The Senate of York University

Notice of Meeting

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

AGENDA

H. Lewis, Secretary

Consent Agenda (ASCP Report)

1. Amendments to the Master of Conference Interpreting Program

The Senate of York University

Minutes

of the meeting held at 3:00 pm on Thursday, October 25, 2012
in the Senate Chamber, N910 Ross Building.

W. van Wijngaarden, Chair	B. Crow	J. Huang	J. Magee	J.B. Smith
M. Adriaen	P. Cumming	K. Hudak	P. Monahan	Y. Sorokin
J. Amanatides	S. David	R. Iriving	G. Monette	L. Sossin
M. Amegago	P. Delaney	N. Israelite	B. Morgan	L. Stewart
M. Annisette	N. Dlamini	A. Karim	D. Mutimer	M. Thomas
C. Archer	S. Drummond	J. Koziñski	R. Myers	S. Thompson-Ramdoo
M. Aubin	J. Duklas	S. Lawrence	R. Nariani	
P. Axelrod	J. Edmondson	R. Lenton	P. Ng	G. Tourlakis
A. Belcastro	J. Elder	H. Lewis,	S. Pagiatakis	R.Udit
M. Biehl	L. Farley	Secretary	E. Perkins	J. Warren
K. Bird	L Gilbert	D. Leyton-Brown	S. Reid	T. Wesson
G. Brewer	S. Grace	S. Ling	M. Rioux	P. Wilkinson
D. Cappadocia	E. Gutterman	K. Little	K. Rogers	S. Winton
D. Chan	R. Haché	M. Lockshin	P. Ryan	A. Woods
D. Cohn	D. Hastie	W. Maas	I. Saleem	V. Xayaboun
G. Comninel	C. Heron	S. MacDonald	B. Sellers-	J. Yeomans
	R. Hornsey	N. Madras	Young	M. Yousaf

1. **Chair's Remarks**

The Chair conveyed regrets from President Mamdouh Shoukri, who was travelling in China on University business, and also commented on the inspiring Fall Convocation ceremonies.

2. **Minutes of the Meeting of September 28, 2012**

With a correction to item 6.3.2, it was moved, seconded and *carried* "**that Senate approve the minutes of the meeting of September 28, 2012**."

3. **Business Arising from the Minutes**

There was no business arising from the minutes.

4. **Inquiries and Communications**

4.1   Senators on the Board of Governors

Professor Paul Wilkinson, Senate nominee on the Board of Governors, presented a synopsis of the Board's meeting of October 1, 2012.

4.2   Academic Colleague to the Council of Ontario Universities

The Academic Colleague to the Council of Ontario Universities, Professor Paul Axelrod, provided Senate with a report on postsecondary policy initiatives.

5. **President's Items**

In the absence and at the request of the President, Provost Monahan facilitated reports on safety and security initiatives by the Vice-President Finance and Administration and on the "this is my time" campaign by the Executive Director, Communications and Public Affairs.

Vice-President Brewer's report covered a wide variety of measures which have been taken to address safety on the campuses. In response to questions he identified individuals that could provide additional information about specific initiatives

6. **Committee Reports**

6.1   Executive

6.1.1   Amendment to the University's Mission Statement

It was moved, seconded and carried "**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 a result, the words **alumni** and **volunteers** were added to the members of the University community.

6.1.2   Nominations for the Election of Members of Senate Committees

It was moved, seconded and carried "**that nominations be closed**." As a result, Professor Don Sinclair was elected to the Committee on Academic Standards, Curriculum and Pedagogy.

6.1.2   Information Items

Senate Executive reported on the following items:

- its approval of Senate committee members nominated by student Senators
- the priorities for the year established by the key policy committees, Academic Policy, Planning and Research and Academic Standards, Curriculum and Pedagogy
- the activities of the Working Group on External Partnerships
- a positive review of Changes to Faculty Council Rules and Regulations submitted by Environmental Studies

6.2.   Academic Standards, Curriculum and Pedagogy

6.2.1   Establishment of a Bachelor of Engineering (BEng) Degree, Lassonde School of Engineering [Statutory Motion]

Notice of a statutory motion having been given, it was moved, seconded and *carried* "**that Senate approve the establishment of the degree of Bachelor of Engineering (BEng)."**

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

It was moved, seconded and *carried* "**that Senate approve pan-university academic penalty legislation for Bachelor of Science degree programs as set out in Appendix 1 of the report, effective Fall-Winger 2013-2014**."

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

It was moved, seconded and *carried* "**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**."

6.2.4   Notice of Statutory Motion: Establishment of a Master of Disaster and Emergency Management (MDEM) Degree, Faculty of Graduate Studies

Academic Standards, Curriculum and Pedagogy Committee gave notice of its intention to recommend establishment of a Master of Disaster and Emergency Management degree.

