success through academic, professional or volunteer activities and other accomplishments.

(<http://futurestudents.yorku.ca/requirements/mature>)

² The University of Toronto, Woodworth College offers students who are admitted to their academic bridging program who successfully complete the program guaranteed admission to the Faculty of Arts and Science to continue studies towards an Honours Bachelor of Arts (Humanities and Social Sciences) with one full credit (equal to 6.00 at York) towards their degree. (http://www.wdw.utoronto.ca/images/uploads/2011-12_ABP_Brochure.pdf)

³ Ryerson’s Chang School of Continuing Education offers “degree-applicable courses taken at Ryerson prior to formal admission into a Ryerson degree program may be used to meet program requirements but will not be included in a student’s grade point average. Approval of course substitutions/directives may be required in order for a course to be used towards degree requirements.” (<http://ce-online.ryerson.ca/ce/default.aspx?id=28>)

their degree, and various other initiatives are working out ways to allow students to acquire post admission credit for work done as visitors or special students. The collapse of the Pre-U program is solely due to its inability to compete; the demand for Pre-U exists.

We are therefore motioning that the non-degree studies bridging Pre-U courses/programs (*Pre-U Humanities, Pre-U Social Science, and the Pre-U Bridging Program for Women*) offered through the Division of Continuing Education and the Department of Gender, Sexuality, and Women's Study, LA&PS be approved for a 3.00 elective degree credit, for those students who obtain a minimum of "B" and have applied and received acceptance from York University.

For students who have already entered York University may on petition receive retroactive 3.00 elective degree-credit for the completion of the Pre-University (Pre-U) Humanities, Pre-U Social Science, and Pre-U Bridging Program for Women courses offered through the Faculty of Liberal Arts & Professional Studies completed with a grade of "B" or better.

The Pre-U Humanities, Pre-U Social Science, and Pre-U Bridging Program for Women courses can be viewed at <http://www.yorku.ca/laps/council/faculty/documents/3.Pre-UBridgingcoursesandprograms.pdf>

ACADEMIC POLICY, PLANNING AND RESEARCH COMMITTEE

Report to Senate
at its meeting of October 25, 2012

FOR ACTION

1. Renaming of the Faculty of Science and Engineering

APPRC recommends

that Senate approve the renaming of the Faculty of Science and Engineering to the Faculty of Science effective May 1, 2013.

Rationale

The new name for the Faculty originated with a Task Force on the Future of Science at York and was approved by the FSE Council on October 9. It is supported by the Faculty's Dean and the Provost. The name "Faculty of Science" is in common usage at other universities, and it reflects the movement of Engineering units and programs to Lassonde.

Approved by the Faculty of Science and Engineering Council October 9, 2012
Reviewed by Academic Standards, Curriculum and Pedagogy October 17, 2012
Approved by Academic Policy, Planning and Research October 18, 2012

Documentation is attached as Appendix A.

FOR INFORMATION

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

The Committee previewed Vice-President Brewer's report at its meeting of October 18. Among the salient aspects:

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

The budgetary situation greatly complicates academic planning and compromises our ability to achieve our academic priorities. A new budget model is in development but will not be fully implemented for some time. This reinforces the need to pursue objectives defined by the *University Academic Plan* and Faculty plans.

It is important for Senators to be informed and engaged about the budget context, and APPRC encourages members of Senate to review the presentation with care and to bring their questions and comments to the meeting of October 25.

2. **Progress Toward Academic Priorities**

The Provost is scheduled to provide APPRC and Senate with the autumn report on complement planning and appointments on October 25. The report will include appointments and complement planning, and draft material will be posted online prior to the Senate meeting.

3. **Joint Session with the Strategic Research Plan Advisory Committee**

The meeting held on September 27 began with a discussion with the Strategic Research Plan Advisory Committee. We shared perspectives on the Strategic Research Plan process and timelines, and exchanged preliminary ideas about plan's nature and purpose. APPRC encourages Senators to take advantage of opportunities to participate in the development of the plan.

4. **Welcome to New Members**

APPRC is pleased to welcome student Senator nominees Yegor Sorokin (Faculty of Graduate Student) and Victoria Xayaboun (Faculty of Liberal Arts and Professional Studies) to the Committee.

David Mutimer, Chair

FACULTY OF SCIENCE AND ENGINEERING
E&P REPORT for NAMING of the NEW FACULTY

2012-2013

FOR ACTION:

The Executive & Planning Committee moves the following.

1. That the Faculty of Science and Engineering be renamed "**Faculty of Science**", effective May 1, 2013.



October 10, 2012

Donald R. Hastie,
Interim Dean

APPRC – Planning Committee

**FACULTY OF SCIENCE
AND ENGINEERING**

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

Dear Planning Committee Members:

hastie@yorku.ca
www.science.yorku.ca

This is to confirm that I have reviewed the supporting documentation submitted by the FSE Task Force and am pleased to support the proposed name change for the new faculty from “Faculty of Science and Engineering” to “Faculty of Science” effective May 1, 2013.

Yours truly,

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

Donald R. Hastie
Interim Dean

KRH/kc

cc: M. De Robertis, Chair FSE Task Force





MEMORANDUM

OFFICE OF THE
VICE-PRESIDENT
ACADEMIC &
PROVOST

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Toronto Ontario
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Tel 416 736 5280
Fax 416 736 5876

vpacademic.yorku.ca

TO: David Mutimer, Chair, APPRC
FROM: Patrick Monahan, Provost *PM*
DATE: October 12, 2012
RE: Name Change: Faculty of Science

With the planned official establishment of the Lassonde School of Engineering effective May 1, 2013, colleagues in the current Faculty of Science and Engineering have undertaken a consideration of the appropriate name for the Faculty which will house the sciences at York. This process included research on the names of similar Faculties at other Ontario Universities, as well as consultation with colleagues in the Faculty. As a result, a proposal that the Faculty be named the Faculty of Science has been approved by Faculty Council, to take effect May 1, 2013.

I am pleased to indicate my support for this name change. I concur that the consensus arrived at around this name conveys clearly and in a straightforward way the nature of the Faculty, to both internal and external audiences, in particular to prospective students. It encompasses the teaching and research programs that will be housed within the Faculty on May 1, and also provides scope for the Faculty, over time, to build on current strengths and develop new directions within the sciences.

Discussions with regard to the budgets for LSE and the Faculty of Science are ongoing, but there will be no major budget implications associated specifically with the change of name.

Cc: D. Hastie, Dean, Faculty of Science
R. Lenton



MEMO

To: Executive and Planning Committee, FSE
From: FSE Task Force
Subject: Naming of the new Faculty
Date: Sep 27, 2012

This past summer, Dean Hastie included "naming" the new Faculty among the FSE Task Force's (TF) responsibilities. The TF was asked to make a single recommendation to Faculty Council for Council's approval at its October meeting.

Prior to its final deliberations, the TF consulted broadly, including soliciting suggestions electronically from faculty, staff, graduate students, undergraduate students and alumni. Most suggestions were contributed through the "naming" page of the blog/website designed by the TF. Some contributions came directly through email.

Before reaching its decision, the TF reviewed the names of previous incarnations of our Faculty: Faculty of Science from 1965-1989, Faculty of Pure and Applied Science from 1989-2004, and Faculty of Science and Engineering from 2004 to present. And we compiled the names of all other Faculties of science at Ontario universities that also had a Faculty of Engineering (see below).

In the end, the TF reached a strong consensus, and recommends to Faculty Council that the new Faculty be named the "Faculty of Science."

This straightforward name conveys clearly and succinctly who we are, something that will be appreciated within York University, as well as by relevant external constituencies such as high school students, parents and teachers. This name is entirely consistent with a strong majority of suggestions provided by members of our community via the blog and email.

Michael De Robertis, Chair FSE TF

Ontario University	Engineering Faculty	"Science" Faculty
Carleton	Engineering & Design	Science
Guelph	School of Engineering	College of Biological Science / College of Physical & Engineering Science
Lakehead	Engineering	Health & Behavioural Sciences/ Science & Environmental Studies
McMaster	Engineering	Science
Ottawa	Engineering	Science
Queen's	Engineering and Applied Science	Arts & Science
Ryerson	Engineering & Architectural Science	Science
Toronto	Applied Science & Engineering	Arts & Science
UOIT	Engineering and Applied Science	Science
Waterloo	Engineering	Science
Western	Engineering	Science
Windsor	Engineering	Science
York	Lassonde School of Engineering	?

SU2013 SESSIONAL DATES
As of October 2, 2012

Term D2	
Start Date	Mon. July 8
End Date	Fri. Aug. 2
Length of Term	4 Weeks
Number of Class "Meets"	M4 / T4 / W4 / R4 / F4
Exams	Exams for all faculties, to be incorporated into class schedule

Term I1	
Start Date	Mon. May 6
End Date	Fri. May 24
Length of Term	3 Weeks
Victoria Day	Mon. May 20
Number of Class "Meets"	M2 / T3 / W3 / R3 / F3
Exams	Exams for all faculties, to be incorporated into class schedule

Term I2	
Start Date	Mon. May 27
End Date	Fri. June 14
Length of Term	3 Weeks
Number of Class "Meets"	M3 / T3 / W3 / R3 / F3
Exams	Exams for all faculties, to be incorporated into class schedule

Term I3	
Start Date	Mon. June 17
End Date	Fri. July 5
Length of Term	3 Weeks
Canada Day	Mon. July 01
Number of Class "Meets"	M2 / T3 / W3 / R3 / F3
Exams	Exams for all faculties, to be incorporated into class schedule

Term J1	
Start Date	Mon. May 6
End Date	Fri. May 31
Length of Term	4 Weeks
Victoria Day	Mon. May 20
Number of Class "Meets"	M3 / T4 / W4 / R4 / F4
Exams	Exams for all faculties, to be incorporated into class schedule

Term J2	
Start Date	Mon. June 3
End Date	Fri. June 28
Length of Term	4 Weeks
Number of Class "Meets"	M4 / T4 / W4 / R4 / F4
Exams	Exams for all faculties, to be incorporated into class schedule

Term J3	
Start Date	Mon. June 3
End Date	Fri. July 12
Length of Term	6 Weeks
Canada Day	Mon. July 01
Number of Class "Meets"	M5 / T6 / W6 / R6 / F6
Exams	Exams for all faculties, to be incorporated into class schedule

Term S1 Class Meets 2 Days per Week	
Start Date	Mon. May 6
End Date	Fri. June 14
Length of Term	6 Weeks
Victoria Day	Mon. May 20
Number of Class "Meets"	M5 / T6 / W6 / R6 / F6
Exams Start Date	Wed. June 19
Exams End Date	Fri. June 21

Term S2 Class Meets 2 Days per Week	
Start Date	Mon. June 24
End Date	Fri. Aug. 2
Length of Term	6 Weeks
Canada Day	Mon. July 01
Number of Class "Meets"	M5 / T6 / W6 / R6 / F6
Exams Start Date	Tues. Aug. 6
Exams End Date	Fri. Aug. 16

Term S3	
Start Date	Mon. May 6
End Date	Mon. July 08
Length of Term	9 Weeks
Victoria Day	Mon. May 20
Canada Day	Mon. July 01
Number of Class "Meets"	M8 / T9 / W9 / R9 / F9
Exams	Exams for all faculties, to be incorporated into class schedule

Term SU Class Meets 1 Day per Week	
Start Date	Mon. May 6
End Date	Fri. Aug. 2
Length of Term	13 Weeks
Victoria Day	Mon. May 20
Canada Day	Mon. July 01
Number of Class "Meets"	M11 / T13 / W13 / R13 / F13
Exams Start Date	Tues. Aug. 6
Exams End Date	Fri. Aug. 16

FW 2013 - 2014 SESSIONAL DATES
As of October 2, 2012

FALL 2013		
Labour Day		Monday, September 02, 2013
Fall & Y Term Begins		Monday, September 09, 2013
Thanksgiving		University Closed Monday October 14, 2013
Co-curricular Days	No Classes, exams or tests can be held	Wednesday, October 30 - Sunday, November 3, 2013 Inclusive
Fall Term Ends		Friday, December 06, 2013
Length of Term	60	
Number of Class "Meets"	M12 / T13 / W12 / R12 / F12	
Make Up Days		N/A
Study Day(s)	No classes, exams or tests can be held on this day	Monday, December 09, 2013
Fall Exams Begin		Tuesday, December 10, 2013
Fall Exams End		Monday, December 23, 2013
Monday-Friday Exam Periods	30 (10 Days X 3 Timeslots Per Day)	9:00am - 12:00noon 2:00pm - 5:00pm 7:00pm - 10:00pm
Saturday Exam Periods	6 (2 Days X 3 Timeslots Per Day)	9:00am - 12:00noon 2:00pm - 5:00pm 7:00pm - 10:00pm
Sunday Exam Periods	6 (2 Days X 3 Timeslots Per Day)	10:00am - 1:00noon 2:00pm - 5:00pm 7:00pm - 10:00pm
Total Exam Periods	42	
Christmas		Wednesday, December 25, 2013
WINTER 2014		
Winter & Y Term Begins/Resumes		Monday, January 06, 2014
Family Day		University Closed Monday February 17, 2014
Winter Term Reading Week	No Classes, exams or tests can be held	Saturday February 15 - Friday February 21, 2014 Inclusive
Good Friday		University Closed Friday April 18, 2014
Make Up Days		N/A
Winter & Y Term Ends		Friday, April 04, 2014
Length of Term	60	
Number of Class "Meets"	M12 / T12 / W12 / R12 / F12	
Study Day(s)	No classes, exams or tests can be held on this day	Monday, April 07, 2014
Exams Begin		Tuesday, April 08, 2014
Exams End		Thursday, April 24, 2014
Monday-Friday Exam Periods	36 (12 Days X 3 Timeslots Per Day)	9:00am - 12:00noon 2:00pm - 5:00pm 7:00pm - 10:00pm
Saturday Exam Periods	6 (2 Days X 3 Timeslots Per Day)	9:00am - 12:00noon 2:00pm - 5:00pm 7:00pm - 10:00pm
Sunday Exam Periods	2 (1 Day X 2 Timeslots Per Day)	2:00pm - 5:00pm 7:00pm - 10:00pm
Total Exam Periods	44	
Term WS		
Start Date	Monday, January 6, 2014	
End Date	Friday, August 01, 2014	
Family Day	Monday, February 17, 2014	
Reading Week	Saturday February 15 - Friday February 21, 2014 Inclusive	
Good Friday	Friday, April 18, 2014	
Victoria Day	Monday, May 19, 2014	
Canada Day	Tuesday, July 01, 2014	

York University
GLENDON
Committee on Academic Standards, Teaching and Learning (CASTL)

DEPARTMENT: POLITICAL SCIENCE

DATE: September 6, 2012

CHANGES: Changes to Program Requirements for BA and IBA degree offerings

Current:

(~~Strike through~~ changes in current requirements)

The Department of Political Science at Glendon College offers five BA degree programs, four iBA degree programs, and a Bilingual Certificate in Public Administration and Public Policy.

Program Requirements

All programs are built upon a core curriculum of courses across the four principal subfields of political science: Canadian Politics, Political Theory, Comparative Politics, and International Relations. **All degree program students must complete at least three of the four core courses (at least 18 credits in three out of four subfields).**

Core Courses
<u>GL/POLS 2490 6.00</u>
<u>GL/POLS 2510 6.00</u>
<u>GL/POLS 2600 6.00</u>
<u>GL/POLS 2920 6.00</u>

Specialized Honours BA

Students must complete at least ~~48~~ credits in Political Science, including:

- 18 credits of Core Courses;
- 30 credits at the 3000 or 4000 level, with at least 12 credits at the 4000 level.

Note: ~~Students who wish to pursue graduate studies in political science are advised to take 60 credits of POLS courses, even though this is not required for the degree.~~

Proposed:

(Underline new changes in proposed requirements)

The Department of Political Science at Glendon College offers five BA degree programs, four iBA degree programs, and a Bilingual Certificate in Public Administration and Public Policy.

Program Requirements

All programs are built upon a core curriculum of courses across the four principal subfields of political science: Canadian Politics, Political Theory, Comparative Politics, and International Relations. **All degree program students must complete at least three of the four core courses (at least 18 credits in three out of four subfields).**

Core Courses
<u>GL/POLS 2490 6.00</u>
<u>GL/POLS 2510 6.00</u>
<u>GL/POLS 2600 6.00</u>
<u>GL/POLS 2920 6.00</u>

Specialized Honours BA

Major Credits: Students must complete at least 54 credits in Political Science, including:

- 18 credits of Core Courses;
- 30 credits at the 3000 or 4000 level, with at least 12 credits at the 4000 level.

Upper-level credits: at least 36 credits at the 3000 or 4000 level, including at least 18 credits at the 4000 level. This includes the 3000 and 4000 level credits in the major listed above (under major credits).

<p>Specialized Honours iBA</p> <p>Students must complete at least 48 credits in Political Science, including:</p> <ul style="list-style-type: none"> <input type="checkbox"/> 18 credits of Core Courses <input type="checkbox"/> 30 credits at the 3000 or 4000 level, with at least 12 credits at the 4000 level. <p>In addition to the courses required for their major, students must complete the following requirements:</p> <ul style="list-style-type: none"> • at least 12 credits of internationally-oriented courses; • at least one full term abroad as a full-time student at an institution with which Glendon and/or York has a formal exchange agreement; • for the iBA bilingual, students must complete at least 18 credits in each official language (French and English) at Glendon from the following two categories: <ul style="list-style-type: none"> a. courses at the second-year level and above in French as a second language and/or in English as a second language; b. courses in any discipline which are designated as satisfying the bilingual requirement. • for the iBA trilingual, in addition to the above 18 credits in each official language (English and French), students must complete 18 credits in Hispanic studies (including: GL/SP 3000 6.00 (formerly GL/SP 2610 6.00) or six credits of an advanced-level course in Hispanic studies) or 18 credits in a modern language (including an advanced-level course) at York University. <p>Political science courses may be used to fulfill the above iBA requirements.</p>	<p>Specialized Honours iBA</p> <p>Major Credits: Students must complete at least <u>54</u> credits in Political Science, including:</p> <ul style="list-style-type: none"> • 18 credits of Core Courses • 30 credits at the 3000 or 4000 level, with at least 12 credits at the 4000 level. <p>Upper-level credits: <u>at least 36 credits at the 3000 or 4000 level, including at least 18 credits at the 4000 level. This includes the 3000 and 4000 level credits in the major listed above (under major credits).</u></p> <p>In addition to the courses required for their major, students must complete the following requirements:</p> <ul style="list-style-type: none"> • at least 12 credits of Internationally-Oriented courses; • at least one full term abroad as a full-time student at an institution with which Glendon and/or York has a formal exchange agreement; • for the iBA bilingual, students must complete at least 18 credits in each official language (French and English) at Glendon from the following two categories: <ul style="list-style-type: none"> a. courses at the second-year level and above in French as a second language and/or in English as second language; b. courses in any discipline which are designated as satisfying the bilingual requirement. • for the iBA trilingual, in addition to the above 18 credits in each official language (English and French), students must complete 18 credits in Hispanic studies (including: GL/SP 3000 6.00 (formerly GL/SP 2610 6.00) or six credits of an advanced-level course in Hispanic studies) or 18 credits in a modern language (including an advanced-level course) at York University. <p>Political science courses may be used to fulfill the above iBA requirements.</p>
<p>Honours BA</p> <p>Students must complete at least 42 credits in Political Science, including:</p> <ul style="list-style-type: none"> <input type="checkbox"/> 18 credits of Core Courses; <input type="checkbox"/> 24 credits at the 3000 or 4000 level, with at least 6 credits at the 4000 level. 	<p>Honours BA</p> <p>Major Credits: Students must complete at least 42 credits in Political Science, including:</p> <ul style="list-style-type: none"> • 18 credits of Core Courses; • 24 credits at the 3000 or 4000 level, with at least <u>12</u> credits at the 4000 level. <p>Upper-level credits: <u>at least 36 credits at the 3000 or 4000 level, including at least 18 credits at the 4000 level. This includes the 3000 and 4000 level credits in</u></p>

<p>Honours iBA</p> <p>Students must complete at least 42 credits in Political Science, including:</p> <ul style="list-style-type: none"> □ 18 credits of Core Courses □ 24 credits at the 3000 or 4000 level, with at least 6 credits at the 4000 level. <p>In addition to the courses required for their major, students must complete the following requirements:</p> <ul style="list-style-type: none"> • at least 12 credits of internationally-oriented courses; • at least one full term abroad as a full-time student at an institution with which Glendon and/or York has a formal exchange agreement; • for the iBA bilingual, students must complete at least 18 credits in each official language (French and English) at Glendon from the following two categories: <ul style="list-style-type: none"> a. courses at the second-year level and above in French as a second language and/or in English as a second language; b. courses in any discipline which are designated as satisfying the bilingual requirement. • for the iBA trilingual, in addition to the above 18 credits in each official language (English and French), students must complete 18 credits in Hispanic studies (including: GL/SP 3000 6.00 (formerly GL/SP 2610 6.00) or six credits of an advanced-level course in Hispanic studies) or 18 credits in a modern language (including an advanced-level course) at York University. <p>Political science may be used to fulfill the above iBA requirements.</p> <p>Honours Double Major BA</p> <p>The Honours BA program described above may be pursued jointly with any other Honours BA program offered at Glendon. For further details on requirements, see the listings for specific Honours programs.</p>	<p><u>the major listed above (under major credits).</u></p> <p>Honours iBA</p> <p>Major Credits: Students must complete at least 42 credits in Political Science, including:</p> <ul style="list-style-type: none"> • 18 credits of Core Courses • 24 credits at the 3000 or 4000 level, with at least <u>12</u> credits at the 4000 level. <p>Upper-level credits: <u>at least 36 credits at the 3000 or 4000 level, including at least 18 credits at the 4000 level. This includes the 3000 and 4000 level credits in the major listed above (under major credits).</u></p> <p>In addition to the courses required for their major, students must complete the following requirements:</p> <ul style="list-style-type: none"> • at least 12 credits of Internationally-Oriented courses; • at least one full term abroad as a full-time student at an institution with which Glendon and/or York has a formal exchange agreement; • for the iBA bilingual, students must complete at least 18 credits in each official language (French and English) at Glendon from the following two categories: <ul style="list-style-type: none"> c. courses at the second-year level and above in French as a second language and/or in English as second language; d. courses in any discipline which are designated as satisfying the bilingual requirement. • for the iBA trilingual, in addition to the above 18 credits in each official language (English and French), students must complete 18 credits in Hispanic studies (including: GL/SP 3000 6.00 (formerly GL/SP 2610 6.00) or six credits of an advanced-level course in Hispanic studies) or 18 credits in a modern language (including an advanced-level course) at York University. <p>Political science may be used to fulfill the above iBA requirements.</p> <p>Honours Double Major BA</p> <p>The Honours BA program described above may be pursued jointly with any other Honours BA program offered at Glendon. For further details on requirements, see the listings for specific Honours programs.</p>
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<p>Honours Double Major iBA</p> <p>The Honours iBA program described above may be pursued jointly with any other Honours iBA degree program offered at Glendon. For further details on requirements, see the listings for specific Honours iBA programs.</p> <p>Honours Major/Minor BA</p> <p>The Honours BA program described above may be pursued jointly with any Honours Minor BA program offered at Glendon. For further details on requirements, see the listings for specific Honours Minor BA programs.</p> <p>Honours Major/Minor iBA</p> <p>The Honours iBA program described above may be pursued jointly with any Honours Minor BA program at Glendon. For further details on requirements, see the listings for specific Honours Minor BA programs.</p> <p>Honours Minor BA</p> <p>The Honours Minor must be pursued jointly with an Honours Major/Minor BA or an Honours Major/Minor iBA program at Glendon.</p> <p>Students must complete at least 30 credits in political science, including:</p> <ul style="list-style-type: none"> <input type="checkbox"/> 18 credits of Core Courses; <input type="checkbox"/> 12 credits at the 3000 or 4000 level, with at least 6 credits at the 4000 level. <p>Bachelor of Arts</p> <p>Students must complete at least 30 credits in Political Science, including:</p> <ul style="list-style-type: none"> <input type="checkbox"/> 18 credits of Core Courses; <input type="checkbox"/> 12 credits at the 3000 or 4000 level. <p><i>Note: Students who wish to pursue graduate studies in political science are advised to take 60 credits of POLS courses, even though this is not required for the degree.</i></p>	<p>Honours Double Major iBA</p> <p>The Honours iBA program described above may be pursued jointly with any other Honours iBA degree program offered at Glendon. For further details on requirements, see the listings for specific Honours iBA programs.</p> <p>Honours Major/Minor BA</p> <p>The Honours BA program described above may be pursued jointly with any Honours Minor BA program offered at Glendon. For further details on requirements, see the listings for specific Honours Minor BA programs.</p> <p>Honours Major/Minor iBA</p> <p>The Honours iBA program described above may be pursued jointly with any Honours Minor BA program at Glendon. For further details on requirements, see the listings for specific Honours Minor BA programs.</p> <p>Honours Minor BA</p> <p>The Honours Minor must be pursued jointly with an Honours Major/Minor BA or an Honours Major/Minor iBA program at Glendon.</p> <p>Minor Credits: Students must complete at least 30 credits in political science, including:</p> <ul style="list-style-type: none"> • 18 credits of Core Courses; • 12 credits at the 3000 or 4000 level, with at least 6 credits at the 4000 level. <p>Bachelor of Arts</p> <p>Major Credits: Students must complete at least 30 credits in Political Science, including:</p> <ul style="list-style-type: none"> • 18 credits of Core Courses; • 12 credits at the 3000 or 4000 level. <p>Upper-level credits: at least 18 credits at the 3000 or 4000 level. This includes the 3000 and 4000 level credits in the major listed above (under major credits).</p>
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RATIONALE

The proposal aligns the Department of Political Science programs at Glendon with the Senate approved matrix for the Bachelor of Arts Degree. The Department recently reviewed its programs; changes came into effect in September 2010. The proposed changes do not alter the programs' learning objectives. The changes to the specialized honours and honours programs provide increased breadth and depth, aiding in the preparation of students for graduate school.

The program requirement changes are proposed effective Fall 2013.

APPROVED BY CASTL/APPROBATION DU CNAP: 18 September 2012

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**UNIVERSITÉ YORK
GLENDON
Comité des normes académiques et pédagogiques (CNAP)**

DÉPARTEMENT: Science politique

DATE: 6 septembre 2012

CHANGEMENTS: Modifications aux exigences des programmes de baccalauréat et de baccalauréat international.

CHANGEMENT DE :

Le Département de Science politique du Collège Glendon offre cinq programmes de Baccalauréat, quatre programmes de Baccalauréat international, et un Certificat bilingue en administration publique et politique publique.

Exigences du Programme

Tous les programmes sont construits sur une base de cours dans l'ensemble des quatre domaines de la science politique: la politique canadienne, la théorie politique, la politique comparée, et la politique internationale. Pour chaque programme, les étudiants doivent compléter au moins trois des quatre cours de base (au moins 18 crédits dans trois des quatre domaines.)

Cours de base
GL/POLS 2490 6.00
GL/POLS 2510 6.00
GL/POLS 2600 6.00
GL/POLS 2920 6.00

Baccalauréat spécialisé approfondi

Un minimum de 48-crédits en Science politique est requis, incluant :

- 18 crédits de cours de base ;
- 30 crédits au niveau 3000 ou 4000, dont au moins 12 crédits au niveau 4000.

Remarque : Il est conseillé aux étudiants ayant l'intention de faire leur maîtrise en Science politique de compléter 60 crédits, même si ce nombre de cours n'est pas exigé pour le baccalauréat.

CHANGEMENT À :

Le Département de Science politique du Collège Glendon offre cinq programmes de Baccalauréat, quatre programmes de Baccalauréat international, et un Certificat bilingue en administration publique et politique publique.

Exigences du Programme

Tous les programmes sont construits sur une base de cours dans l'ensemble des quatre domaines de la science politique: la politique canadienne, la théorie politique, la politique comparée, et la politique internationale. Pour chaque programme, les étudiants doivent compléter au moins trois des quatre cours de base (au moins 18 crédits dans trois des quatre domaines.)

Cours de base
GL/POLS 2490 6.00
GL/POLS 2510 6.00
GL/POLS 2600 6.00
GL/POLS 2920 6.00

Baccalauréat spécialisé approfondi

Cours de la majeure : Un minimum de 54 crédits en Science politique est requis, incluant :

- 18 crédits de cours de base ;
- 30 crédits au niveau 3000 ou 4000, dont au moins 12 crédits au niveau 4000.

Cours avancés : 36 crédits au niveau 3000 ou 4000 avec au moins 18 crédits au niveau 4000. Ces cours incluent les cours (susmentionnés) de majeure aux niveaux 3000 et 4000.

<p>Baccalauréat international spécialisé approfondi</p> <p>Un minimum de 48 crédits en Science politique est requis, incluant :</p> <ul style="list-style-type: none"> □ 18 crédits de cours de base ; □ 30 crédits au niveau 3000 ou 4000, dont au moins 12 crédits au niveau 4000. <p>En plus des cours requis pour la majeure, les étudiants doivent satisfaire aux exigences suivantes :</p> <ul style="list-style-type: none"> □ Au moins 12 crédits de cours axés sur la dimension internationale ; □ Au moins un semestre à temps plein dans un programme d'échange international dans une institution reconnue par Glendon ou l'Université York ; □ Pour le programme iBA bilingue, les étudiants doivent obtenir 18 crédits dans chaque langue officielle (français et anglais) au Collège universitaire Glendon dans les deux catégories suivantes : <ul style="list-style-type: none"> a) des cours de 2e année ou d'un niveau supérieur en Français langue seconde ou en Anglais langue seconde ; b) des cours dans une discipline qui respecte les exigences en matière de bilinguisme du Collège. <p>Pour le programme iBA trilingue, en sus des exigences du programme bilingue, les étudiants doivent obtenir : 18 crédits en Études hispaniques (incluant GL/SP 2610 6.00 ou six crédits en Études hispaniques au niveau avancé) ou 18 crédits dans une autre langue moderne (dont six crédits au niveau avancé) offerts par l'Université York.</p> <p>Les cours de la majeure peuvent aussi satisfaire aux exigences susmentionnées.</p>	<p>Baccalauréat international spécialisé approfondi</p> <p>Cours de la majeure : Un minimum de <u>54</u> crédits en Science politique est requis, incluant :</p> <ul style="list-style-type: none"> • 18 crédits de cours de base ; • 30 crédits au niveau 3000 ou 4000, dont au moins 12 crédits au niveau 4000. <p>Cours avancés : <u>36 crédits au niveau 3000 ou 4000 avec au moins 18 crédits au niveau 4000. Ces cours incluent les cours (susmentionnés) de majeure aux niveaux 3000 et 4000.</u></p> <p>En plus des cours requis pour la majeure, les étudiants doivent satisfaire aux exigences suivantes :</p> <ul style="list-style-type: none"> • Au moins 12 crédits de cours axés sur la dimension internationale ; • Au moins un semestre à temps plein dans un programme d'échange international dans une institution reconnue par Glendon ou l'Université York ; • Pour le programme iBA bilingue, les étudiants doivent obtenir 18 crédits dans chaque langue officielle (français et anglais) au Collège universitaire Glendon parmi les deux catégories suivantes : <ul style="list-style-type: none"> a. des cours de 2e année ou d'un niveau supérieur en Français langue seconde ou en Anglais langue seconde ; b. des cours dans une discipline qui respecte les exigences du Collège en matière de bilinguisme. • Pour le programme iBA trilingue, en sus des exigences langagières du programme bilingue, les étudiants doivent obtenir 18 crédits en Études hispaniques {incluant <u>GL/SP 3000 6.00</u> (autrefois <u>GL/SP 2610 6.00</u>) ou six crédits en Études hispaniques au niveau avancé} ou 18 crédits dans une autre langue vivante (dont six crédits au niveau avancé) à l'Université York. <p>Les cours de la majeure peuvent aussi satisfaire aux exigences susmentionnées.</p>
<p>Baccalauréat spécialisé</p> <p>Un minimum de 42 crédits en Science politique est requis, incluant :</p> <ul style="list-style-type: none"> □ 18 crédits de cours de base ; □ 24 crédits au niveau 3000 ou 4000, dont au moins 6-crédits au niveau 4000. 	<p>Baccalauréat spécialisé</p> <p>Cours de la majeure : Un minimum de 42 crédits en Science politique est requis, incluant :</p> <ul style="list-style-type: none"> • 18 crédits de cours de base ; • 24 crédits au niveau 3000 ou 4000, dont au moins <u>12</u> crédits au niveau 4000. <p>Cours avancés : <u>36 crédits au niveau 3000 ou 4000 avec au moins 18 crédits au niveau 4000. Ces cours</u></p>

<p>Baccalauréat international spécialisé</p> <p>Un minimum de 42 crédits en Science politique, incluant :</p> <ul style="list-style-type: none"> <input type="checkbox"/> 18 crédits de cours de base ; <input type="checkbox"/> 24 crédits au niveau 3000 ou 4000, dont au moins 6 crédits au niveau 4000. <p>En plus des cours requis pour la majeure, les étudiants doivent satisfaire aux exigences suivantes :</p> <ul style="list-style-type: none"> <input type="checkbox"/> Au moins 12 crédits de cours axés sur la dimension internationale ; <input type="checkbox"/> Au moins un semestre à temps plein dans un programme d'échange international dans une institution reconnue par Glendon ou l'Université York ; <input type="checkbox"/> Pour le programme iBA bilingue, les étudiants doivent obtenir 18 crédits dans chaque langue officielle (français et anglais) au Collège universitaire Glendon dans les deux catégories suivantes : <ul style="list-style-type: none"> a) des cours de 2e année ou d'un niveau supérieur en Français langue seconde ou en Anglais langue seconde ; b) des cours dans une discipline qui respecte les exigences en matière de bilinguisme du Collège. <input type="checkbox"/> Pour le programme iBA trilingue, en sus des exigences du programme bilingue, les étudiants doivent obtenir : 18 crédits en Études hispaniques (incluant GL/SP 2610 6.00 ou six crédits en Études hispaniques au Niveau avancé) ou 18 crédits dans une autre Langue moderne (dont six crédits au niveau avancé) offerts par l'Université York. <p>Les cours de la majeure peuvent aussi satisfaire aux exigences susmentionnées.</p> <p>Baccalauréat spécialisé avec double majeure</p> <p>Les étudiants peuvent choisir Science politique dans un baccalauréat spécialisé avec double majeure offert à Glendon. Veuillez consulter l'Annuaire de York pour prendre connaissance des exigences de la deuxième majeure.</p>	<p><u>incluent les cours (susmentionnés) de majeure aux niveaux 3000 et 4000.</u></p> <p>Baccalauréat international spécialisé</p> <p>Cours de la majeure : Un minimum de 42 crédits en Science politique, incluant :</p> <ul style="list-style-type: none"> • 18 crédits de cours de base ; • 24 crédits au niveau 3000 ou 4000, dont au moins <u>12</u> crédits au niveau 4000. <p>Cours avancés : <u>36 crédits au niveau 3000 ou 4000 avec au moins 18 crédits au niveau 4000. Ces cours incluent les cours (susmentionnés) de majeure aux niveaux 3000 et 4000.</u></p> <p>En plus des cours requis pour la majeure, les étudiants doivent satisfaire aux exigences suivantes :</p> <ul style="list-style-type: none"> • Au moins 12 crédits de cours axés sur la dimension internationale ; • Au moins un semestre à temps plein dans un programme d'échange international dans une institution reconnue par Glendon ou l'Université York ; • Pour le programme iBA bilingue, les étudiants doivent obtenir 18 crédits dans chaque langue officielle (français et anglais) au Collège universitaire Glendon parmi les deux catégories suivantes : <ul style="list-style-type: none"> c. des cours de 2e année ou d'un niveau supérieur en Français langue seconde ou en Anglais langue seconde ; d. des cours dans une discipline qui respecte les exigences du Collège en matière de bilinguisme. • Pour le programme iBA trilingue, en sus des exigences langagières du programme bilingue, les étudiants doivent obtenir 18 crédits en Études hispaniques {incluant <u>GL/SP 3000 6.00</u> (autrefois <u>GL/SP 2610 6.00</u>) ou six crédits en Études hispaniques au niveau avancé} ou 18 crédits dans une autre langue vivante (dont six crédits au niveau avancé) à l'Université York. <p>Les cours de la majeure peuvent aussi satisfaire aux exigences susmentionnées.</p> <p>Baccalauréat spécialisé avec double majeure</p> <p>Les étudiants peuvent choisir Science politique dans un baccalauréat spécialisé avec double majeure offert à Glendon. Veuillez consulter l'Annuaire de York pour prendre connaissance des exigences de la deuxième majeure.</p>
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<p>Baccalauréat international spécialisé avec double majeure</p> <p>Les étudiants peuvent choisir Science politique dans un programme international spécialisé avec double majeure. Veuillez consulter l'Annuaire de York pour prendre connaissance des exigences du Baccalauréat international spécialisé de la deuxième majeure.</p> <p>Baccalauréat spécialisé avec majeure et mineure</p> <p>Les étudiants peuvent choisir Science politique dans un programme spécialisé avec une mineure dans une autre discipline à Glendon. Veuillez consulter l'Annuaire de York pour prendre connaissance des exigences de la mineure.</p> <p>Baccalauréat international spécialisé avec majeure et mineure</p> <p>Les étudiants peuvent choisir Science politique dans un programme spécialisé avec une mineure dans une autre discipline. Veuillez consulter l'Annuaire de York pour prendre connaissance des exigences de la mineure.</p> <p>Baccalauréat spécialisé avec mineure</p> <p>Les étudiants peuvent choisir une mineure en Science politique dans un programme spécialisé, ou un programme international spécialisé, avec une majeure dans une autre discipline à Glendon. Veuillez consulter l'Annuaire de York pour prendre connaissance des exigences de la majeure.</p> <p>Pour un baccalauréat spécialisé avec mineure en Science politique, un minimum de 30 crédits est requis, incluant :</p> <ul style="list-style-type: none"> <input type="checkbox"/> 18 crédits de cours de base ; <input type="checkbox"/> 12 crédits au niveau 3000 ou 4000, dont au moins 6 crédits au niveau 4000. <p>Baccalauréat ès arts</p> <p>Un minimum de 30 crédits en Science politique est requis, incluant :</p>	<p>majeure.</p> <p>Baccalauréat international spécialisé avec double majeure</p> <p>Les étudiants peuvent choisir Science politique dans un programme international spécialisé avec double majeure. Veuillez consulter l'Annuaire de York pour prendre connaissance des exigences du Baccalauréat international spécialisé de la deuxième majeure.</p> <p>Baccalauréat spécialisé avec majeure et mineure</p> <p>Les étudiants peuvent choisir Science politique dans un programme spécialisé avec une mineure dans une autre discipline à Glendon. Veuillez consulter l'Annuaire de York pour prendre connaissance des exigences de la mineure.</p> <p>Baccalauréat international spécialisé avec majeure et mineure</p> <p>Les étudiants peuvent choisir Science politique dans un programme spécialisé avec une mineure dans une autre discipline. Veuillez consulter l'Annuaire de York pour prendre connaissance des exigences de la mineure.</p> <p>Baccalauréat spécialisé avec mineure</p> <p>Les étudiants peuvent choisir une mineure en Science politique dans un programme spécialisé, ou un programme international spécialisé, avec une majeure dans une autre discipline à Glendon. Veuillez consulter l'Annuaire de York pour prendre connaissance des exigences de la majeure.</p> <p>Cours de la mineure : Pour un baccalauréat spécialisé avec mineure en Science politique, un minimum de 30 crédits est requis, incluant :</p> <ul style="list-style-type: none"> • 18 crédits de cours de base ; • 12 crédits au niveau 3000 ou 4000, dont au moins 6 crédits au niveau 4000. <p>Baccalauréat ès arts</p> <p>Cours de la majeure : Un minimum de 30 crédits en <u>Science politique est requis, incluant :</u></p>
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- 18 crédits de cours de base ;
- 12 crédits au niveau 3000 ou 4000.