6.2.5. Notice of Statutory Motion: Establishment of a Master of Accounting (MAcc) Degree, Faculty of Graduate

Academic Standards, Curriculum and Pedagogy Committee gave notice of its intention to recommend establishment of a Master of Accounting degree.

6.2.6   Items Approved by Consent

Senate *approved by consent* ASCP recommendations to

- change Non-Degree Visiting Students Admissions Requirements, Part-Time Professional LLM Program, Faculty of Graduate Studies
- extend the Transition-Year Program Pilot Program for Fall-Winter w012-2013
- change the name of the MSc Program in Business Analysis to Business Analytics

6.2.7   Information Items

Academic Standards, Curriculum and Pedagogy informed Senate of:

- Summer 2013 and Fall/Winter 2013-2014 Sessional Dates
- its approval of minor curriculum items for Glendon (Political Science) and Graduate Studies (Business & Sustainability Specialization in the MBA program and MFA program in Dance)

6.3   Academic Policy, Planning and Research

6.3.1   Renaming the Faculty of Science and Engineering

It was moved, seconded and carried "**that Senate approve the renaming of the Faculty of Science and Engineering to the Faculty of Science effective May 1, 2013**."

6.3.2   Vice-President's Reports

The Provost, Patrick Monahan, provided Senate with a report on progress on academic priorities, including appointments and complement.

The Vice-President Finance and Administration, Gary Brewer, presented a report on the budget context for academic planning.

Both reports were posted on the Senate Website with the October 2012 agenda at

http://www.yorku.ca/secretariat/senate/meetings.html

6.3.3   Information Items

APPRC reported that it had met in a special joint session with the Strategic Research Plan Advisory Committee as part of the ongoing consultations for the SRP.

7.   **Other Business**

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

W. van Wijngaarden, Chair _____   H. Lewis, Secretary_____

Report to Senate
at its Meeting of November 22, 2012

FOR ACTION

1.   **Establishment of an Interim Faculty Council, Lassonde School of Engineering**

Senate Executive recommends

> that Senate approve the establishment of an Interim Faculty Council for the Lassonde School of Engineering as set out in Appendix A.

Rationale

Senate Executive agrees that it would be timely to establish an Interim Faculty Council for the Lassonde School of Engineering to guide collegial processes in the final stages of implementation leading to Lassonde becoming fully operational on May 1, 2013. The Interim Faculty Council will be responsible for developing curriculum and academic standards and for recommending the structure, rules and procedures of a permanent Council. It is understood that the membership of constituent committees will be more equitable as new units and programs are established. Recommendations concerning the permanent Council – and Lassonde's allocation of Senate seats – are expected to come before Senate in the new year.

Documentation is attached as Appendix A.

2.   **Confirmation of Membership of the Tenure and Promotions Committee**

Senate Executive recommends

> that Senate confirm the membership of the Tenure and Promotions Committee as follows: fourteen faculty members elected by Senate, at least two of which must hold the rank of Full Professor and at least eight of whom hold a rank above that of Assistant Professor; and two students.

Senate approved a temporary expansion of the Tenure and Promotions Committee in December 2006. The Committee reports that a larger membership has helped ensure the timely consideration of files, and Senate Executive agrees that the present membership should be confirmed.

Documentation is attached as Appendix B.

3.   **Nominee for Election to Senate Committee**

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." Senate Executive confirms that the candidate meets the special criteria for membership on a Senate-level tenure and promotions committee (rank of Associate or higher and experience on a unit- or Faculty-level committee).

Tenure and Promotions Appeals (1 full-time faculty member)

Dorothy de Val, Associate Professor, Music, Fine Arts

FOR INFORMATION

1.   **Working Group on External Partnerships**

The Working Group on External Partnerships reports that it has met with the Deans, Principal, University Librarian, two Vice-Presidents, and the President of YUFA during the course of its consultations during the autumn. It has also reviewed extensive documentation from internal and external sources. A report is expected in January.

2.   **Senate Executive and Board of Governors Gathering**

Members of the Executive Committees of Senate and the Board are scheduled to hold a dinner gathering on November 20. The topic chosen for informal discussion is the student experience, a priority in the University Academic Plan and Provostial White Paper (and the focus of APPRC's annual discussions with the Deans, Principal and University Librarian).   The Chair will comment on the gathering at the Senate meeting.

3.   **Senate in December**

Based on a canvass of other committees, Senate Executive has determined that there are no pressing items requiring Senate's attention in December. Accordingly, and unless prompt action is required for unforeseen items, it is unlikely that the December will be held (as is frequently the case). A final decision on whether to proceed or not will be communicated at the November 22 meeting and via the Senate listserv.