Remarque : Il est conseillé aux étudiants ayant l'intention de faire leur maîtrise en Science politique de compléter 60 crédits, même si ce nombre de cours n'est pas exigé pour le baccalauréat.

- 18 crédits de cours de base ;
- 12 crédits au niveau 3000 ou 4000.

Cours avancés : 18 crédits au niveau 3000 ou 4000.
Ces cours incluent les cours (susmentionnés) de majeure aux niveaux 3000 et 4000.

Memo

To: Faculty Council
From: MBA Program Committee
Date: October 30, 2012

Motion

To approve the attached changes to the Business & Sustainability Specialization.

Memo

To: Schulich MBA Committee
From: Andrew Crane, Director, Centre of Excellence in Responsible Business
Date: October 30, 2012
Re: Proposed Changes to the MBA Specialization in Business and Sustainability:
Required Courses and Elective Course List

CHANGE TO REQUIRED COURSES

It is proposed that the requirements for the specialization in Business and Sustainability be changed from completing one required course (BSUS 6500) to completing two of three required courses (BSUS 6200, BSUS 6300 and BSUS 6500).

- **Current requirements:**
One course
BSUS 6500 3.00 *Business Strategies for Sustainability*
- **New requirements:**
Two of the following three courses
BSUS 6200 3.00 *Managing Ethics and Social Responsibility*
BSUS 6300 3.00 *Management Practices for Sustainable Business*
BSUS 6500 3.00 *Business Strategies for Sustainability*

Rationale: This change provides more rigour to the specialization and makes it more consistent with other specializations at the School which require more than one required course as a foundation to the specialization. The change will also provide more options for students wishing to pursue the specialization by reducing scheduling conflicts. It will also provide a firmer foundation for some of the different pathways that students might like to follow as part of the specialization.

CHANGE TO ELECTIVE COURSE LIST

It is also proposed that the following list of elective courses be approved.

Rationale: The changes from the current list in the handbook are identified in the following table. Some courses are newly created and at the time of their approval identified that they should be listed as Business and Sustainability electives, while others have been deemed relevant by the Director of the Centre in conversations with the Area Coordinators and instructors.

CURRENT ELECTIVE COURSES LISTED IN HANDBOOK

PROPOSED ELECTIVE COURSES LISTED IN HANDBOOK

Schulich School of Business

Schulich School of Business

Changes

ACTG 6951 3.00	Accountability and Sustainability Reporting	ACTG 6951 3.00	Accountability and Sustainability Reporting	
BSUS 6300 3.00	Management Practices for Sustainable Business	BSUS 6300 3.00	Management Practices for Sustainable Business	
BSUS 6500 3.00	Business Strategies for Sustainability	BSUS 6500 3.00	Business Strategies for Sustainability	
BSUS 6600 3.00	Sustainability and Carbon Finance	BSUS 6600 3.00	Sustainability and Carbon Finance	
ECON 6170 3.00	Environmental Economics for Business	ECON 6170 3.00	Environmental Economics for Business	
ETHC 5510 1.50	Ethics and Social Responsibility in Management	BSUS 6200 3.00	Managing Ethics and Social Responsibility	<i>Course name change and value change</i>
MGMT 6500 3.00	Sustainable Value Creation	MGMT 6500 3.00	Sustainable Value Creation	
MKTG 6480 3.00	Nonprofit Marketing and Resource Development	MKTG 6480 3.00	Nonprofit Marketing and Resource Development	
NMLP 6350 3.00	Social Purpose Business: Alternate Economic Methods	NMLP 6350 3.00	Social Purpose Business: Alternate Economic Methods	
ORGS 6350 3.00	Managing Change	ORGS 6350 3.00	Managing Change	
ORGS 6400 3.00	Politics and Power in Organizations	ORGS 6400 3.00	Politics and Power in Organizations	

ETHC 6950 1.50	Ethics and Finance	<i>Add to list</i>
MGMT 6200 3.00	Business Administration and the Law	<i>Add to list</i>
NMLP 6903 3.00	Microfinance and Social Impact Investing	<i>New course</i>
ORGS 6560 3.00	Negotiations	<i>Add to list</i>
ORGS XX	Crisis Management	<i>course under development - add when approved</i>
PROP 6550 3.00	Sustainable Cities: Urbanization, Infrastructure, & Strategic Choices	<i>New course</i>
PUBL 6140 3.00	Business and Government	<i>Add to list</i>
MINE 6300 3.00	Toward Sustainable Mining	<i>New course</i>
SGMT 6850 3.00	Managing Growth in the Global Mining Sector	<i>New course</i>

Faculty of Environmental Studies

Faculty of Environmental Studies

ENVS 6114 3.00	Sustainable Development for Canada	ENVS 6114 3.00	Sustainable Development for Canada	
ENVS 6115 3.00	Ecological Economics	ENVS 6115 3.00	Ecological Economics	
ENVS 6144 3.00	Action Learning	ENVS 6144 3.00	Action Learning	
ENVS 6148 3.00	Environmental Negotiation and Mediation	ENVS 6148 3.00	Environmental Negotiation and Mediation	
ENVS 6155 3.00	Program Implementation	ENVS 6155 3.00	Program Implementation	
		ENVS 6179 3.00	Climate Change	<i>Add to list</i>
ENVS 6186 3.00	Theory and Methods of Environmental Impact Assessment	ENVS 6186 3.00	Theory and Methods of Environmental Impact Assessment	
ENVS 6281 3.00	Consulting Skills	ENVS 6281 3.00	Consulting Skills	

Osgoode Hall Law School

Osgoode Hall Law School

LW 2880.300	Environmental Law	LW 2880.300	Environmental Law	
LW 3490 3.00	Resources Management	LW 3490 3.00	Resources Management	
LW 4880 3.00	International Environmental Law: Protection of the Global Environment	LW 4880 3.00	International Environmental Law: Protection of the Global Environment	
		LW 5170 3.00	Corporate Governance	<i>Add to list</i>
		LW 3830 3.00	Climate Change Law	<i>Add to list</i>
		LW 3590 3.00	Transnational Corporations and Human Rights	<i>Add to list</i>

Change to Program/Graduate Diploma Academic Requirements Proposal Template

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

1. Program/Graduate Diploma: MFA Dance

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

3. Proposed Change(s) and Rationale

The MFA in Dance proposes the following change to our program's requirements.

Replace *GS/DANC 5325 3.0 Creativity Studies and Performing-Arts* with the recently approved course *GS/DANC 5221 The Interactive Stage Explorations in Electronically Mediated Performances*

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

The MFA Dance requires the students to select one of three courses as an required-elective. Currently students may select from

GS/DANC 5325 3.0 Creativity Studies and Performing-Arts

GS/DANC 5270 3.0 Lighting Design for Dance

GS/DANC 5260 3.0 Dance Video and Intermedial Performance

At this time GS/DANC 5352 is the only course that does not focus on technology and design for theatre. Also, the primary issues involving methodologies for creative research have been and will continue to be addressed in the program's core required Choreography (GS/Dance 5501 and 5502), Movement Observation (GS/DANC 5300) and Dance Dramaturgy (GS/DANC 5350).

At this time we are proposing replacing *GS/DANC 5325* with the recently approved *GS/DANC 5221 The Interactive Stage Explorations in Electronically Mediated Performances*. This change means that the three core elective choices will compliment each other as primary practical theatre courses and, our program will be able to guarantee that our students have knowledge of current theatre technologies and design.

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

This change is in alignment with our recently completed learning objects (SLO) and will assure us that graduating students have the skills "to research and implement original dance works incorporating evolving technologies available to dance artists: e.g., film/video, digital media, and the interactive stage."

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

These changes come out of the core MFA faculty retreat (April 18, 2012) and as a faculty we recently completed the SLO exercise, as requested. As a faculty we are convinced this change will make an import contribution to our Learning Outcomes (competences) and will enhance our profile within the ever-growing field of Dance and Technology.

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

Resources for *GS/DANC 5221 The Interactive Stage Explorations in Electronically Mediated Performances* have already been approved by the Department of Dance and the Faculty of Fine Arts. No additional resources are required to make this change.

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

Our current students (we are a two year program) have already completed their courses. This change will only impact the incoming class of 2012.

4. Calendar Copy

Existing Program/Graduate Diploma Information (change from)	Proposed Program/Graduate Diploma Information (change to)
<p>GS/DANC 5325 3.0 Creativity Studies and Performing Arts</p> <p>This course examines current theories, methodologies, and findings in creativity studies literature and applies them to individual or collaborative research projects on the nature and nurture of creativity in the performing arts, with a focus on Dance. Three hours. Required of MFA students.</p>	<p>GS/DANC 5221 The Interactive Stage Explorations in Electronically Mediated Performances.</p> <p>Explores the creation of interactive stage environments for live performances Students Investigate various strategies whereby on-stage ‘events’ (physical, voical, physiological etc.) manipulate audio, video and/or lighting events. Students are introduced to dedicated interactive and show control software, and become adept at programming interactive environments.</p> <p>This course is integrated with FA/Dance 4221 3.0 – FA/FACS 4932 3.0</p>

York U Brand Refresh

October 25, 2012

Susan Webb
Executive Director Communications & Public Affairs

York U Brand Journey....

Over 8 month timeframe engaged in:

- Consultation; research; creative development

Goals:

1. To develop brand foundation
2. To design an integrated brand communications campaign

Goal of York U Campaign – improve reputation with goal of making York first choice

- Designed to reach 101 (high school) students in the GTA
- First flight, 6 weeks: September 24 – November 11
- Second flight, 4 weeks: February 4 – March 4
- Campaign featured in:
 - cinema
 - bus exteriors
 - university ranking publications
 - digital mall posters
 - online
 - social media
 - integrated into the booth at the Ontario University Fair (OUF)

Brand platform and campaign



Brand Video

Microsite – yorku.ca/mytime and #mytimeyorku

home future students current students: vision exchange contact us yorku.ca

YORK
UNIVERSITÉ
UNIVERSITY

this is my time.

2029:
I'm helping evolve the Charter of Rights to better reflect our multicultural society.

- Roshan Udit, Criminology and Human Rights & Equity Studies, Faculty of Liberal Arts & Professional Studies, 2013

SHARE YOUR VISION for a chance to **WIN** free tuition!

- future students
much music contest
- current students
 vision exchange

2016 2020 2024 2028 2032 2036 2040

home future students current students: vision exchange contact us yorku.ca

YORK
UNIVERSITÉ
UNIVERSITY

Create 'buzz' and drive consideration via MUCH Music

The screenshot shows the MUCH & YORK U website. At the top, there are navigation links for VIDEOS, MUSIC, SHOWS, NEWS, CONCERTS, CONTESTS, and SHOP, along with LOGIN and SIGN UP buttons. A search bar is also present. The main banner features the MUCH & YORK U logo and the text: "MUCH & YORK U WANT THIS TO BE YOUR TIME. LOOK AROUND THIS SITE TO FIND OUT MORE ABOUT THE OPPORTUNITIES AVAILABLE TO YOU!". Below the banner, there are social media sharing options (LIKE, TWEET) and a video player for a "York Promo - Mark Davis". The video player shows a young man standing in front of a window, with a red overlay that reads: "2025: THIS IS MY TIME. MARK DAVIS YORK UNIVERSITY GRADUATE PSYCHOLOGY 2016". To the left of the video player, there is a text box with the following content: "WANT TO WIN A YEAR OF FREE TUITION* AT YORK UNIVERSITY? Fire up your Twitter account and follow @MuchMyTime. Then reply to this tweet telling us your vision for what you hope to achieve, using the following phrase: "#thisismytime to [insert the impact you will make after university, and by what year] @MuchMyTime" Ex: "#thisismytime to win an Academy Award by 2025 @MuchMyTime". Below this text, there is a note: "*Tuition credit up to a value of \$6,200. For more info, check out our official Rules and Regs Learn more about York U! Scroll down or click here". At the bottom of the page, there is a section titled "CHECK OUT SOME OF THE ENTRIES:" with three entries: "jamwin10: #thisismytime to become a financial investor by 2016 as this is my first year at York and loving it! @MuchMyTime 2 hours ago", "helenanapa: #thisismytime because anyone can cry for them but not many will fight for them. my human rights work will be revolutionary- 2020 @MuchMyTime 5 hours ago", and "Lisalalale: #thisismytime to pay off my OSAP by winning employment and labour matter cases by 2018! @MuchMyTime".

- Extensive advertising both on TV and online/ to drive awareness including 30 second promo spot filmed on campus
- Contest for a future student to win free tuition for one year

“Vision Exchange” – generate pride and engagement with current students via free tuition contest

YORK
UNIVERSITÉ
UNIVERSITY

home future students current students: vision exchange contact us yorku.ca

submit your vision

current students

Share your vision for a chance to **WIN** free tuition!

I have read and agreed to the rules & regulations. Contest starts September 19. Ends October 26.

2034:
I am the top Real Estate developer in America.
- **Jefena Jovanovic**
sociology and sexuality
Faculty of Liberal Arts & Professional Studies
2014

2034:
I help introduce the first portable quantum computer.
- **Osama Askoura**
Computer Engineering
Lassonde School of Engineering
2014

2034:
Diamond Jubilee: Rejuvenate York brand name in world for all faculties cuz that's the College I choose to go. I want ppl to see York pride!

- **Hunain Hamid**
IBBA
Schulich School of Business
2014

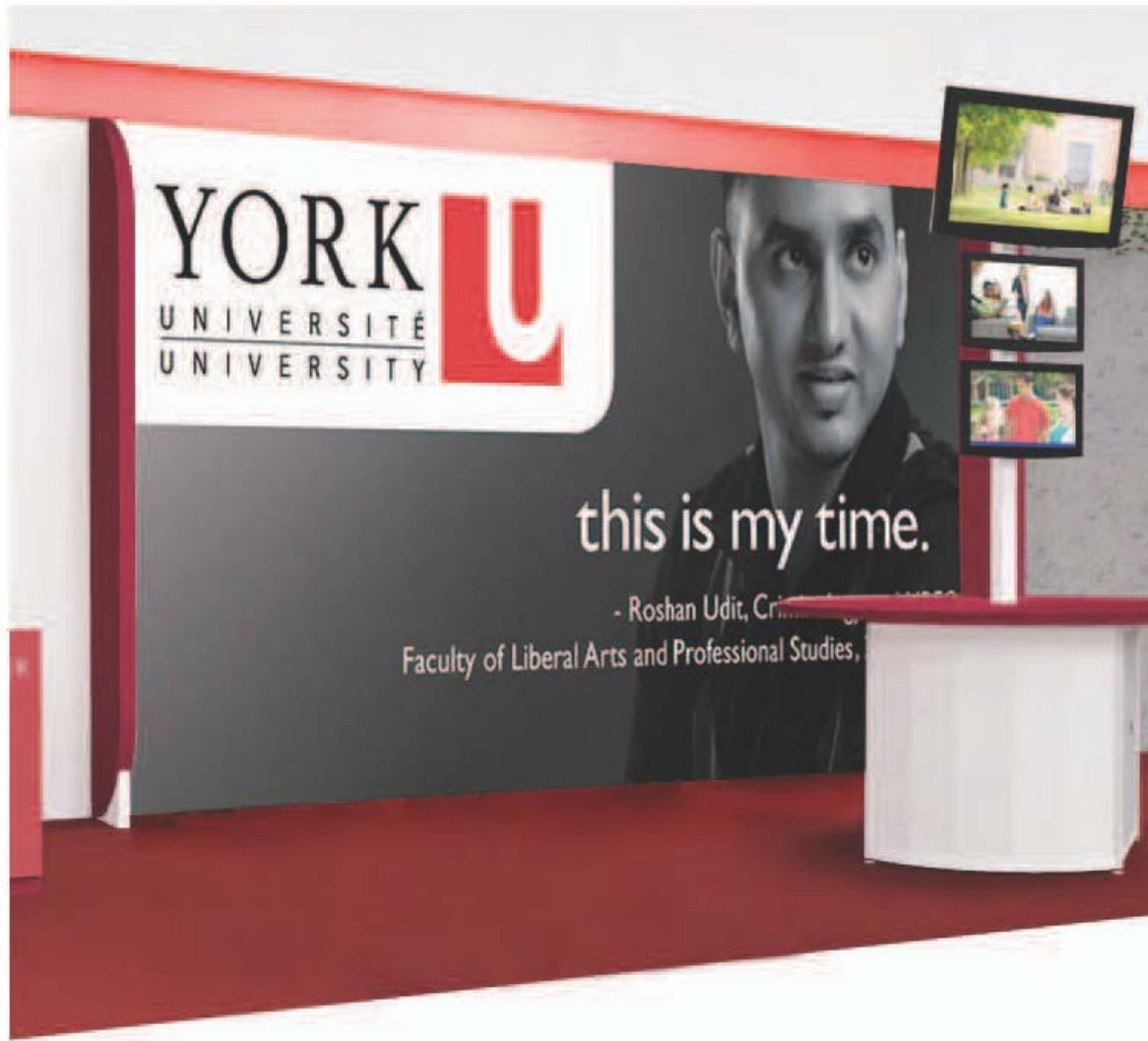
2034:
I have successfully financed Canada's, and the globe's leading renewable energy producing company.
- **Joseph De Fazio**
Administrative Studies - Finance
Faculty of Liberal Arts & Professional Studies
2014

2034:
I am the President of the United Nations Economic and Social Council. I am the voice of economic and social change in the world.
- **Kamaz Obaidullah**
BBA
Schulich School of Business
2015

2033 2034

<http://yorku-mytime.ca/vision-exchange.php>

OUF Booth Integration

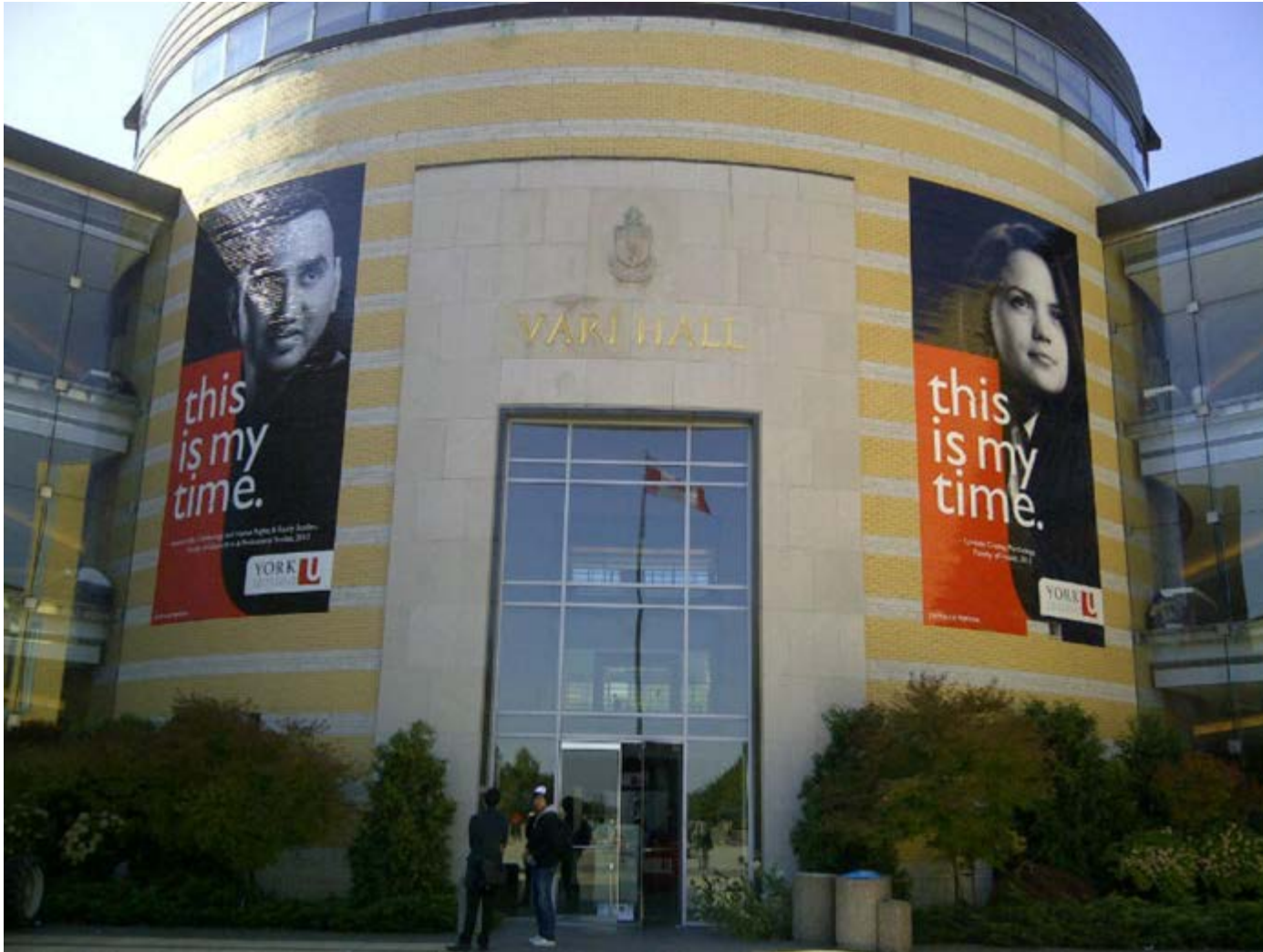


this is my time.



yorku.ca/mytime

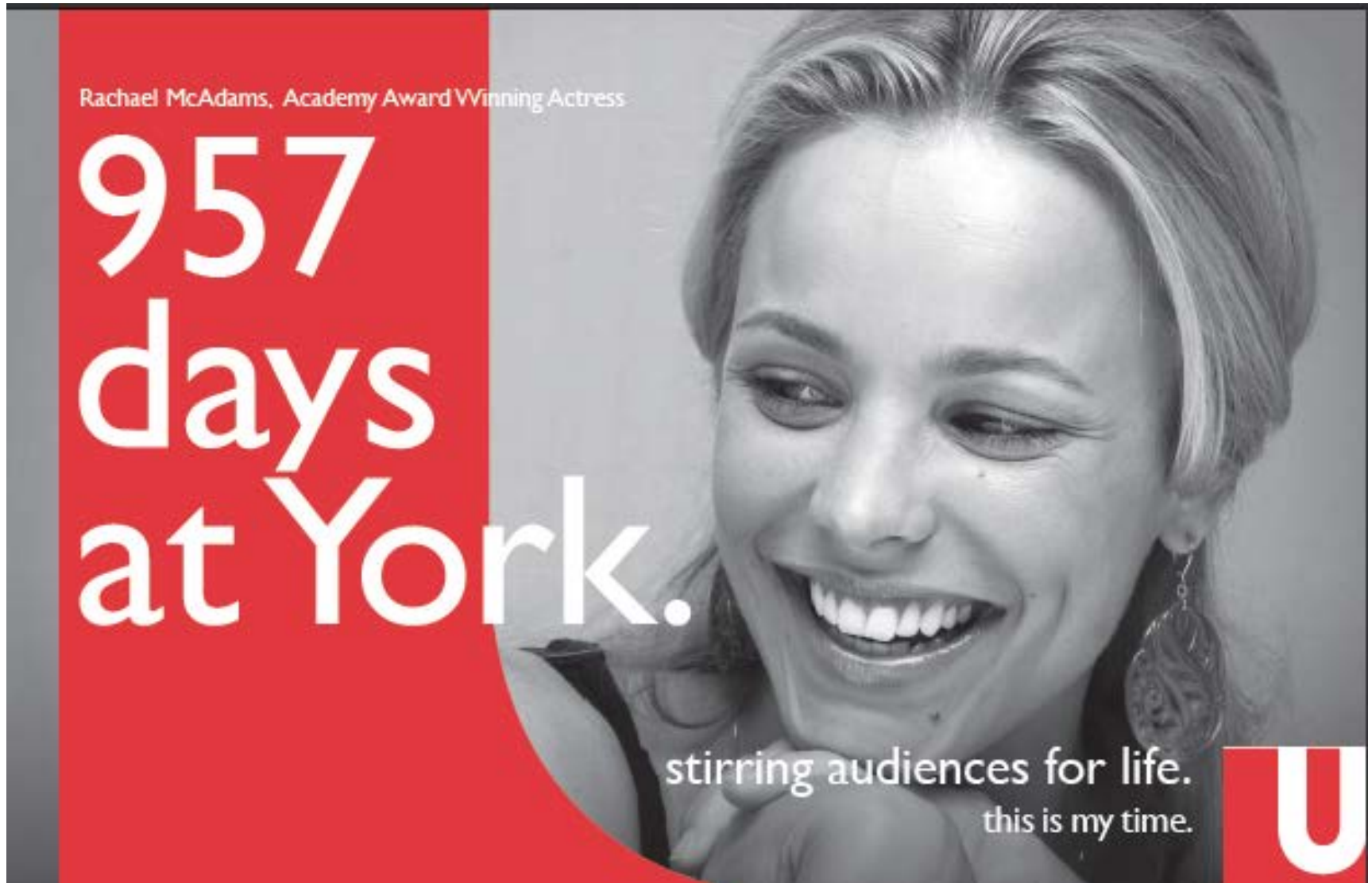
Prominent signage on both campuses support and celebrate our campaign



Extending the campaign in future

- On campus – feature faculty and staff
- Off campus (and on) – feature prestigious alumni


Concept example only – how Alumni may be incorporated



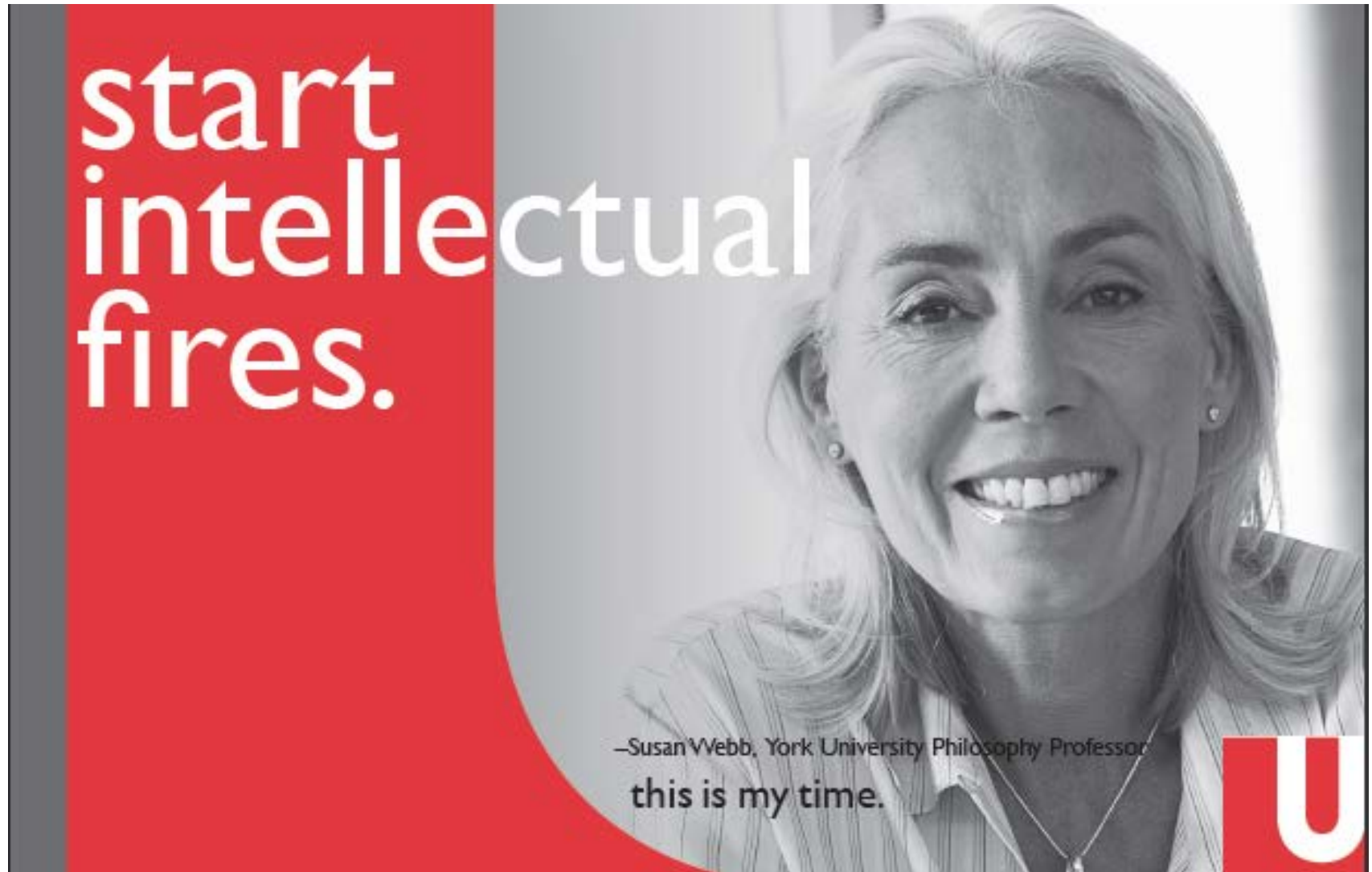
Rachael McAdams, Academy Award Winning Actress

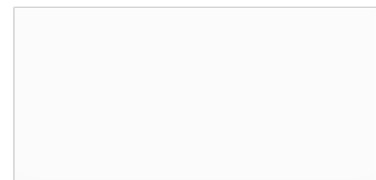
957
days
at York.

stirring audiences for life.
this is my time.



Concept example only – how faculty may be incorporated





Questions

PROGRESS TOWARDS ACADEMIC PRIORITIES

Report to Senate – October 25, 2012

Patrick Monahan, Vice-President Academic & Provost

OUR UAP COMMITMENTS AND ASPIRATIONS

- A University of even higher quality across the entire spectrum of academic activities
- A more international University in outlook, reach, reputation, and impact
- A more comprehensive University in its makeup and mission
- A University known around the world for innovation in all forms of scholarship
- A University that connects, unites, extends, and above all enhances experiences

THE BROADER CONTEXT

- Government interest in accountability, innovation, differentiation, and postsecondary transformation
- Strategic Mandate Agreement (SMA) process
- Uncertain funding around tuition and government grants
- Continuing competition for students and academic reputation
- Impact of technology on the university sector
- Growth in expenditures continues to outpace revenue increases

LOOKING BACK: HIGHLIGHTS OF THE PAST YEAR

- Submission of York's Strategic Mandate Agreement (posted on VPA&P website) to Ontario government, drawing on UAP and White Paper
- Focus on innovation in teaching and learning and the student experience
 - Continuing support for system-building projects through AIF
 - Celebration of Innovation in Teaching and Learning
- Planning for Lassonde School of Engineering:
 - Approval of creation of Faculty
- Ongoing planning through:
 - Development of new budget model
 - PRASE
 - Creating a Better Workplace
 - Development of Strategic Research Plan

MOVING FORWARD: KEY PRIORITY AREAS FOR 2012-2013

Priorities rooted in the UAP and White Paper:

- Academic quality
- Strategic enrolment planning
- Focus on students
- Comprehensiveness
- Community engagement
- International strategy
- Research intensification
- Sustainability

OBJECTIVE: SUPPORT ACADEMIC QUALITY BY INCREASING FULL-TIME FACULTY

- Faculty complement is fundamental to achieving key priorities and objectives and supporting academic quality
- Importance in complement planning of integration of teaching and research objectives
- Over the past two recruitment cycles, total of 60 new appointments allocated from central funds to support strategic priorities
- Budget restrictions mean only appointments from Faculty-based funds (retirements, endowments) are authorized for 2013-14 faculty appointment cycle (with “top-up” available centrally)

REPORT ON TENURE STREAM APPOINTMENTS: 2011-2012 APPOINTMENT CYCLE (for 2012-2013 appointments)

Faculty	Authorized 2011-12		TOTAL AUTH.	Failed/In Progress/ Other	Total Appts to Date
	Centrally Funded	Other Sources			
Education	0	0	0	0	0
FES	1	2	3	0	3
Fine Arts	2	2	4	0	4
Glendon	1	2	3	1	2
Health	7	5	12	1	11
LA&PS	14	5	19	4	15
Osgoode	1	3	4	1	3
Sci. & Eng.*	6	9	15	1	14
Schulich	1	5	6	4	2
Libraries	1	1	2	1	1
TOTAL	34	34	68	13	55

* 8 of the 15 authorized positions in FSE are in Engineering
Source: Office of VPA&P

October 2012

TENURE STREAM APPOINTMENT AUTHORIZATIONS: 2012-2013 APPOINTMENT CYCLE (for 2013-2014 appointments)

Faculty	Rolled over from 2011-12 (Centrally funded)	Rolled over from 2011-12 (Endowment)	Rolled over from 2011-12 (Faculty funded)	Faculty Budget 2012-13 Authorized	Funded by Endowment/ Other 2012-13 Authorized	Total Authorized 2012-13
Education	0	0	0	0.5	0	0.5
Engineering	0	0	0	6	0	6
FES	0	0	0	0	1	1
Fine Arts	0	0	0	0	0	0
Glendon	0	0	1	1	0	2
Health	0	0	1	0	0	1
LA&PS	3	1	0	11	2	17
Osgoode	0	0	0	1	0	1
Science	0	0	0	3.5	0	3.5
Schulich	0	0	1	2	2	5
Libraries	0	0	0	0	0	0
TOTAL	3	1	3	25	5	37

Source: Office of VPA&P

October 2012

APPOINTMENTS ALLOCATED FROM CENTRAL FUNDS (2010-2011 and 2011-2012 appointment cycles)

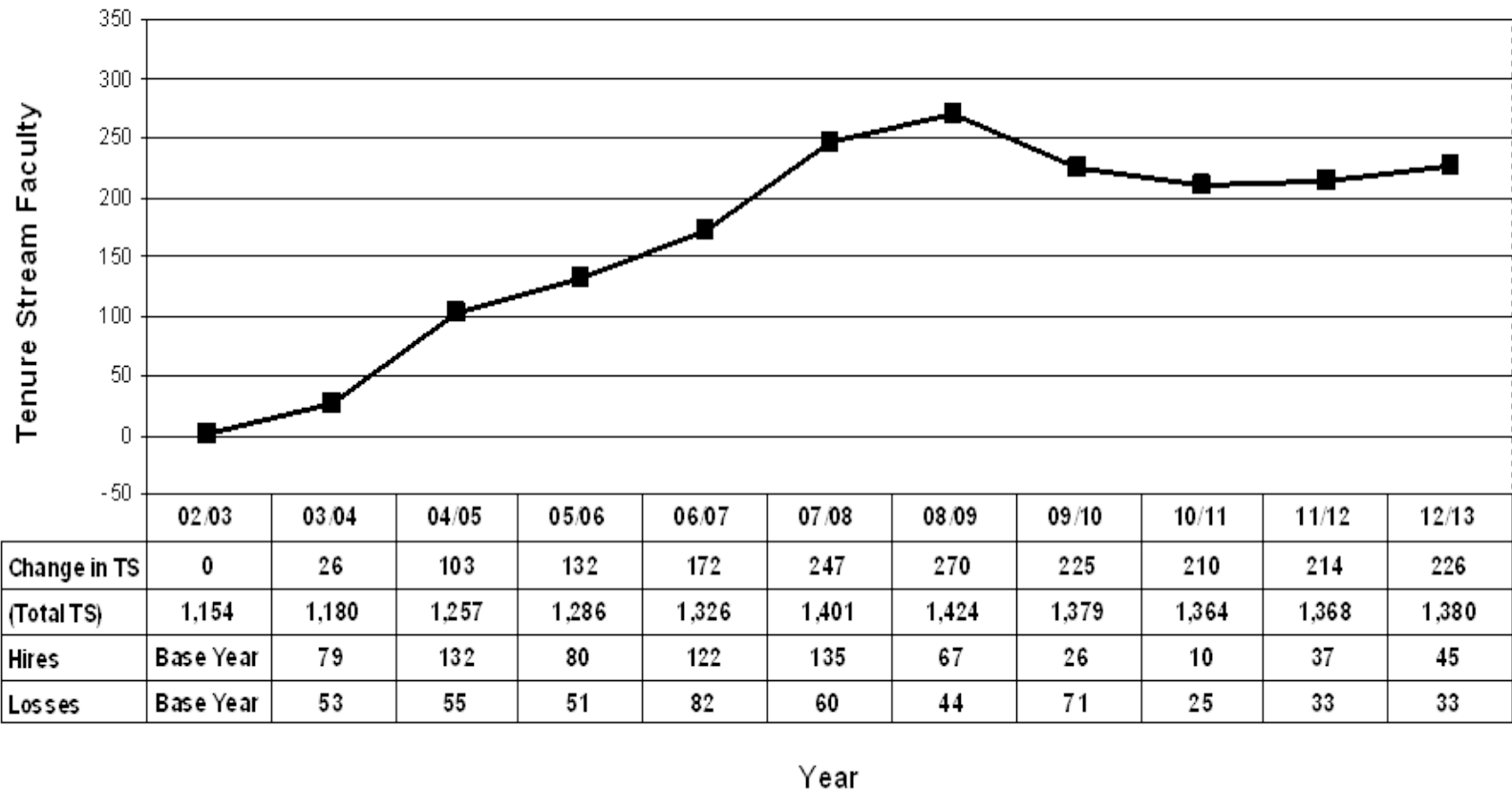
Faculty	Centrally-funded Appointment Allocation	Made to Date	In Progress/ Rolled over to 2012-13
Education	1	1	0
FES	1	1	0
Fine Arts	4	4	0
Glendon	2	2	0
Health	11	11	0
LA&PS	26	23	3
Osgoode	2	2	0
Science	10	10	0
Schulich	2	1	1
Libraries	1	1	0
TOTAL	60	56	4

Source: Office of VPA&P

October 2012

CUMULATIVE CHANGE IN TENURE STREAM FACULTY COMPLEMENT, 2002-03 TO 2012-13

(not including Librarians)