William van Wijngaarden, Chair

Lassonde School of Engineering
Proposal to Establish an Interim Faculty Council

It is recommended that Senate approve the establishment of an interim Faculty Council for the Lassonde School of Engineering with the purpose, structure, membership and rules described in Appendix A.

Rationale

It would be beneficial for colleagues who are developing proposals related to curriculum and governance to establish an Interim Faculty Council for the Lassonde School of Engineering. An interim arrangement would permit those who are destined to be a part of Lassonde when it becomes fully operational in May 2013 to take responsibility for proposals. It would also create a direct line to Senate committees as these proposals are reviewed and approved. This would streamline processes that now involve the Council of the Faculty of Science and Engineering as well as the Engineering Curriculum Committee of Council (the latter required by accrediting bodies). Changes to curriculum, academic standards and the like must be approved by the end of February if they are to be in place for the May 1 opening, and an interim Council will provide the expertise and focus necessary to finalize proposals for Senate action. The interim Council would function until such time as Senate establishes a permanent Council.

It is important to underline that the membership and structure of the interim committees have been designed to be representative of both the engineering and non-engineering programs within the Faculty, while maintaining compliance with the Canadian Engineering Accreditation Board regulations concerning membership. It is intended that the permanent Council rules and procedures will specify that additional members will join the committees as new programs and departments come online.

Appendix A

**Interim Faculty Council
Proposed Structure, Membership and Rules
Committees and Mandates**

Membership of Council

(Chair, Associate Dean Academic Lassonde)[*]

Dean and Associate Deans

All full-time faculty members wholly or partially in the units destined to move to Lassonde as of May 1, 2013

All full-time faculty members hired as Lassonde appointees

Up to two contract faculty members

Minimum of two and maximum of five students currently enrolled in Lassonde School of Engineering programs

President, Provost, Chair of Senate, Secretary of Senate (ex-officio)

Librarian from the Engineering area

Master of Bethune College

Mandates and Membership of Committees

***Executive and Planning Committee*:** This committee would be tasked with developing proposals for the membership, committee structures and rules and procedures of the permanent Council, recommending Council approval of major academic plans, and performing the functions normally assigned to executive committees at York (such as approving agendas, and facilitating nominations and elections).

Membership:

Dean and Associate Deans

Chairs from each Department (or designate)

Chair of Interim Council

1 student member

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[*] The position of Associate Dean Academic for the Lassonde School of Engineering will be occupied by the Associate Dean Engineering from the Faculty of Science & Engineering until the latter position ceases to exist (on or before 1 May 2013). For the Interim Council only, the positions of "Chair" will be held by one of the Associate Deans or Dean, as deemed appropriate. The expectation of the permanent Faculty Council is that the chairs of committees will be elected positions.

1 staff member

Secretary of the Interim Council (non-voting)

Curriculum and Academic Standards Committee: This committee would be responsible for reviewing, approving and recommending new and revised curriculum, degree requirements, academic standards, and admissions requirements.

Membership (see rationale above for an explanation of this aspect):

Associate Dean Academic (Chair),

2 nominees from Electrical Engineering & Computer Science

2 nominees from Earth & Space Science & Engineering

1 nominee from Mechanical Engineering

1 nominee from Civil Engineering

1 Engineering student member of Council

1 Science student member of Council

Dean, Associate Dean(s), Secretary of Interim Council, Chair of Science Curriculum Committee (non-voting)

Science Curriculum Sub-Committee:

Chair (Science nominee elected by the sub-committee)

1 Chair/nominee from Electrical Engineering & Computer Science

1 Chair/nominee from Earth & Space Science & Engineering

3 members elected by council

1 Science student member of council

Dean, Associate Dean(s), Secretary of Council, Chair of Engineering Curriculum Sub-Committee (non-voting)

Engineering Curriculum Sub-Committee:

Associate Dean Academic (Chair)

1 Chair/nominee from Electrical Engineering & Computer Science

1 Chair/nominee from Earth & Space Science & Engineering

1 Chair/nominee from Civil Engineering

1 Chair/nominee from Mechanical Engineering

1 Engineering student member of council

Dean, Associate Dean(s), Secretary of Interim Council, Chair of Engineering Curriculum Sub-Committee (non-voting)

Rules

The Interim Faculty Council will adopt and when necessary adapt the rules and procedures of Senate.

MEMO

TO: Harriet Lewis, University Secretary

FROM: Janusz A. Kozinski, Dean

SUBJECT: Recommendation for an Interim Council in Lassonde School of Engineering

DATE: October 22, 2012

On behalf of the Lassonde School of Engineering (LSE) please accept this recommendation for Senate Executive to consider creating an Interim Faculty Council for the School at its upcoming November meeting.

Based on the consultations with our colleagues slated to move to LSE in May 2013, we believe that it would be an ideal time to commence the creation of our governance structures for the new Faculty and to begin addressing its collegial business in anticipation of the many academic proposals that will be coming forward in the upcoming months.