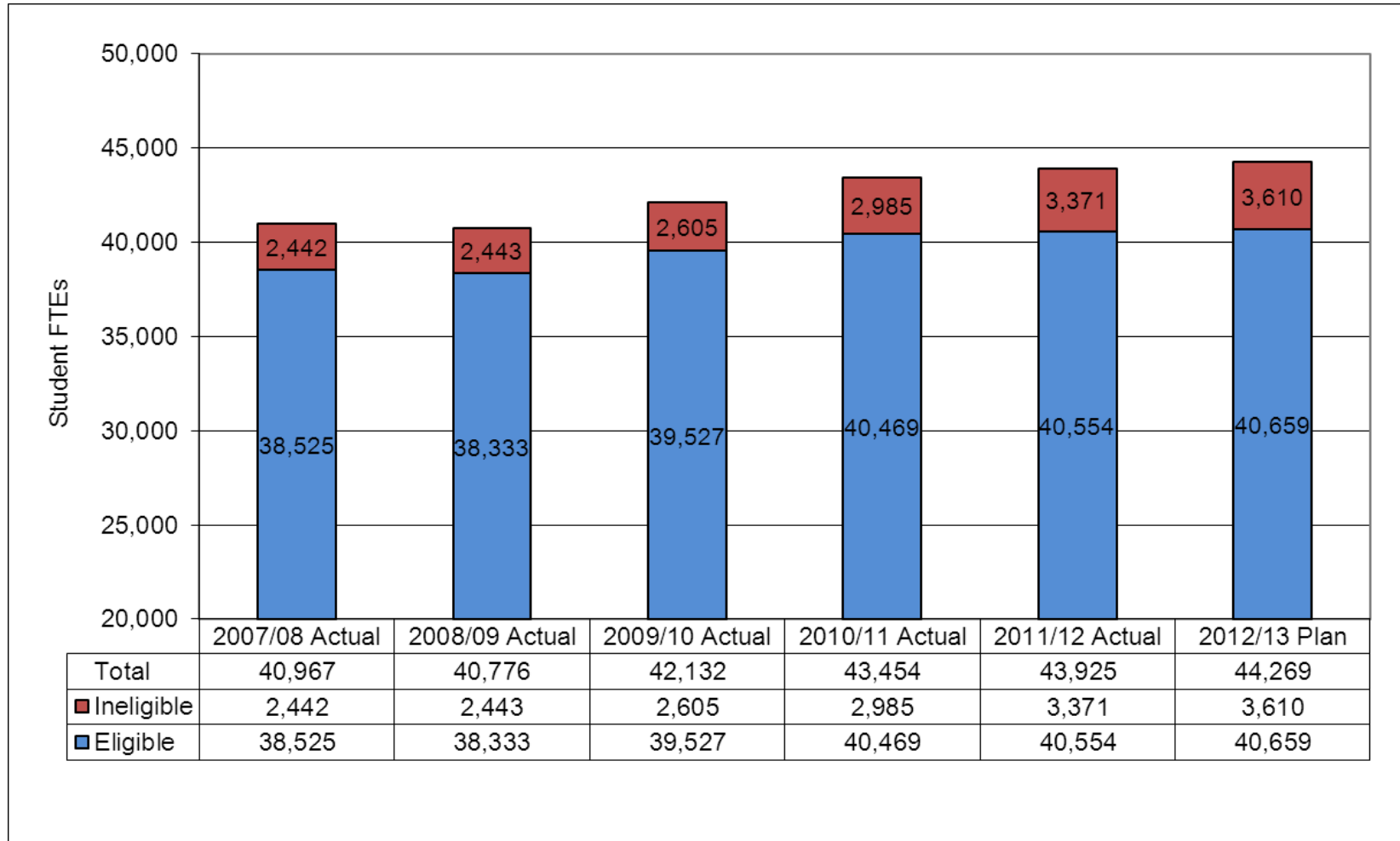
Source: Office of VPA&P and York University Fact Book

October 2012

OBJECTIVE: SUPPORT ACADEMIC QUALITY THROUGH STRATEGIC ENROLMENT PLANNING

- Importance of integrated approach to enrolment and complement planning and of a comprehensive Strategic Enrolment Management plan
- Collaborative planning process involving institutional constituents
- Future-oriented approach aligned with academic and budget plans
- Planning includes a range of activities from recruitment through to graduation affecting student success
- Integration of undergraduate and graduate enrolment planning
- Development of Faculty-level SEM plans
- PRASE project on recruitment and conversion processes

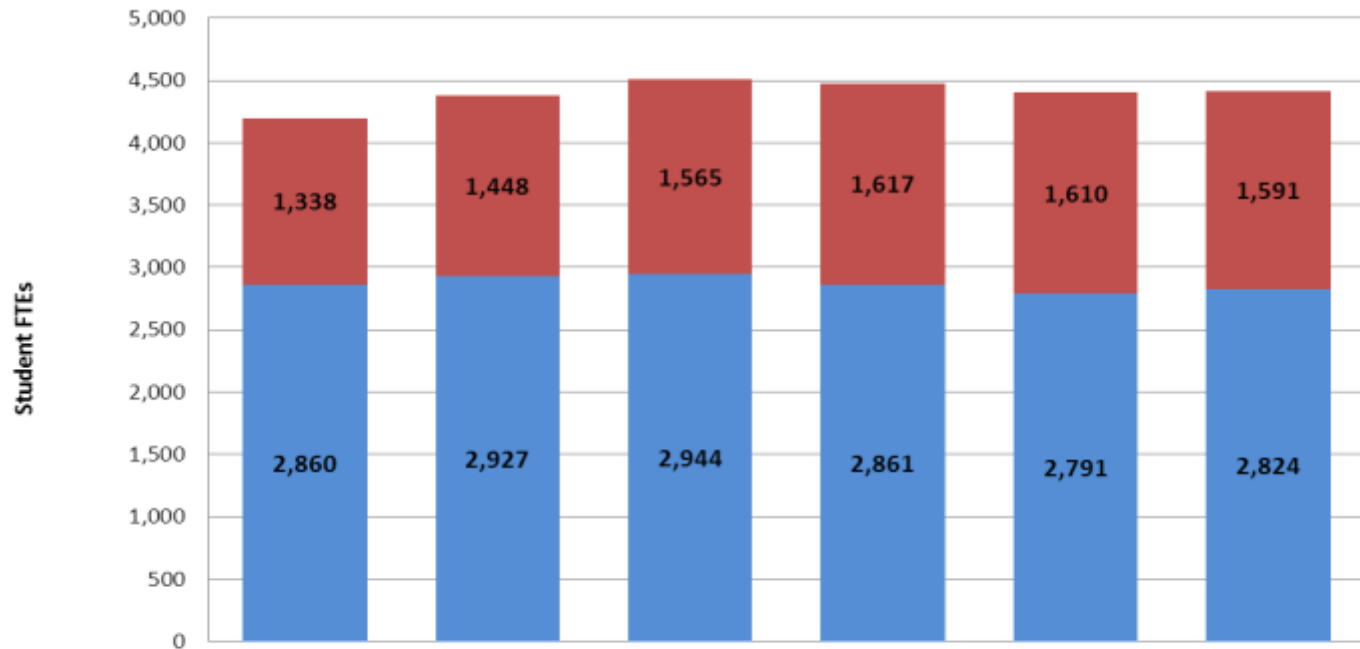
UNDERGRADUATE PLANNING: TOTAL FTEs (Domestic and International)



Source: OIRA

October 2012

GRADUATE PLANNING: TOTAL FTEs (Domestic and International)

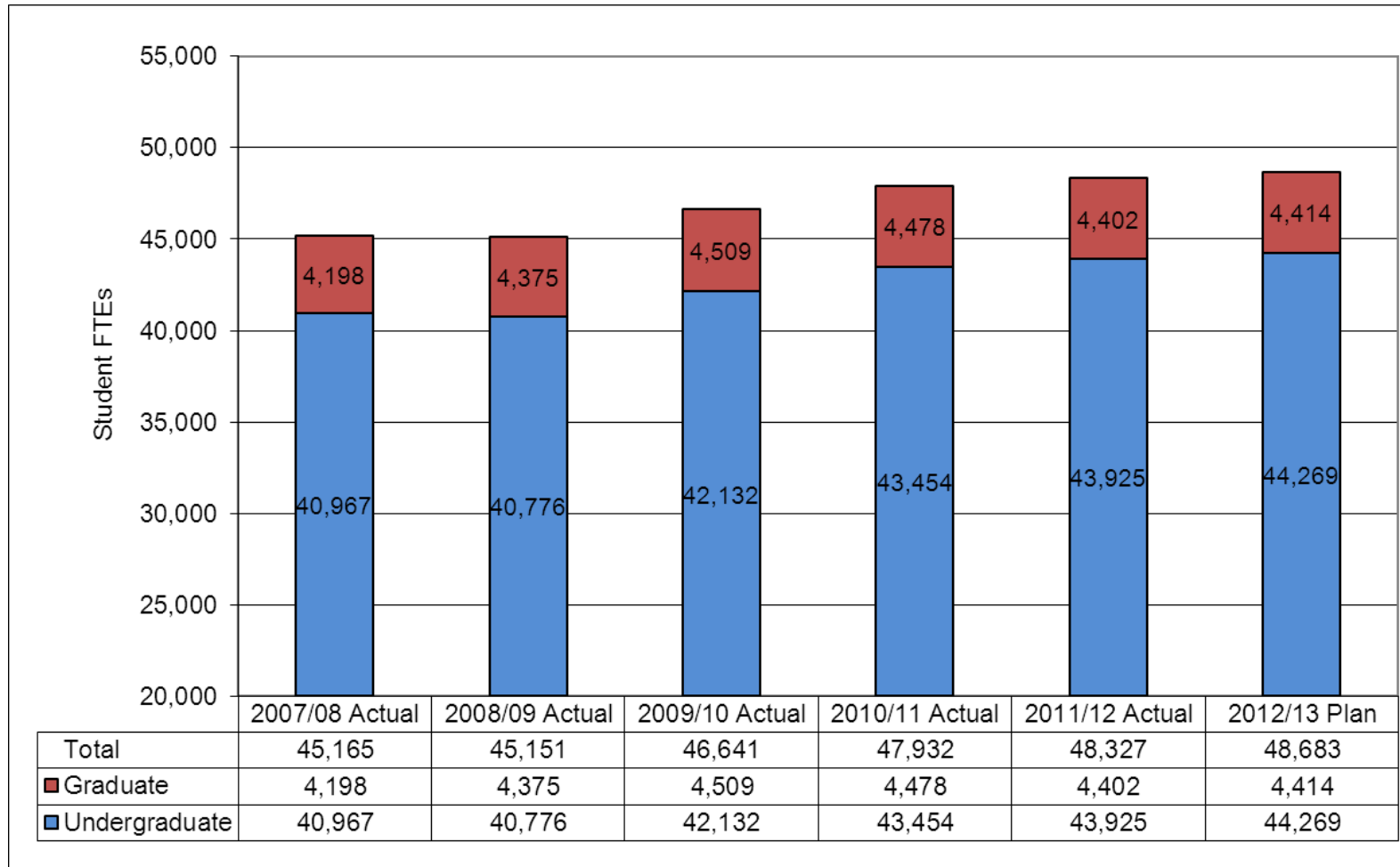


	2007/08	2008/09	2009/10	2010/11	2011/12	2012/13
	Actual	Actual	Actual	Actual	Actual	Plan
Masters-Domestic	2,660	2,719	2,630	2,431	2,369	2,401
Masters-International	200	208	314	430	422	422
Total Masters	2,860	2,927	2,944	2,861	2,791	2,824
Doctoral-Domestic	1,216	1,321	1,425	1,467	1,451	1,432
Doctoral-International	122	127	140	150	159	159
Total Doctoral	1,338	1,448	1,565	1,617	1,610	1,591
Total	4,198	4,375	4,509	4,478	4,402	4,414

Source: OIRA

October 2012

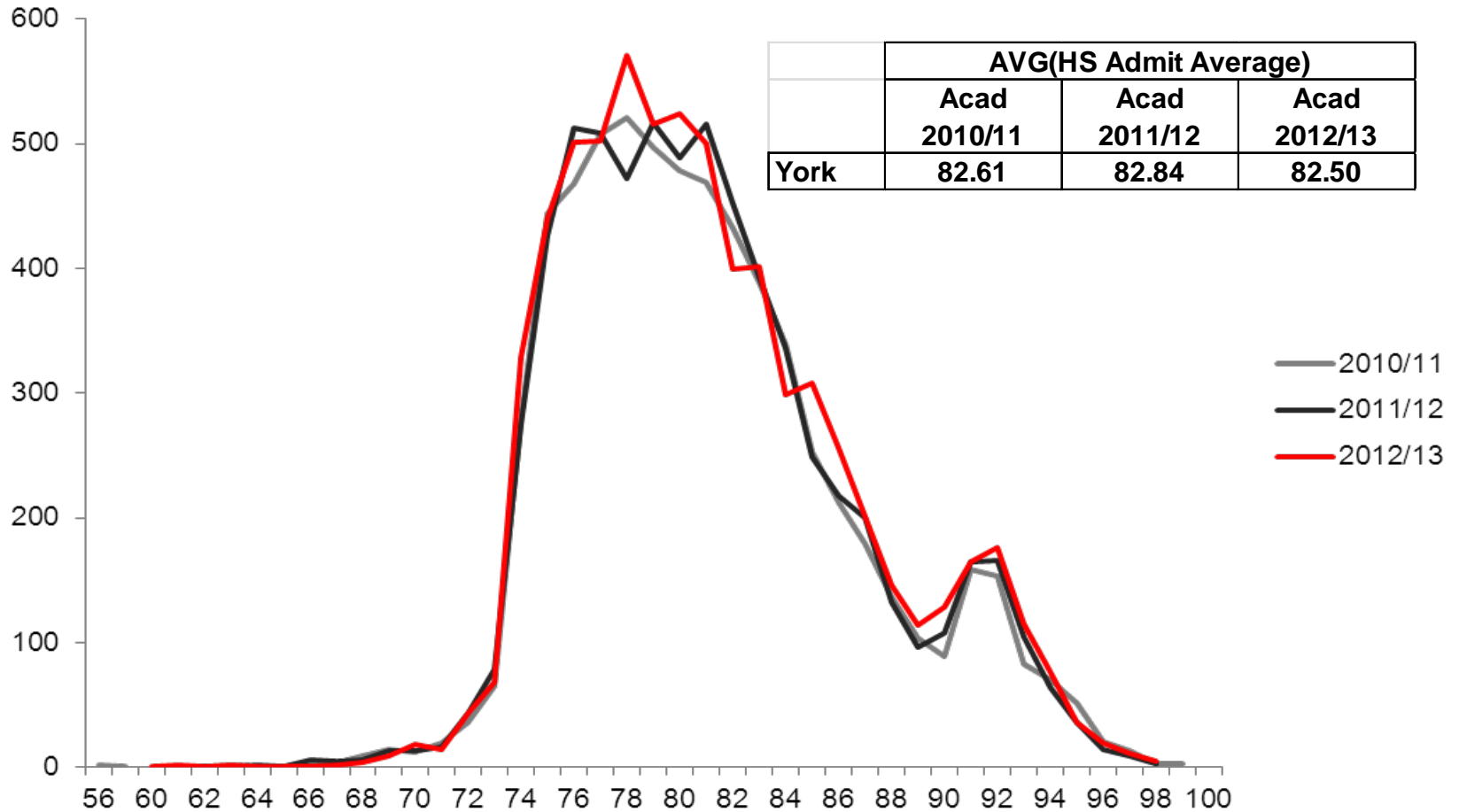
ENROLMENT PLANNING: TOTAL FTEs (Graduate and Undergraduate)



Source: OIRA

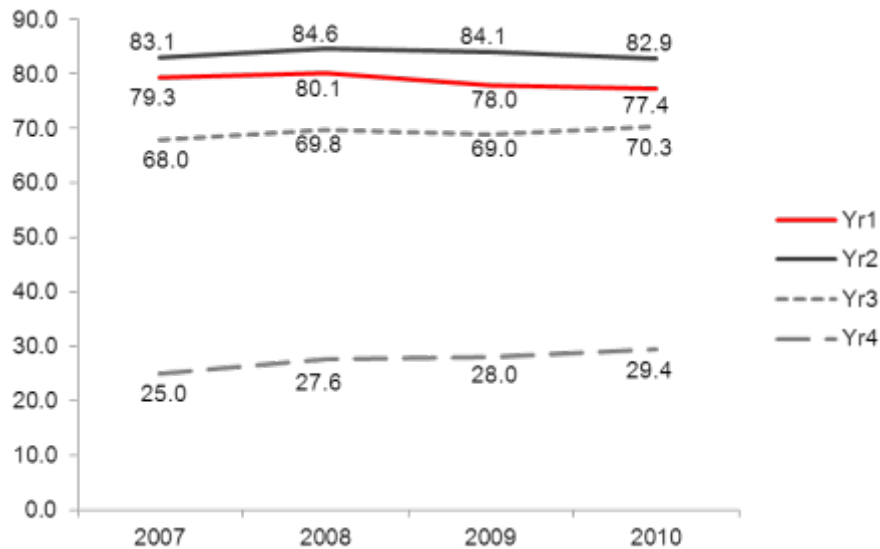
October 2012

OBJECTIVE: STRENGTHEN THE QUALITY OF THE ENTERING CLASS - High School Averages for Direct Entry 101s Accepting Offers of Admission

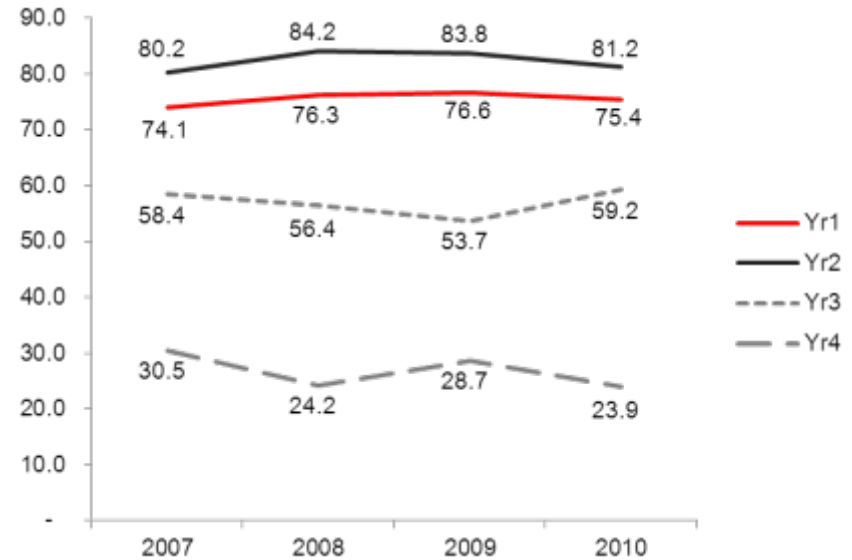


OBJECTIVE: STUDENT SUCCESS - Retention Rates (%) for Direct Entry Fall Undergrads 1 Year Later

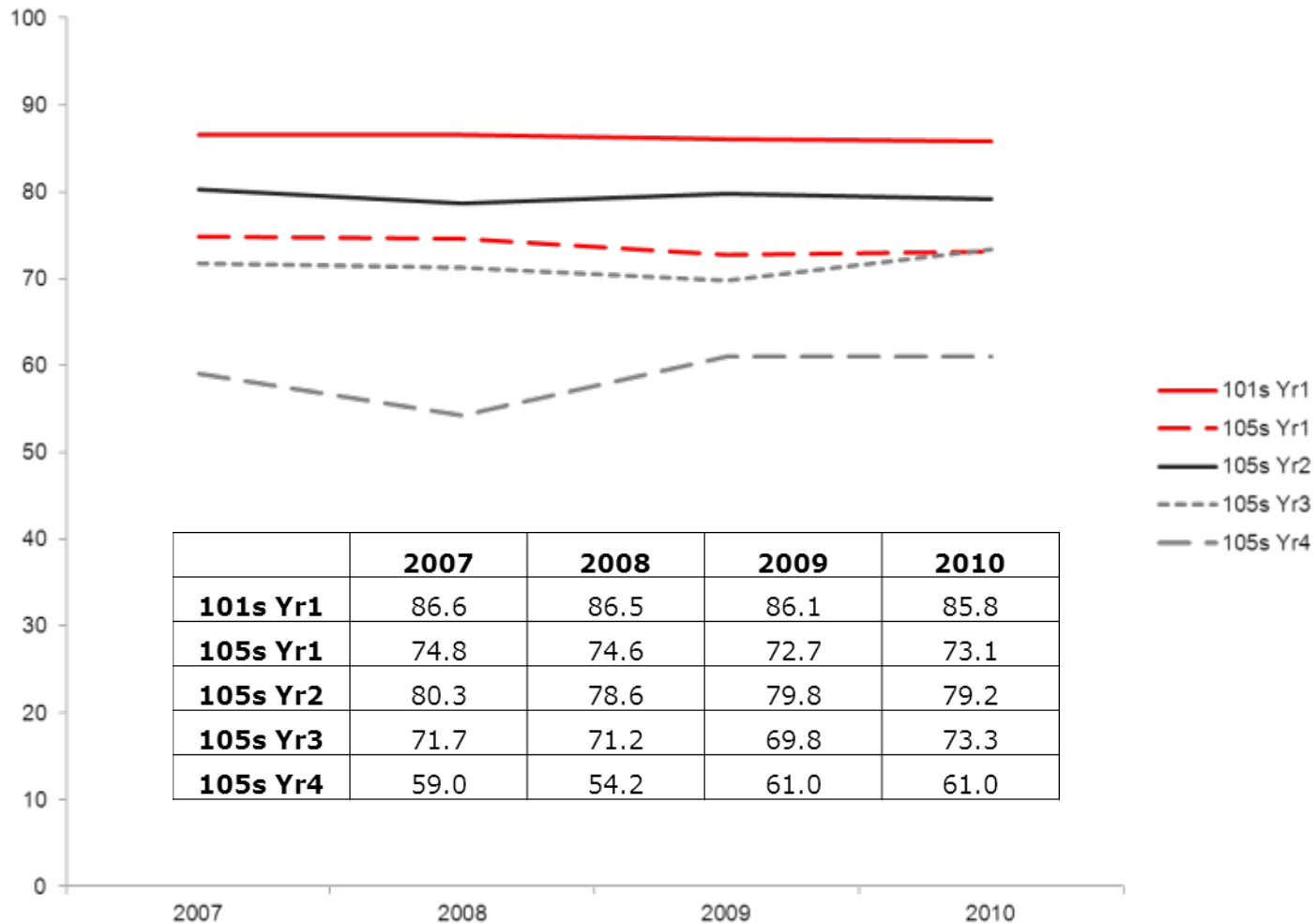
Eligible Students



Visa Students



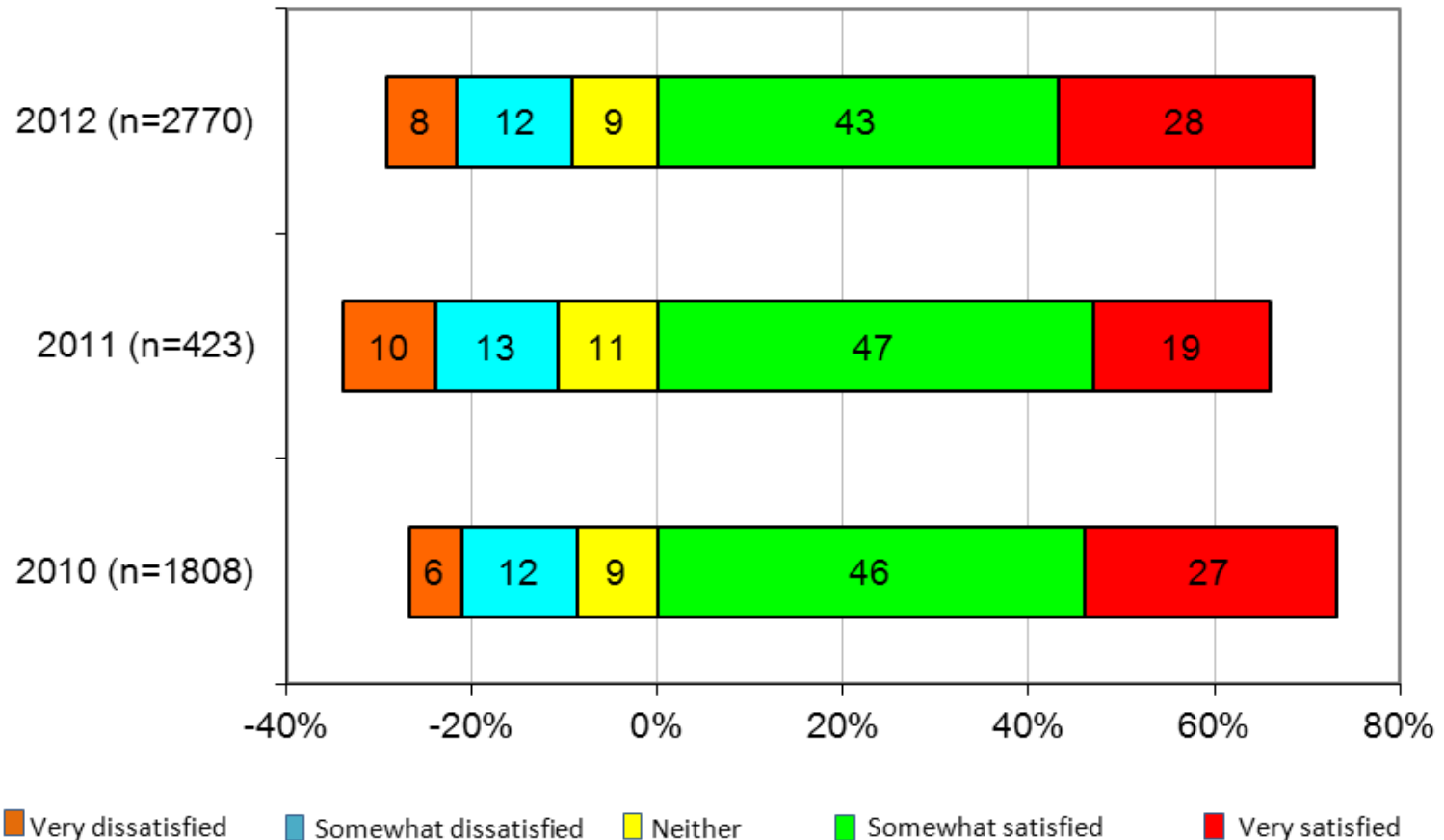
OBJECTIVE: STUDENT SUCCESS - Retention Rates (%) for New Eligible Direct Entry Fall Undergrads 1 Year Later



OBJECTIVE: FOCUS ON STUDENTS

- Enhance and support teaching and learning:
 - Teaching Commons
 - Making course evaluations publicly available
- Support students/student success from recruitment to graduation:
 - Academic Innovation Fund projects to develop pan-university systems geared to student engagement and success (e.g., eLearning, experiential education, and the first year experience)
 - Evaluation of projects' success
 - Working group developing framework for eLearning
 - Expansion of opportunities for experiential education
- PRASE projects with student focus (advising, petitions, OSAP)
- Academic and financial supports for graduate students:
 - Enhanced scholarships for “A” students
 - Development of professionally-oriented programs

STUDENT SATISFACTION (York: Overall Satisfaction)



Source: Globe & Mail 2012 Student Survey/OIRA

OBJECTIVE: ADVANCE OUTREACH AND PARTNERSHIPS

- Building on leadership in student access and mobility through expansion of partnership with Seneca College
 - University of York-Seneca co-located on existing campus
- MOU agreement with Ryerson University to look for opportunities to partner including credit transfer initiative
- Engagement with local communities
- Enhanced international opportunities

CONTINUING AND PROFESSIONAL EDUCATION

- Expansion of lifelong learning opportunities through coordination and support of continuing and professional education
- Establishment of university-based school extending LA&PS continuing education mandate to include other Faculties with Deans' agreement
- Executive Director to report to Provost and committee of Deans
- Revenues to be shared with participating Faculties based on formula to be agreed with Deans

BENCHMARKING PROGRESS

Work under way on developing key performance indicators aligned with academic priorities

Benchmarks to be reported to the community

- Academic quality:
 - Student/faculty ratios
 - Faculty research success
 - Achievement of enrolment objectives
 - Minimum admission average
- Comprehensiveness:
 - Enrolment targets in sciences, engineering, health

BENCHMARKING PROGRESS (cont'd)

- Student success:
 - Retention
 - Degree completion
 - Employment success
 - Students with external awards
 - Financial aid
 - PhD completion rates
 - Technology enhanced learning and experiential education opportunities
 - Student mobility
- Community engagement:
 - Proportion of international students
 - Funding for community-engaged scholarship

Enabling Priorities (under development):

- Valuing people and strengthening the workplace
- Resource integration and sustainability

BACKGROUND REPORT TO SENATE: APPOINTMENT AND ENROLMENT PLANNING

PATRICK MONAHAN, PROVOST

October 2011

TENURE STREAM APPOINTMENTS 2011-12

Appointments Authorized and Made and 2012-13 Appointments Authorized to Date

Faculty	Authorized 2011-12		Failed or in Progress	Total 2011-12 Appointments Made to date	2012-13 T.S. APPTS <u>AUTHORIZED TO DATE</u>
	Centrally-Funded	Funded from other sources			
Education	1	0	0	1	0
FES	1	0	1	0	2
Fine Arts	2	2	2	2	3
Glendon	1	0	0	1	3
Health	5	2.5	2	5.5	12
LA&PS	13	2	1	14	17
Osgoode	1	2	0	3	3
Schulich	1	3	2	2	3
Science	5	6.5	3	8.5	6
Libraries	0	3	0	3	1
TOTAL	30	21	11	40	50

TENURE STREAM APPOINTMENT AUTHORIZATIONS 2012-2013

Faculty	Central Funding		Funded by Faculty/ Endowment/Other	Total Authorized To Date
	2012-13 Auth.	2011-12 Carried Forward		
Education	0	0	0	0
FES	0	1	1	2
Fine Arts	2	0	1	3
Glendon	1	0	2	3
Health	6	1	5	12
LA&PS	13	1	3	17
Osgoode	1	0	2	3
Schulich	1	0	2	3
Science	5	1	0	6
Libraries	1	0	0	1
TOTAL	30	4	16	50

TENURE STREAM APPOINTMENTS 2011-12: EQUITY STATUS

FAC.	APPTS MADE	MALE	FEMALE (self-Id*)	CANA- DIAN	NON- CANAD.	VISIBLE MINOR.*	DIS- ABILITY*	ABORI- GINAL*
Education	1	-	1 (1)	1	-	-	-	-
FES	0	-	-	-	-	-	-	-
Fine Arts	2	1	1 (1)	1	1	-	-	-
Glendon	1	1	-	1	-	-	-	-
Health	5.5	2.5	3 (3)	5	.5	2	1	-
LA&PS	14	6	8 (6)	12	2	6	-	1
Osgoode	3	3	-	2	1	1	-	-
Science	8.5	8.5	-	7	1.5	2	-	-
Schulich	2	2	-	2	-	-	1	-
Libraries	3	2	1 (1)	3	-	1	-	-
TOTAL	40	26	14 (12)	34	6	12	2	1

*Note: Equity statistics are based on self-identification in the hiring process, so may underestimate actual totals

Source: Office of the VPA&P

October 2011

TRENDS 2000-01 TO 2011-12: TENURE STREAM APPOINTMENTS MADE: GENDER BREAKDOWN

APPT. YEAR	MALE		FEMALE		TOTAL # OF APPTS.
2000-01	39	52.0%	36	48.0%	75
2001-02	35	57.4%	26	42.6%	61
2002-03	41	54.7%	34	45.3%	75
2003-04	46	55.4%	37	44.6%	83
2004-05	66	46.8%	75	53.2%	141
2005-06	41	53.2%	36	46.8%	77
2006-07	79	56%	62	44%	141
2007-08	53	52.5%	48	47.5%	101
2008-09	39	56.5%	30	43.5%	69
2009-10	9	50%	9	50%	18
2010-11	5	35.7%	9	64.3%	14
2011-12	26	65%	14	35%	40
TOTAL	479	53.5%	416	46.5%	895

TRENDS 2002-2003 TO 2011-12: TENURE STREAM APPOINTMENTS MADE: EQUITY STATUS

APPT. YEAR	CANADIAN		NON-CAN.		VISIBLE MINORITY.*		DISABILITY*		ABORIGINAL*		TOTAL APPTS
	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	
2002-03	56	74.7%	19	25.3%	12	16%	2	2.7%	0	0%	75
2003-04	68	82%	15	18.1%	11	13.3%	0	0%	1	1.2%	83
2004-05	120	85.1%	21	14.9%	25	17.7%	2	1.4%	3	2.1%	141
2005-06	63	81.8%	14	18.2%	21	27.2%	1	1.3%	0	0%	77
2006-07	112	79.4%	29	20.6%	37	26.2%	2	1.4%	1	.7%	141
2007-08	85	84.2%	16	15.8%	23	22.8%	1	1.0%	2	2.0%	101
2008-09	63	91.3%	6	8.7%	9	13.0%	1	1.4%	1	1.4%	69
2009-10	16	88.9%	2	11.1%	2	11.1%	1	5.5%	0	0%	18
2010-11	13	92.9%	1	7.1%	4	28.6%	0	0%	0	0%	14
2011-12	34	85%	6	15%	12	30%	2	5%	1	2.5%	40
TOTALS	630	83%	129	17%	156	20.5%	12	1.6%	8	1.1%	759

* Statistics in equity categories refer to those who self-identified in hiring process, so may underestimate actual totals

OTHER FULL-TIME COMPLEMENT: 2011-12 CLAs (Renewed/Continuing and New), CONTINUING SRCs & TRUE VISITORS

FACULTY	2011-12 CLAs AUTHORIZED		Continuing SRCs TOTAL	TRUE VISITORS SLOTS 2011-12 (16 available in total)
	RENEWED/ CONTINUING	NEW		
Education	-	2	-	6
FES	1	-	-	-
Fine Arts	1	1	1	-
Glendon	4	1	3	4
Health	14	1	1	-
LA&PS	22	16	15.5	-
Osgoode	2	-	-	-
Science	2	-	4.5	1
Schulich	3	-	-	-
Libraries	2	-	-	-
TOTAL	51	21	25	11

2011-2012: NEW CONTRACTUALLY LIMITED APPOINTMENTS MADE: EQUITY STATUS

FACULTY	APPTS MADE	CANA- DIAN	NON- CANAD.	MALE	FEMALE (self-Id*)	VISIBLE MINOR.*	DISA- BILITY*	ABORI- GINAL*
Education	2	1	1	-	2 (2)	-	-	-
FES	-	-	-	-	-	-	-	-
Fine Arts	1	1	-	1	-	-	-	-
Glendon	1	1	-	1	-	1	-	-
Health	1	1	-	-	1 (1)	1	1	-
LA&PS	16	15	1	6	10 (7)	2	-	-
Osgoode	-	-	-	-	-	-	-	-
Science	-	-	-	-	-	-	-	-
Schulich	-	-	-	-	-	-	-	-
Libraries	-	-	-	-	-	-	-	-
TOTAL	21	19	2	8	13 (10)	4	1	-

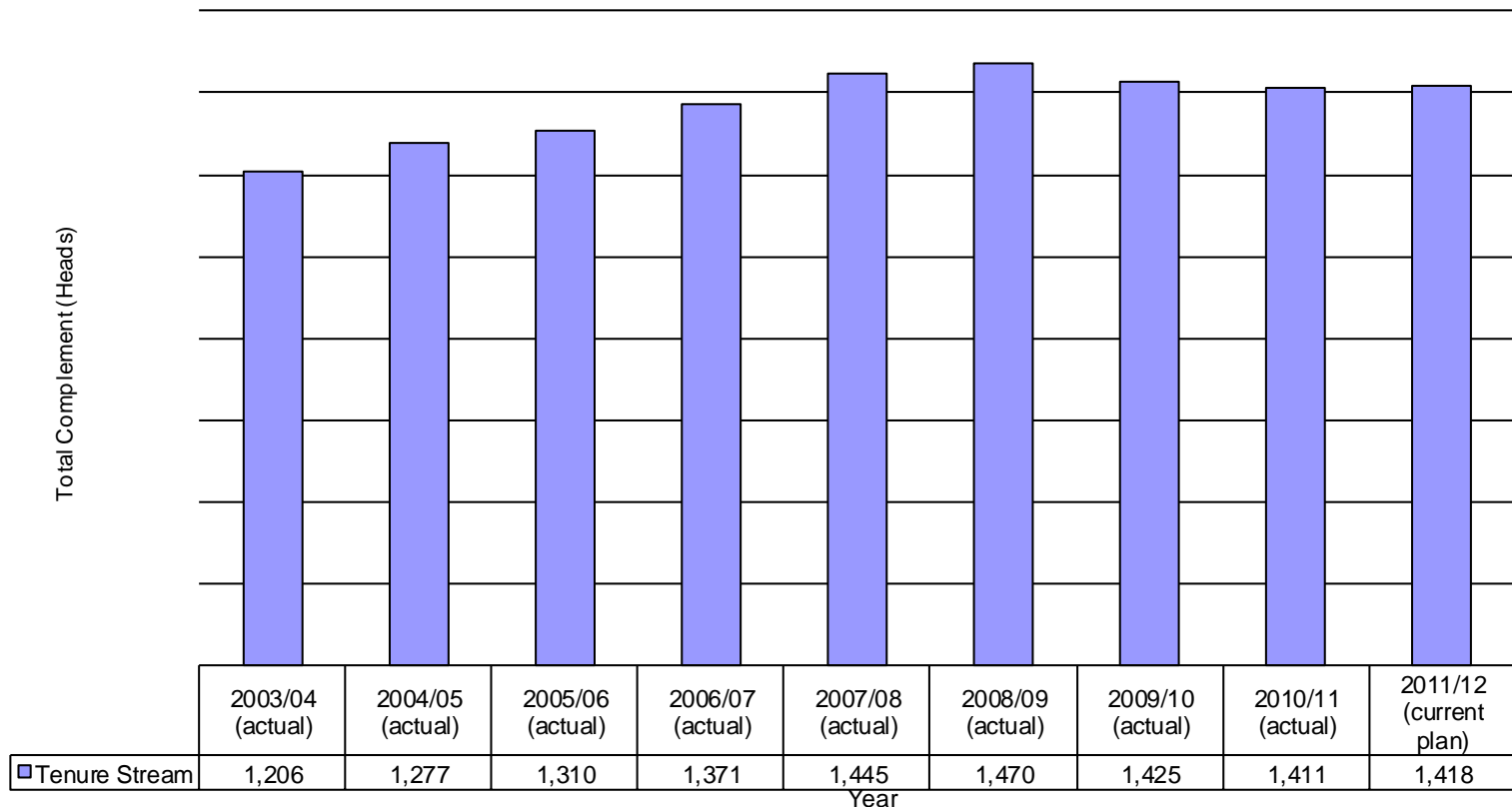
TRENDS 2002-03 TO 2011-12: NEW CONTRACTUALLY LIMITED APPOINTMENTS MADE: GENDER BREAKDOWN

APPT. YEAR	MALE		FEMALE		TOTAL # OF NEW APPTS.
2002-03	9	47.4%	10	52.6%	19
2003-04	16	40%	24	60%	40
2004-05	23	53.5%	20	46.5%	43
2005-06	15	36.6%	26	63.4%	41
2006-07	12	44.4%	15	55.6%	27
2007-08	14	51.9%	13	48.1%	27
2008-09	6	40.0%	9	60.0%	15
2009-10	9	42.9%	12	57.1%	21
2010-11	18	51.4%	17	48.6%	35
2011-12	8	38.1%	13	61.9%	21
TOTAL	130	45%	159	55%	289