The Faculty of Science and Engineering has also expressed their desire to see that LSE begin to move forward with such a structure at this time, as it would alleviate any undue burden on FSE Council at a time when Science is re-examining and planning changes for its future. Moving to the two independent Council structures would also be beneficial for the collegium to maximize efficiencies and organizational effectiveness.

Regards.

YORK U

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Memo

To: William van Wijngaarden, Chair Senate Executive Committee

From: Deborah Britzman and Livy Visano, Co-chairs
Senate Committee on Tenure and Promotions

Date: November 5, 2012

Subject: Confirmation of Increase in Membership for the Senate
Committee on Tenure and Promotions

On December 14, 2006, Senate approved the following temporary changes in rules governing the membership of the Tenure and Promotions Committee:

- an expansion of the elected membership of the Tenure and Promotions Committee from 2 students and 10 faculty members to 2 students and 14 faculty members;
- a change in section F3.4 (2) of Tenure and Promotions Policy, Procedures and Criteria such that quorum for Senate committee panels shall be set at five members rather than "*the panel less one.*"

The Senate committee requests that this increase in the number of committee members and establishment of a quorum of five be confirmed as a permanent change to the rules governing membership on the committee.

The original rationale for the increase in membership with a panel quorum of five was an increase in the number files and the requirement that two members of the Senate committee represent that committee at Faculty-based Senate Review Committee meetings. Over the almost six years since this change was implemented, while the number of files has remained relatively high (96 completed in both 2010-11 and 2011-12), the flexibility the extra members have provided has meant that very few meetings have had to be cancelled due to lack of quorum.

ACADEMIC POLICY, PLANNING AND RESEARCH COMMITTEE

Report to Senate
at its meeting of November 22, 2012

FOR INFORMATION

1. **Autumn Report of the Vice-President Research and Innovation**

The Committee previewed the autumn report to Senate from Vice-President Haché at its meeting of November 15, doing so through the prism of key objectives associated with research in the University Academic Plan. The report covers the latest Research InfoSource measures, the Strategic Research Plan consultation process, and other matters of special significance to the pursuit of our research goals. It is noteworthy that the results of a survey conducted as part of the SRP consultations are closely aligned with University Academic Plan goals – including the need to furnish graduate students and post-doctoral fellows with opportunities to participate in research – and that consultations are addressing other elements of the UAP. Research InfoSource data reinforces the conclusion, arrived at earlier this year by Higher Education Strategy Associates in a more inclusive analysis, that the impact of York's research exceeds conventional input-orientated indicators.

2. **Enrolment Update**

Vice-Provost Academic Lenton provided APPRC with an enrolment update reflecting the November 1 count, and will share key information with Senate at the November 22 meeting.

3. **PowerStream Chair and Bergeron Chair in Engineering Entrepreneurship**

APPRC has concurred with a recommendation to establish the Powerstream Chair (Environmental Studies) and Bergeron Chair in Engineering Entrepreneurship (Lassonde School of Engineering).

Documentation is attached as Appendix A.

4. **Report of the Sub-Committee on Organized Research Units**

The Sub-Committee on ORUs, chaired by Professor Anna Agathangelou, has submitted its first report of the year.

Documentation is attached as Appendix B.

5. **Thanks to Patrick Monahan**

APPRC records its sincere appreciation to Vice-President Academic and Provost Patrick Monahan for his academic leadership and, especially, his contributions to APPRC and Senate. The Provostial White Paper was endorsed by Senate in his first year as Provost and the University Academic Plan 2010-2015 received Senate approval the following year. These documents are a lasting and fitting legacy. The Committee congratulates Patrick on his appointment as Deputy Attorney General, and

wishes him well in all his endeavours. On November 15 we welcomed Rhonda Lenton to her first meeting as Patrick's successor, and we look forward to working with her in the future.

David Mutimer, Chair

APPENDIX A / APPRC Report

Memorandum

To: David Mutimer, Chair, APPRC
From: Patrick Monahan, Provost
Date: October 2, 2012
Subject: PowerStream Chair, Faculty of Environmental Studies

I am writing to seek the concurrence of APPRC for the establishment of an endowed Chair, the PowerStream Chair in Sustainable Energy Economics, in the Faculty of Environmental Studies, in accordance with university Policy on Endowed Chairs and Professorships. The Faculty has secured funding from PowerStream to support the Chair for a period of four years, with the possibility of renewal. This Chair will provide leadership in interdisciplinary research and action on the economics and fmancing of sustainable energy.