FIVE-YEAR TREND 2006-2007 TO 2011-2012: EQUITY STATUS: TENURE STREAM AND CONTRACTUAL APPOINTEES MADE

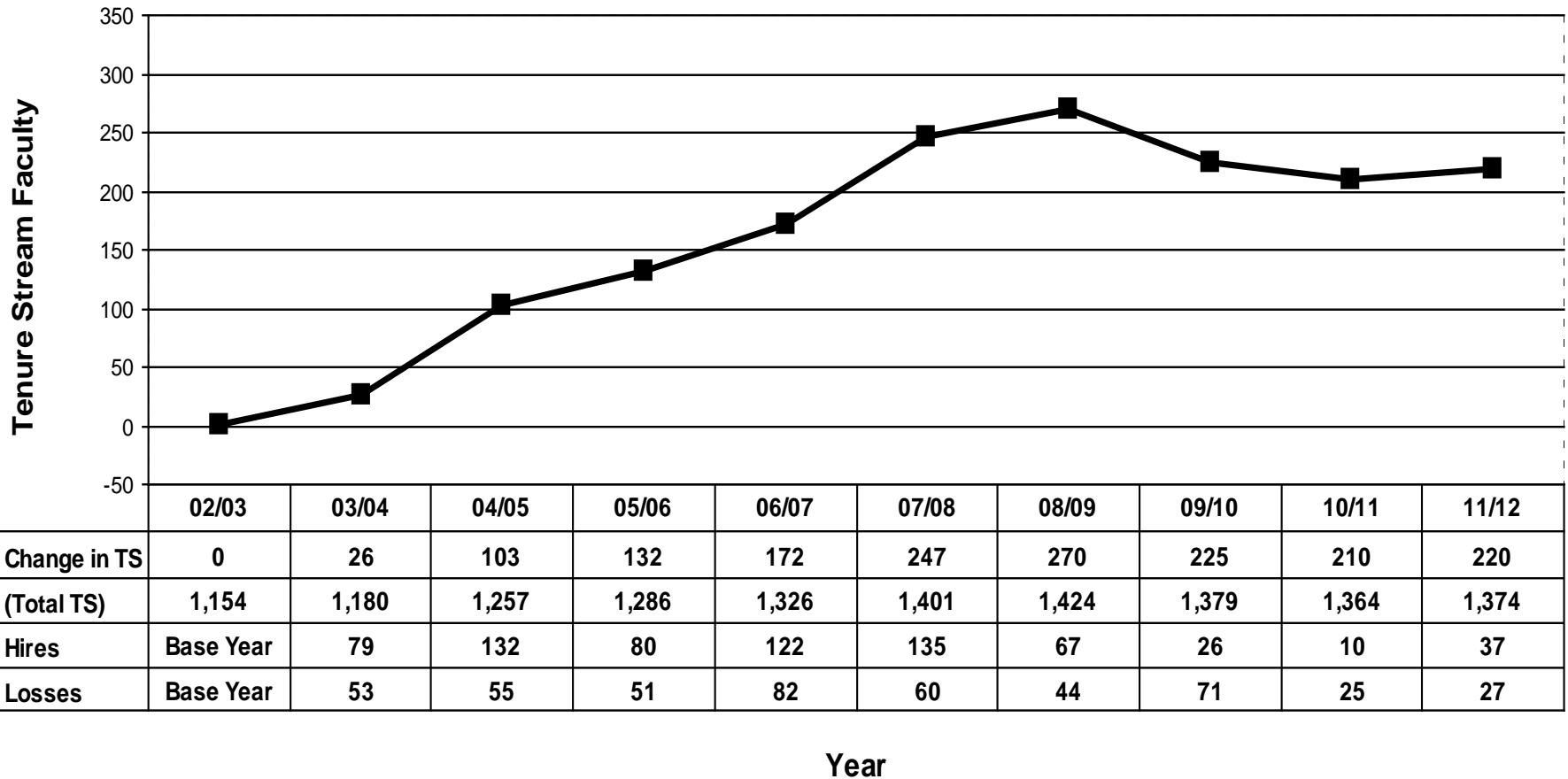
APPT. YEAR		FEMALE		VISIBLE MINORITY*		DISABILITY*		ABORIGINAL*		TOTAL APPTS
2006-07	TS	62	44%	37	26.2%	2	1.4%	1	.7%	141
	CLA	15	55.6%	5	18.5%	1	3.7%	0	0%	27
2007-08	TS	48	47.5%	23	22.8%	1	1.0%	2	2.0%	101
	CLA	13	48.1%	6	22.2%	1	3.7%	0	0%	27
2008-09	TS	30	44.8%	9	13.0%	1	1.4%	1	1.4%	69
	CLA	9	60.0%	3	20.0%	0	0%	0	0%	15
2009-10	TS	9	50.0%	2	11.1%	1	5.5%	0	0%	18
	CLA	12	57.1%	3	14.3%	0	0%	1	4.8%	21
2010-11	TS	9	64.3%	4	28.6%	0	0%	0	0%	14
	CLA	17	48.6%	7	20%	1	2.9%	1	2.9%	35
2011-12	TS	14	35%	12	30%	2	5%	1	2.5%	40
	CLA	13	61.9%	4	19%	1	4.8%	0	0%	21
TOTALS	TS	172	44.9%	87	22.7%	7	1.8%	5	1.3%	383
	CLA	79	54.1%	28	19.2%	4	2.7%	2	1.4%	146

TENURE STREAM COMPLEMENT PLANNING: FACULTY AND LIBRARIANS (October 1st)



CUMULATIVE CHANGE IN TENURE STREAM FACULTY COMPLEMENT, 2002-03 to 2011-12

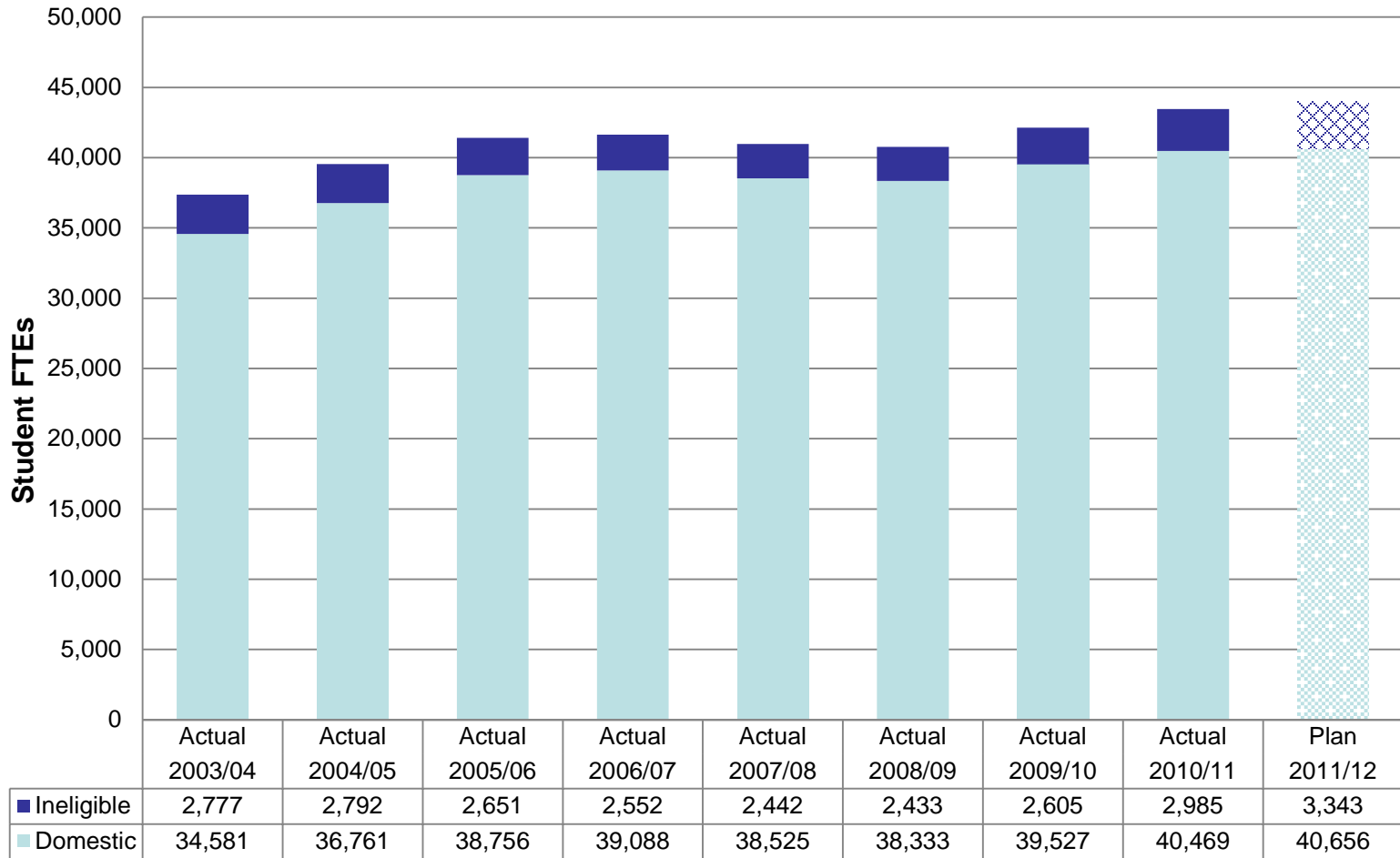
(not including Librarians)



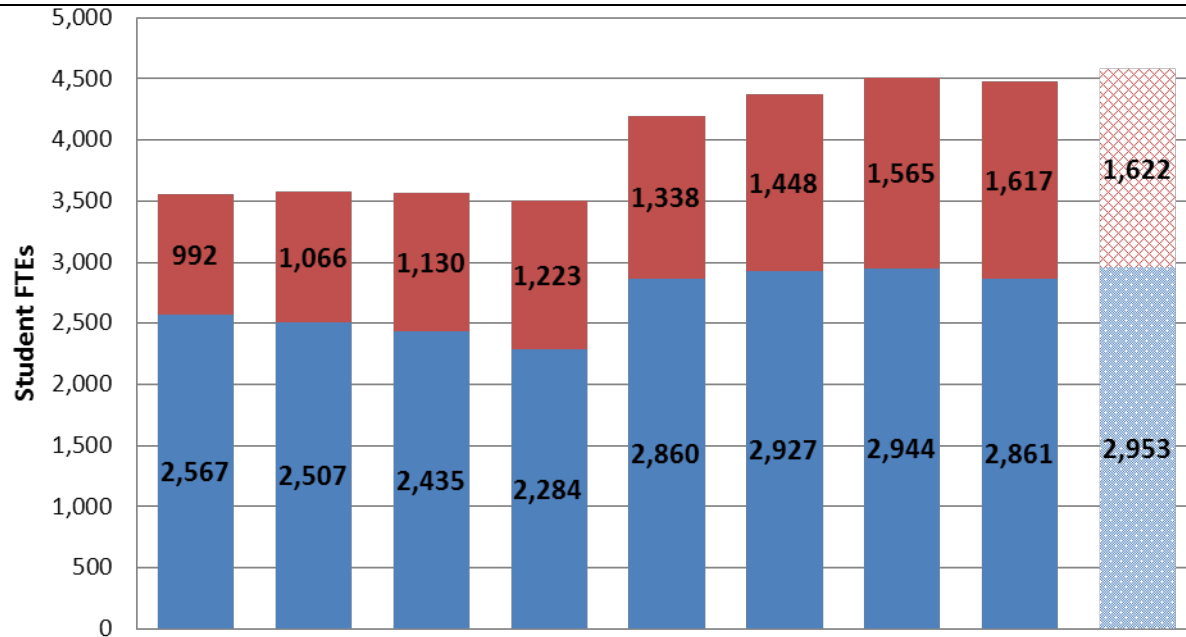
STUDENT/FACULTY RATIOS

	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
<i>Including Both Full-time and Part-time Faculty</i>								
Undergraduate (including TAs)	17.0	17.0	16.9	16.5	15.6	15.4	15.9	16.8
Undergraduate (excluding TAs)	20.0	19.9	19.7	19.2	18.2	18.0	18.6	19.8
<i>Including Full-time Faculty Only</i>								
Undergraduate	30.6	30.5	30.6	29.7	28.2	27.9	29.8	30.9
Graduate	2.9	2.7	2.6	2.7	2.8	2.9	3.1	3.1
Total Students	33.4	33.3	33.2	32.4	31.0	30.8	32.9	34.0
<i>Including Tenured and Tenure Stream Faculty Only</i>								
Undergraduate	32.9	32.7	33.7	32.7	30.7	30.0	31.8	33.1
Graduate	3.1	2.9	2.9	3.0	3.1	3.2	3.3	3.3
Total Students	36.0	35.7	36.6	35.7	33.8	33.2	35.1	36.4

UNDERGRADUATE PLANNING: TOTAL FTEs (Domestic & International)

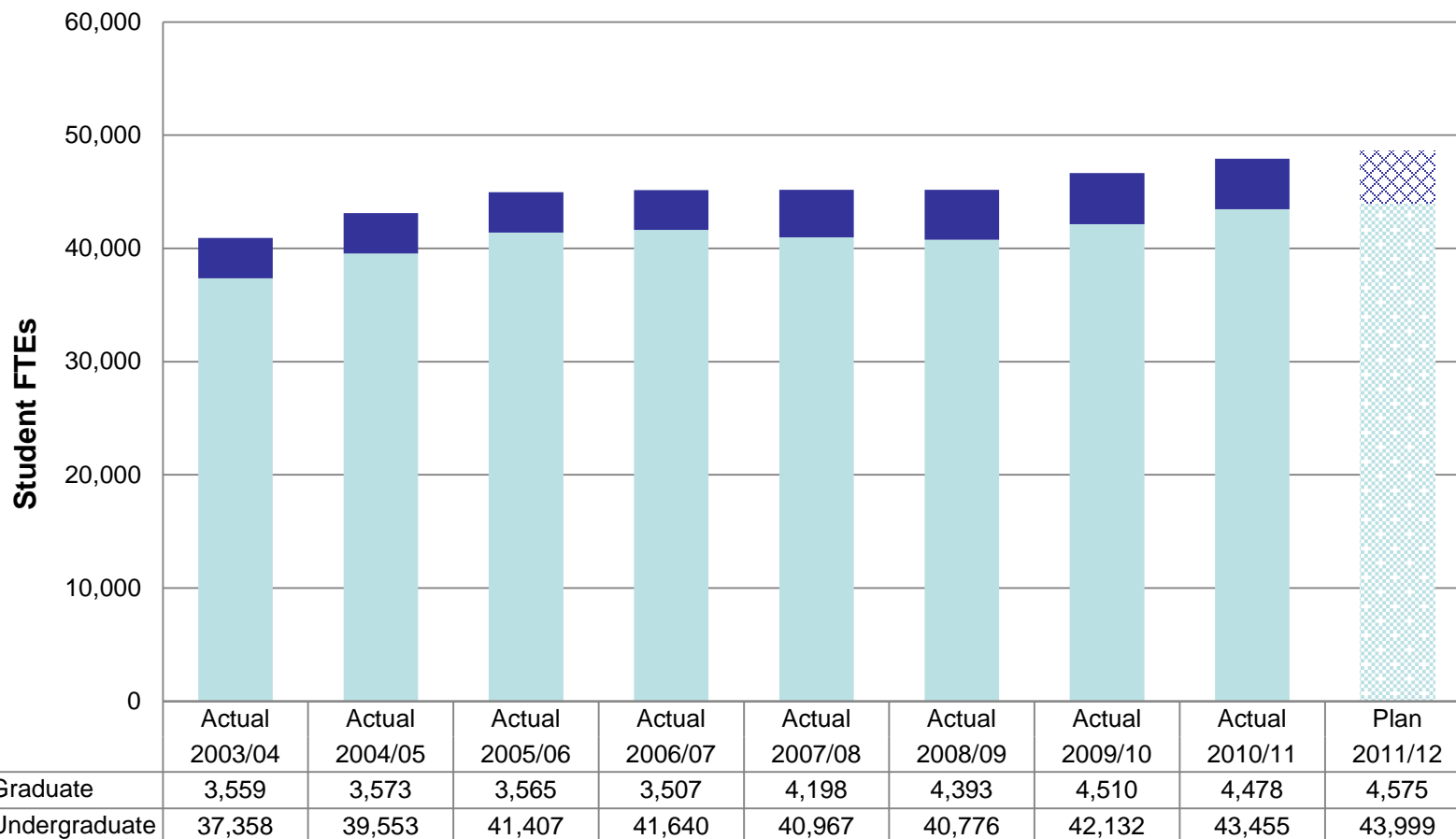


GRADUATE PLANNING: TOTAL FTES (Domestic & International)



	2003/04	2004/05	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11	2011/12
	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Plan
Masters-Domestic	2,237	2,232	2,213	2,084	2,660	2,719	2,630	2,431	
Masters-International	330	275	222	200	200	208	314	430	
Total Masters	2,567	2,507	2,435	2,284	2,860	2,927	2,944	2,861	2,953
Doctoral-Domestic	843	924	1,003	1,099	1,216	1,321	1,425	1,467	
Doctoral-International	149	142	127	124	122	127	140	150	
Total Doctoral	992	1,066	1,130	1,223	1,338	1,448	1,565	1,617	1,622
Total	3,559	3,573	3,565	3,507	4,198	4,375	4,509	4,478	4,575

ENROLMENT PLANNING: TOTAL FTEs (Graduate and Undergraduate)

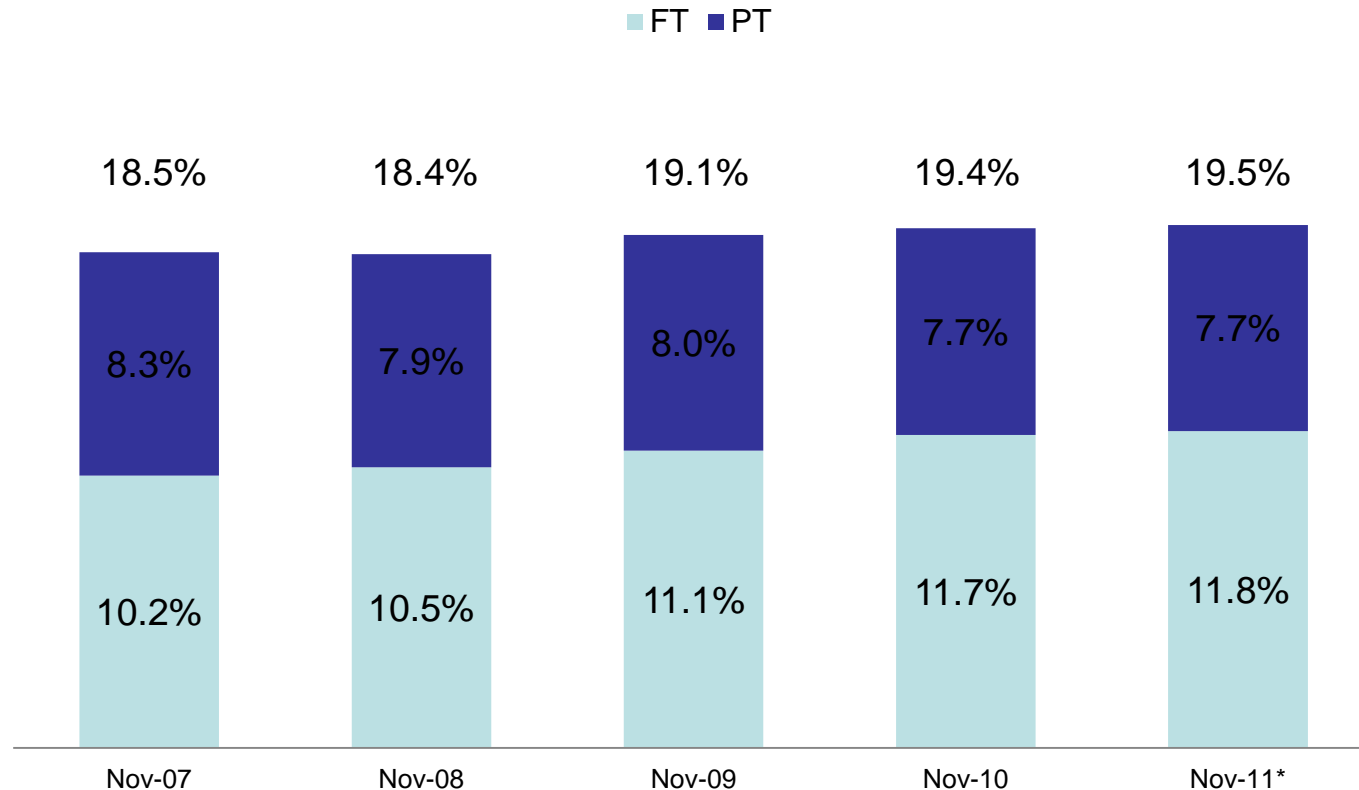


ENROLMENTS: MATURE NEW DIRECT ENTRY STUDENTS (AGE 25 AND ABOVE)

Faculty	2007	2008	2009	2010	2011
Arts	446	463	-	-	-
Atkinson	416	483	-	-	-
LA&PS	-	-	942	1,003	1,043
FES	11	29	16	38	24
Fine Arts	52	58	53	47	57
Glendon	144	119	155	148	133
Health	235	251	270	311	318
Schulich	1	0	0	1	0
FSE	84	90	111	119	111
TOTAL (% of total new intake)	1,389 (12.5%)	1,493 (12.6%)	1,547 (13.3%)	1,667 (13.7%)	1,686 (13.9%)

MATURE STUDENTS: PROPORTION OF TOTAL STUDENT POPULATION (Direct Entry Programs)

% of Direct Entry Mature Students GE 25



Budget Context for Academic Planning

Gary Brewer, VP Finance & Administration
Senate Meeting
October 25, 2012

- 1) 2011/12 Year-End Highlights
- 2) Budget Plan Update
 - Review of Budget Plan 2012-2016
 - Enrolment Update
 - Investment Performance Update
 - Pension Plan Actuarial Results
- 3) 2008/09 to 2011/12 Budget Expenditure Analysis
- 4) Review of Budget Allocations – 2006/07 to 2015/16

1) 2011/12 Highlights: Balance Sheet

- *Total Assets* increased to \$1,519M (Last year = \$1,502M).
- *Cash and Cash Equivalents* have decreased by \$28M from \$48M to \$20M.
- *Capital Assets* increased \$45M to \$774M net of annual depreciation (Last year = \$729M).