The PowerStream Chair will enable the Faculty of Environmental Studies to recruit an outstanding scholar of sustainable energy economics. FES is well-known for its groundbreaking research and teaching on ecological economics, as well as the successful knowledge mobilization efforts of its Sustainable Energy Initiative. The proposed Chair brings together these two aspects by supporting research and teaching on the economics of sustainable energy systems and technologies, including energy conservation and demand management and low-impact renewable energy technologies. Providing leadership to the Sustainability Energy Initiative, the Chair will further its role in working with regional, provincial and municipal energy authorities, large institutions such as universities and hospitals seeking to improve their own energy management plans, and international planning agents who are working on building sustainable energy capacities in their countries. The Chair will build on and augment the Faculty of Environmental Studies' reputation as a leader in relation to sustainability and social and environmental justice - values which are consistent with those of the donor.

The York University Policy on Endowed Chairs and Professorships indicates that in such situations as this, where the proposed Chair is consistent with an existing Senate-approved teaching program and where the other terms and conditions set out in the policy are met, the Vice-President Academic & Provost may ask for the concurrence of APPRC so that the Board of Governors might consider the proposal. By this memorandum, I confirm that the proposed Chair satisfies the expectations of the University policy, and unless APPRC has questions about it, I will ask that this matter be placed on the agenda of the Board of Governors for consideration at its next meeting.

Cc: Dean N. Sturgeon

Memorandum

To: David Mutimer, Chair, APPRC
From: Patrick Monahan, Provost
Date: September 12, 2012
Subject: Bergeron Chair in Engineering Entrepreneurship, Faculty of Science & Engineering

I am writing to seek the concurrence of APPRC for the establishment of an endowed Chair, the Bergeron Chair in Engineering Entrepreneurship, in accordance with university Policy on Endowed Chairs and Professorships. The proposed Chair will support the development of the sciences and engineering at York, consistent with institutional priorities. The Chair will be funded by an endowment from Douglas Bergeron (CEO and director of VeriFone, a telecommunications development company), as part of the Bergeron Entrepreneurs in Science and Technology (BEST) initiative, and will be matched by funds from other sources. The BEST program is highly interdisciplinary, and is intended to support entrepreneurial programs and initiatives focused on science, technology, engineering and mathematics (STEM).

The Bergeron chairholder will be responsible for development and implementation of the BEST program, coordinating collaboration with the Schulich School of Business and other academic partners within and outside York, including internationally.   The program will be open to undergraduate and graduate students in STEM majors wishing to earn the "Bergeron Distinction in Entrepreneurship and New Ventures" in addition to their regular academic program credentials. BEST will offer real world business experience to aspiring student entrepreneurs, enabling them to be better prepared to understand and assume the risks of business ownership and management.   It will include a selection of designated activities in financial engineering, venture capital, private equity finance, international intellectual property, and technology entrepreneurship. Students will learn to use rapid prototyping techniques, develop business plans, protect technology-based business ideas, conduct relevant market analyses, and start up a business. The objective is to provide STEM graduates with an understanding of the challenges and opportunities facing entrepreneurs in the process of creating a technology-based business, by giving them an appreciation of the stages of business development, in order to be better prepared for tomorrow's market.

The York University Policy on Endowed Chairs and Professorships indicates that in such situations as this, where the proposed Chair is consistent with an existing Senate-approved teaching program and where the other terms and conditions set out in the policy are met, the Vice-President Academic & Provost may ask for the concurrence of APPRC so that the Board of Governors might consider the proposal. By this memorandum, I confirm that the proposed Chair satisfies the expectations of the University policy, and unless APPRC has questions about it, I will ask that this matter be placed on the agenda of the Board of Governors for consideration at its next meeting.

Cc: Dean J. Koziñski

Academic Policy, Planning and Research Committee

Bergeron Chair / Briefing Note

The communication from the Provost seeking concurrence with a proposal to establish the Bergeron Chair also includes preliminary information on the Bergeron Entrepreneurs in Science and Technology initiative associated with the Chair. In response to inquiries on the Committee's behalf, Lassonde Dean Koziñski stresses that BEST is at a conceptual stage only and that the possibilities cited are illustrative of how it may be structured. The incumbent of the Chair will have important responsibilities for refining BEST. The Dean also confirms that any aspect of BEST requiring approval will be submitted to the appropriate collegial bodies. (For example, scholarships are assigned to the Awards Committee of Senate. Approval authority is delegated to the Office of Student Financial Services and the Awards Committee provides Senate with an annual report and analysis. Similarly, approval by Faculty Council and/or the Academic Standards, Curriculum and Pedagogy Committee may be necessary for certain kinds of academic initiatives).

Academic Policy, Planning and Research Committee

Sub-Committee on ORUs

Report to the Full Committee
at its meeting of October 18, 2012

FOR INFORMATION

The Sub-Committee on ORUs met on Wednesday, October 3, 2012 and submits the following report for information. This will be a particularly important year for ORUs. The upcoming round of charter applications represents the first one conducted under the amended Senate Policy on ORUs. Recommendations made by external reviewers will also command a great deal of attention in the coming months.

1.   **Chair for 2012-2013**

Professor Agathangelou agreed to serve as the Chair of the Sub-Committee this year.

It is expected that Associate Vice-President Philipps will attend on a regular basis given the responsibilities associated with ORUs assigned to her portfolio.

2.   **External Review of ORUs**

The Sub-Committee took note of the external review prepared by Lefebvre, McCready, and Pavlich received by the full Committee on September 27 and discussed timelines for the consideration and implementation of constituent recommendations. The Vice-President Research and Innovation has developed an action plan that anticipates intensive collegial processes that will involve the Sub-Committee at regular intervals. Many of the recommendations made by the external reviewers are administrative in nature but have potentially important consequences for the ORU landscape, and we expect that progress will be of ongoing interest to APPRC.

Documentation is attached as Appendix A.

3.   **ORU Annual Reports**

In the summer outgoing members of the Sub-Committee were furnished with the annual reports submitted by ORUs and afforded an opportunity to comment. The Vice-President Research and Innovation responded directly to these reports in writing and in the course of meetings with Directors. The Sub-Committee will receive copies of the letters sent to ORUs.

The feedback provided by the VPRI is consistent with the principles of the Senate Policy on ORUs and the views expressed during the consultation process leading to its approval by Senate. Annual reporting should not be periodic and punitive. Rather it should create frequent opportunities for timely, meaningful, and formative dialogue. The Sub-Committee commends Vice-President Haché and his colleagues for giving life to these principles.

4.   **Charter Applications: Timelines, Templates and Guides**

The Office of the Vice-President Research and Innovation has issued a call for expressions of interest in applying for an ORU charter and is in the process of exploring options with prospective applicants (for example, some groups may be better served in the long term by operating within an existing ORU). Applications are due by November 15. It is expected that recommendations will be ready for the Sub-Committee and APPRC in the late Winter, and Senate in April.

The Sub-Committee reviewed a template for applications and found that it is consistent with the Senate Policy on ORUs. The Sub-Committee also reviewed the companion "Guide to Charter Application Template." Members of the Sub-Committee suggested that applicants be encouraged to address University Academic Plan objectives as well as Faculty plans and the Strategic Research Plan that will emerge from the SRP process. The Sub-Committee also received copies of the generic correspondence sent to ORUs that are coming to the end of their charters.

Documentation is attached as Appendix B.

5.   **Director Searches**

A number of searches will be conducted in the coming year for new directors of existing ORUs. The Sub-Committee noted a confidential list of the directorships that will change hands or result in renewal. It also reviewed the document "Director Selection: ORU Process Guidelines" prepared by the Office of the Vice-President Research and Innovation. The guidelines were designed to "ensure a process for appointing Directors that is transparent, consistent, and fair, and involves appropriate collaboration among ORU members, Faculties and the Office of the VPRI."

Documentation is attached as Appendix C.

6.   **Council of Research Directors Terms of Reference**

The Sub-Committee reviewed amendments to the terms of reference of the Council of Research Directors. The original version of the mandate was reviewed by the Sub-Committee and APPRC in 2011. APPRC continues to have observer status at the Council.

Documentation is attached as Appendix D.

Anna Agathangelou, Chair

Appendix A / ORU Sub-Committee Report

Report of External Review Committee on
Organized Research Units at York University
<u>Draft Implementation Plan</u>

Timeline	Issue	Steps	Target dates
Fall 2012	Scope and Diversity of ORU Landscape	SRP process incorporates discussion and input on how best to reflect and maximize ORU strengths, synergies and impact in SRP language	In progress (CRD consultation Oct 9)
	Governance	VPRI prepares Discussion Document on ORU Governance	early November, for discussion with Deans Offices, Associate Deans Research Committee, SPORT, ORU Subcommittee of APPRC, CRD in November/December
Spring 2013	Resourcing	VPRI prepares Discussion Document on Principles for Resourcing ORUs (encompassing space, administrative services, course release, sources of funding, etc.) for discussion with Deans offices, Associate Deans Research Committee, CRD, ORU Subcommittee of APPRC	January, for discussion with Deans Offices initially, followed by others above
	Scope and Diversity of ORU Landscape	Draft SRP includes language	January, for wide discussion and feedback from University community
	ORU Chartering	New charters incorporate principles on governance, resourcing emerging from Discussion Documents as revised with input	March, recommended charters brought forward by VPRI to ORU subcommittee of APPRC (then on to APPRC and Senate)
	Report as a whole	VPRI releases detailed implementation plan addressing all remaining recommendations	May 2012, presented to ORU Subcommittee of APPRC