<u>Major Additions</u>	<u>\$ (millions)</u>
Osgoode Expansion	14.0
Life Sciences Building	35.0
Glendon Centre of Excellence	14.0
CUB Fire Replacement	3.5
Service Tunnel	3.2
Furniture and Equipment	4.5
Glendon Cafeteria	1.3

Net of \$41M Depreciation Expense

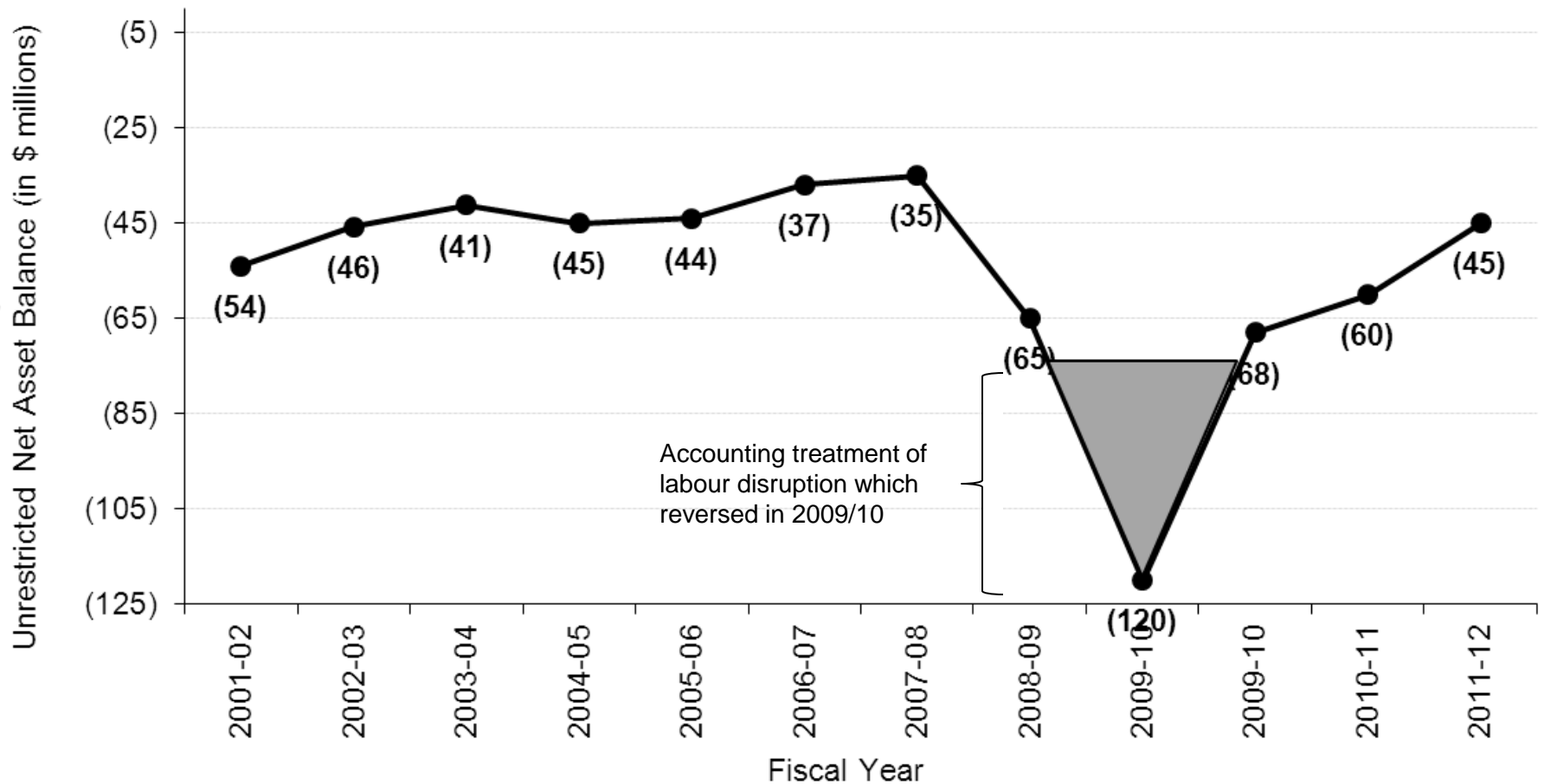
1) 2011/12 Highlights: Balance Sheet

- *Investments* increased by \$8M to \$591M. (Last year = \$583M)
 - Recovery in Market Value \$5M
 - New Contributions \$5M
 - Distributions/withdrawals for 2011/12 (\$15M)
 - Additions to Laddered Bond Fund \$8M
 - Additions to Sinking Funds \$6M

1) 2011/12 Highlights: Balance Sheet

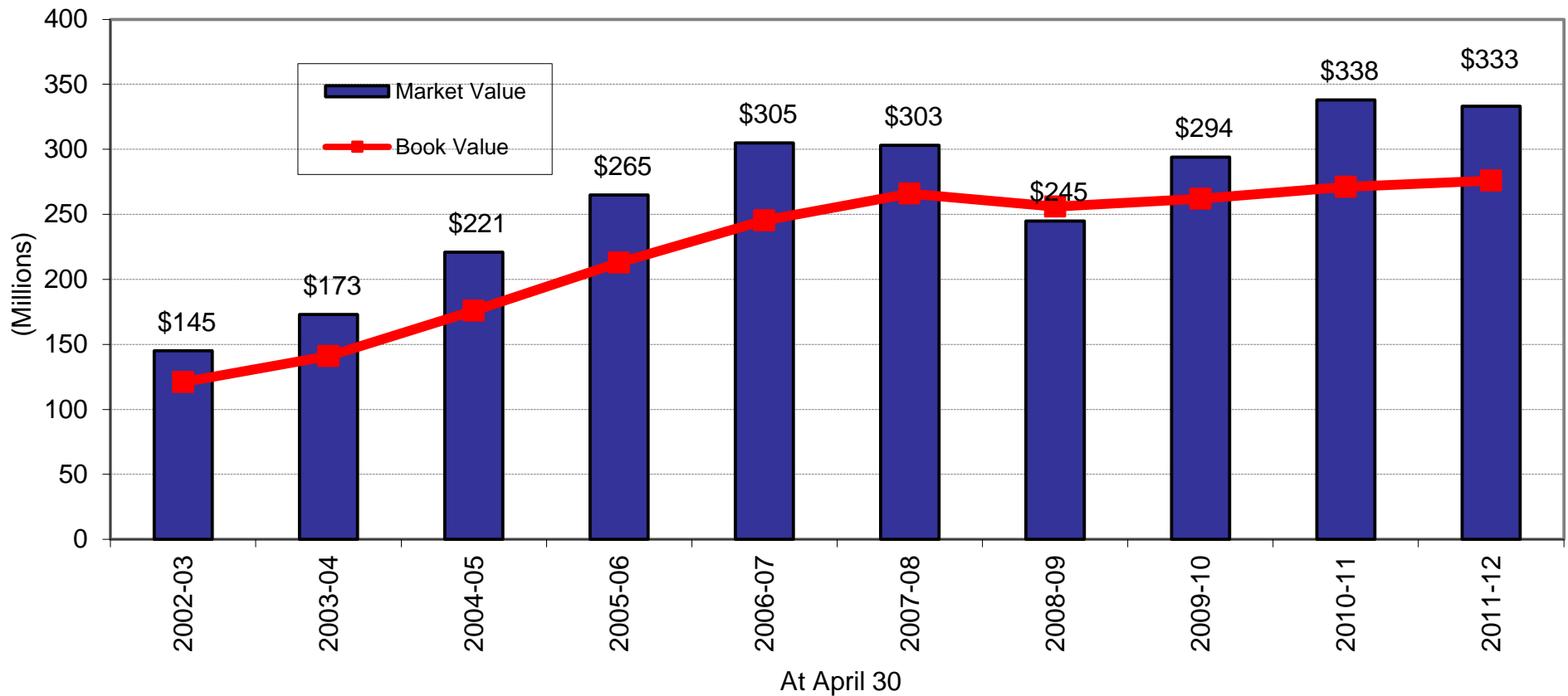
- *Long-Term Debt* decreased slightly to \$303.8M. (Last year = \$304.5M)
 - Principal payments on outstanding mortgages and loans was \$4M in 2011-12.
 - \$300M in bullet bond debentures mature in 2042 and 2044. To date sinking fund has \$48 million set aside
- *Net Asset Deficit* decreased by \$15M to \$45M. (Last year = \$60M)
 - Ancillary Surplus (Housing/Parking) \$4M
 - Operating Budget Surplus \$6M (Budget Plan projected \$1M surplus)
 - Capital Fund/YUDC/Invested in Capital Assets \$5M

1) 2011/12 Highlights: *Deficit* (Net Assets Balance – As at April 30)



Source: Office of the Assistant Vice-President Finance & CFO

1) 2011/12 Highlights: Endowment Growth (As at April 30)



2) Budget Plan 2012-2016 (Approved June 2012)

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

OPERATING BUDGET PLAN SUMMARY

2012-13 to 2014-16

(in \$millions)

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

2) 2012-2016 Budget Plan: (approved June 2012)

} → Elimination of planned enrolment growth

} → Academic Investments

→ Assumption for modest Compensation Increases

} → Strategic Investments

→ Targeted Savings

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

→ Projected Budget – Balance by 2015-16

2) Budget Plan Update: Enrolment Update

Undergraduate

- Eligible FFTEs were anticipated to maintain the prior year's actual level. Current projections indicate that York's enrolment will meet the target.
- International FFTEs were anticipated to increase above the prior year's actual level (about 200 FFTEs).
Current projections indicate that we will be close to the target level.

2) Budget Plan Update: Enrolment Update

Graduate

Masters Level:

- Fall 2012 intake was close to the previous high achieved in 2007.
Overall enrolments still significantly below our MTCU targets.

Doctoral Level:

- Projected to show a slight increase over the prior year's actual levels. This is essentially on target.

2) Budget Plan: Investment Performance Update (to September 30/2011)

	2011 Calendar	2012 Calendar YTD (9 months)	2012 Fiscal YTD (5 months)
Endowment Fund	0.85%	7.92%	2.17%
Pension Fund	0.20%	7.35%	n/a

Asset Amounts		
Endowment Fund	\$331.7	(Apr. 30/12)
	\$335.9	(Apr. 30/11)
Pension Fund	\$1.338 B	(Dec. 31/11)
	\$1.339 B	(Dec. 31/10)

2) Pension Plan – Actuarial Results

As at December 31	(\$ million)			
	2011	2010	2007	2006
Total Fund Assets	1,337.5	1,333.9	1,320.4	1,338.0
Surplus/(Deficit)	(283.0)	(217.2)	(44.1)	(18.6)
Minimum Guarantee Cost (included in budget)	19.5	18.4	11.0	9.8
Amortization of unfunded liability (included in budget)	4.8	4.8	2.2	2.1
Investment Performance	0.2%	9.76%	-0.5%	13.9%

- Operating Budget has incorporated additional Pension contributions as follows:

	\$ 5M	2010-2011
increasing to	\$15M	2011-2012
increasing to	\$25M	2012-2013
increasing to	\$34M	2013-2014

4) Key Budget Risks/Pressures

Stabilizing income/revenue sources:

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

Managing market volatility and policy changes:

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

Containing costs:

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

3) Budget Expenditure Analysis: Methodology

- Provides a consistent comparison of expenditures across the University over the period 2008/09 to 2011/12
- Actual expenditures restated in each year to reflect the organizational structure in existence in 2011/12.
- Actual expenditures adjusted for the change in the budget carryforwards.

3) Budget Expenditure Analysis: *Expenditure Comparison Table*

	2008-2009		2009-2010		2010-2011		2011-2012	
	Actual	% of Univ*	Actual	% of Univ*	Actual	% of Univ*	Actual	% of Univ*
VP Academic	\$ 461.7	64.0%	\$ 472.6	64.0%	\$ 484.6	63.7%	\$ 517.3	64.7%
VP Research & Innovation	\$ 11.1	1.5%	\$ 14.9	2.0%	\$ 17.6	2.3%	\$ 11.8	1.5%
Academic Subtotal	\$ 472.8	65.5%	\$ 487.5	66.0%	\$ 502.2	66.0%	\$ 529.1	66.2%
Non Degree Programs	\$ 35.7		\$ 32.6		\$ 41.0		\$ 37.0	
Academic Total	\$ 508.5	70.4%	\$ 520.1	70.4%	\$ 543.2	71.4%	\$ 566.1	70.8%
Operating Costs	\$ 40.0	5.5%	\$ 41.8	5.7%	\$ 45.7	6.0%	\$ 46.8	5.9%
Scholarships & Bursaries	\$ 25.6	3.5%	\$ 27.1	3.7%	\$ 25.4	3.3%	\$ 25.1	3.1%
VP Students	\$ 65.6	9.0%	\$ 68.9	9.4%	\$ 71.1	9.3%	\$ 71.9	9.0%
VP Finance & Administration	\$ 119.8	16.6%	\$ 117.0	15.8%	\$ 123.2	16.2%	\$ 128.2	16.0%
President	\$ 12.9	1.8%	\$ 12.0	1.6%	\$ 10.6	1.4%	\$ 11.2	1.4%
Advancement	\$ 11.9	1.6%	\$ 11.1	1.5%	\$ 10.6	1.4%	\$ 10.8	1.4%
General Institutional	\$ 25.5	3.4%	\$ 28.2	3.7%	\$ 28.7	3.9%	\$ 32.8	4.2%
Debt Servicing - New Buildings	\$ 13.3	1.8%	\$ 13.7	1.9%	\$ 14.8	1.9%	\$ 15.1	1.9%
Total University Net of Non Degree Programs	\$ 721.8		\$ 738.4		\$ 761.2		\$ 799.1	
Total University	\$ 757.5		\$ 771.0		\$ 802.2		\$ 836.1	
Net Carryover Adjustment	\$ 13.6		\$ (12.0)		\$ (18.0)		\$ (11.9)	
Total University Net of Carryovers	\$ 743.9		\$ 783.0		\$ 820.2		\$ 848.0	

4) University Budgeting – An Observation

The following points were taken from a York U document:

- York faces a budget problem similar, though more severe than the past few years.
- This problem persists despite the high demand for enrolment at York.
- York shares its funding problems with most other Ontario Universities.
- The problem is embedded in the way Universities receive and spend their money.
- Simplistically, our costs go up faster than our revenues.
- Faculty salaries are growing by 7% per year, other salaries by about 6% per year, and other costs, particularly in response to the impact of government legislation, add further pressure.
- Grants and tuition fees are growing at a much lower rate.
- The University has grappled with this problem partly by growing, partly by cutting budgets.

- This is not sustainable – therefore we must go back into the base budgets of all units and try to determine what kinds of costs we can reduce on a long-term basis

4) University Budgeting – An Observation

While this summary seems to describe our current budget context, it is actually drawn from a report prepared by:

- W.D. Farr (VP Finance) to describe the challenges faced by York U in developing its 1991-92 operating budget plan
- We appear to be in the same place 20 years later – contemplating the same solutions to the same challenges and issues.....only the size of the numbers has changed
- In our current context – we need \$15M of new money every year....just to “stand still”

The key question:

How much longer is this sustainable?

4) Review of Budget Allocations – 2006/07 to 2015/16

- In order to provide additional context to the operating budget allocations made over the past several years, a summary was prepared showing budget allocations from the June 2004 budget to the June 2012 budget.
- The summary shows the growth in revenues and costs for fiscal years 2006/07 through 2015/16:
 - Total revenue growth over that period is projected at \$208.8 M (primarily through tuition fee increases and enrolment growth)
 - The single largest increase in expenses is for annual compensation increases and pension deficit special payments (\$173.4 M)
- The results are shown in more detail in the following table.

Approved Multi-Year Budget Plans 2006 - 2016

	(\$ Millions)									
	<u>2006-07</u>	<u>2007-08</u>	<u>2008-09</u>	<u>2009-10</u>	<u>2010-11</u>	<u>2011-12</u>	<u>2012-13</u>	<u>2013-14</u>	<u>2014-15</u>	<u>2015-16</u>
<u>Revenue</u>										
Total Operating Revenue per June 2004 Plan	584.2	584.2	584.2	584.2	584.2	584.2	584.2	584.2	584.2	584.2
Enrolment Growth (Graduate/Undergraduate)	20.6	32.1	33.0	44.1	45.6	68.0	71.7	72.5	73.5	78.1
Domestic & International Tuition Fee Increases	7.0	16.3	30.4	40.4	52.7	63.0	76.3	89.6	104.0	118.5
Other	20.0	15.5	24.5	20.5	19.4	20.4	20.4	20.4	20.4	20.4
Total Revenue Changes	47.6	63.9	87.9	105.0	117.7	151.4	168.4	182.5	197.9	217.0
Total Operating Revenue per June 2012 Plan	631.8	648.1	672.1	689.2	701.9	735.6	752.6	766.7	782.1	801.2
<u>Expense</u>										
Total Budgeted Expenses per June 2004 Plan	585.1	585.1	585.1	585.1	585.1	585.1	585.1	585.1	585.1	585.1
Academic (Including Complement Investments)	17.7	22.9	32.1	39.1	44.2	56.0	66.1	73.0	75.3	79.6
Student Financial Support	5.8	11.5	29.2	17.2	18.2	16.7	15.5	16.5	16.5	17.5
<u>Compensation</u>										
Salary and Benefit Increases (ATB's)	9.4	22.4	35.4	50.4	65.4	80.4	93.3	107.9	122.9	139.9
Pension Deficit Payments	3.0	1.5	3.0	4.5	4.5	14.5	25.5	33.5	33.5	33.5
Subtotal	12.4	23.9	38.4	54.9	69.9	94.9	118.8	141.4	156.4	173.4
Facilities/Capital/Energy Management	7.0	7.0	7.0	9.1	9.6	8.8	10.8	13.3	13.3	13.3
<u>Institutional</u>										
Energy Inflation	4.8	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0
Insurance	1.4	1.6	1.8	1.8	1.8	1.8	1.8	1.8	1.8	1.8
Admin/FOI/Records Management Investments	1.0	0.8	0.5	1.4	2.0	3.0	3.0	3.0	3.0	3.0
Campus Safety				1.5	1.5	1.5	1.5	1.5	1.5	1.5
PRASE						2.0	4.0	2.0	0.0	(2.0)
Subtotal	7.2	7.4	7.3	9.7	10.3	13.3	15.3	13.3	11.3	9.3
Other	(1.1)	1.4	2.2	9.0	9.3	12.0	13.5	12.5	12.0	12.0
Total Budget Cuts	(6.3)	(6.3)	(13.3)	(28.0)	(42.7)	(52.2)	(75.9)	(80.6)	(81.6)	(96.3)
Total Expense Changes (net of budget cuts)	42.7	67.8	102.9	111.0	118.8	149.5	164.1	189.4	203.2	208.8
Total Budgeted Expenses per June 2012 Plan	627.8	652.9	688.0	696.1	703.9	734.6	749.2	774.5	788.3	793.9
Annual Surplus/(Deficit)	4.0	(4.8)	(15.9)	(6.9)	(2.0)	1.0	3.3	(7.9)	(6.2)	7.2
Annual Budget Cut	1.75%	0.00%	2.00%	3.50%	3.50%	2.25%	3.25%	3.50%	3.50%	3.50%

Revenue/Expense Increase – 2006/07 to 2015/16