Appendix B / ORU Sub-Committee Report

ORU Chartering Timeline 2012-2013

Existing ORUs

- VPRI consult and establish external review team
  September
- Charter Applications submitted
  November 15
- Site visits
  late Nov - early January
- External review report received
  late January
- ORU Director's written response w/in 2 weeks
  mid-February
- SPORT discussion
  late February
- VPRI recommendation to ORU Subcttee; Subcttee approval
  March
- APPRC approval
  March/April
- Senate approval
  April/May

New Applicants

- Submit NOI and suggested peer reviewers
  by September 28
- Charter Applications submitted
  November 15
- External peer reviewers receive application
  November 30
- External peer reviews received
  late January
- Applicant submit any revisions
  mid-February
- SPORT discussion
  late February

Charter Application Template
For Organized Research Units
Office of the Vice-President Research & Innovation

Please see the accompanying Guide for instructions on completing this template.

<u>Application for ORU Charter</u>

1. ORU Name:

2. Plain Language Abstract (75 words):

3. Category (check one):
   - ☐ Institutional
   - ☐ Faculty Based

4. Principal Applicant and Institutional Sponsors:

	Name	Title & Affiliation	Signature
Principal Applicant			
Department Chair/Unit Head			
Sponsoring (lead) Faculty			
Participating Faculty 1			
Participating Faculty 2			

*add rows as needed

5. Co-applicant(s), if any (add rows if needed):

Name	Title & Affiliation	Signature

*add rows as needed

6. Executive Committee

Current members (if applicable) (name/title/affiliation	Proposed members (name/title/affiliation

*add rows as needed

7. Advisory Committee

Current members (if applicable) (name/title/affiliation	Proposed members (name/title/affiliation

*add rows as needed

8. Proposed Membership

Full members (name, title, affiliation)
Associate members (name, title, affiliation)
External members (name, title, affiliation)

 *add rows as needed

9. Describe the ORU's progress toward fulfilling its mandate or meeting charter expectations during its current term (for existing ORUs only; 5 pages max).

10. Charter Proposal
    (a) Describe the most promising research opportunities for the ORU over the term of the proposed charter. 5 pages max; see Guide for additional instructions on content)
    (b) Describe any other benefits of the ORU and its activities that have not been fully captured by the information in 10(a) above (optional - up to 1 page)

    (c) Define the expectations, projected deliverables, and evaluation metrics for the proposed charter period. (2 pages max)

11. Directorship
(identify proposed Director or provide rationale for internal or external search)

Appendices:

A   Sponsoring Faculty Letters of Support
B   5 Year budget
C   Past chartering documents, interim reviews, and last two annual reports

Guide to Charter Application Template
for Organized Research Units
Office of the Vice-President Research & Innovation

This Guide provides instructions for completing the Charter Application Template for ORUs. The Template and Guide are provided to implement the Senate Policy on ORUs (March 2012) and should be read in conjunction with the Policy. All applications by existing ORUs for new charters, and all applications to charter new ORUs, should be submitted using the Charter Application Template. The template must be completed on standard letter size paper using a 12 point font size, six lines per inch, with 1 inch margins. The content of the application should be written clearly and concisely. Applications must be submitted in full to Lia Cavaliere in the Office of the VPRI (lia@yorku.ca, ext. 33782) by **Thursday, November 15, 2012.**

1. ORU Name

Indicate the current or proposed name of the ORU.

2. Plain Language Abstract (75 words max)

Summarize the proposed mandate for the ORU and its value to York University and to the broader community or society.

3. Category (Institutional or Faculty Based)

The Senate Policy provides that ORUs may be institutionally based or based within individual Faculties. Institutional ORUs will normally be expected to attract and support a large critical mass of researchers from across multiple Units and Faculties. Faculty-based ORUs will normally bring together a critical mass of researchers predominantly from a single Faculty

4. Principal Applicant and Institutional Sponsors

Identify at least one principal applicant who has led the drafting of the application and has carriage of the application on behalf of the ORU or proposed ORU. Note that principal applicants must be full-time faculty members.

5. Co-Applicant(s)

Identify any co-applicants who have contributed to the development of the application and are expected to form the base of the ORU membership during the term of the proposed charter. Note that co-applicants must be full-time faculty members.

6. Executive Committee

List current (if any) and proposed members of the ORU's Executive Committee or equivalent internal governance body that provides advice, input and approval on operational and planning issues, in accordance with the ORU's local governance documents.

7. Advisory Body

List current (if any) and proposed members of the Advisory Body, which normally includes members external to the University who represent the ORU's broader stakeholder communities and provide input and advice regarding the research program, strategic planning, or new opportunities. If you are not proposing an Advisory Body please provide a brief explanation.

8. Proposed Membership

List proposed members by category. Note that proposed members must have confirmed in writing to the Principal Applicant(s) (eg by email) that they wish to be listed in the application.

9. Progress toward fulfilling mandate or meeting charter expectations during current term (5 pages max.)

This section should be completed only by existing ORUs. Provide a high level overview of the ORU's most important contributions and achievements during its current term having regard to objectives and expectations set out in its own planning documents or current charter, and the expectations established for ORUs in the Senate Policy. In addition, attach to your application as Appendix C:

- The plan which formed the basis for the ORU's last charter application
- Reports from the most recent Senate review or interim review (i.e. any reviewer report, any response from the ORU)

- annual reports for the ORU for its past two years

10. Charter Proposal

All applicants must complete parts (a) and (b) of this section.

(a) Describe the most promising research opportunities for the ORU over the term of the proposed charter, addressing each of the following points (5 pages max):
- the general nature of the research to be pursued through the ORU
- proposed organizing themes, focus areas, orprograms of research, and any specific research projects or activities being planned
- why the proposed research is timely
- why an ORU is needed to undertake the proposed research activities
- what value the ORU will add to the work of individual researchers or research teams
- how the proposed research will build on or complement existing institutional strengths and reputation or represents an outstanding new opportunity for research development
- how the proposed ORU charter aligns with the University Academic Plan and Faculty strategic plans, including complement planning
- anticipated sources of external funding that the ORU will pursue to finance its activities
- the plan for enhancing the training environment for students and post-doctoral fellows
- the plan for engaging in knowledge transfer or knowledge mobilization in ways appropriate to the ORU's research area
- the rationale as to why the ORU should be Faculty Based or Institutional
- identify the leading research units in Canada and internationally that pursue comparable mandates, and explain how the ORU or proposed ORU will position itself to achieve national leadership and international recognition within this field of comparators.

(b) Describe any other benefits of the ORU and its activities that have not been fully captured by the information in 10(a) above (optional - up to 1 page). This section may be used if needed to expand on any intangible or additional benefits that have not been addressed already through discussion of the bullet points in 10(a).

(c) Define the expectations, projected deliverables, and evaluation metrics for the proposed charter period (2 pages max.). Identity the specific expectations for what can be accomplished and delivered by the ORU and its membership over the next 5 year period. Suggest quantitative and other measures that can be applied in determining if these expectations have been met.

11. Directorship

Identify the proposed Director of the ORU, with title and affiliation. If there is no proposed Director make a recommendation as to how the Directorship should be filled (eg renewal application by current Director, internal search, external search), and provide a rationale to support the recommendation.

Appendices

A Sponsoring Faculty Letters of Support

The lead sponsoring Faculty or Faculties, as well as any other Faculties which have committed to provide financial or other support to the ORU, must provide a letter confirming the support they will provide during the term of the proposed charter including any:
- Course release for the Director or others
- Other in-kind support (eg space, equipment, administrative staff time)
- Cash support for operating costs (eg salaries and wages, events and hospitality, research travel, utilities and other operating expenses)

B Budget

Provide a 5 year budget proposal for the ORU including a detailed budget for the first year. The Budget should itemize estimated expenses and the anticipated sources of revenue to cover those

expenses, including supports confirmed from the Faculties and any support requested from the VPRI. Please contact Chandra Persaud, Budget Officer in the Office of the VPRI, for assistance in developing the budget.

C Other attachments
- The plan which formed the basis for the ORU's last charter application
- Reports from the most recent Senate review or interim review (i.e. any reviewer report, any response from the ORU)
- annual reports for the ORU for its past two years

Institutional ORU Director Searches: *Overview of Process*

populate search committee
(by early October)

- L. Philipps to chair; A. Magro to support
- 2 Deans/delegates, 1 executive cttee member, 1 grad student member, 2 members at large
- selected by VPRI in consultation with ORU Executive and relevant Deans

first meeting
(mid-October)

- meet with outgoing Director
- discuss challenges and opportunities for ORU
- consider acting or external appointment if relevant
- review draft advertisement
- review process and next steps

shortlisting meeting
(December/early Jan)

- discuss applications and select candidate(s) to go to interview stage
- if no suitable candidates, discuss options (eg extended search, acting appointment)
- coordinate with external hiring process if relevant

interview stage
(late Jan/Feb)

- candidates present vision for the ORU to search cttee, ORU members and staff
- closed interview with search committee
- search committee meets in confidence to discuss references and rank candidates

recommend to VPRI
(early March)

- VPRI seeks approval of preferred candidate's Dean
- makes offer of appointment

These guidelines are established under the Senate Policy on Organized Research Units (ORUs) to govern the selection of Directors of both institutional and Faculty based ORUs. The guidelines aim to ensure a process for appointing Directors that is transparent, consistent, and fair, and involves appropriate collaboration among ORU members, Faculties and the Office of the VPRI.

1. Process for Director to Apply for a New Term

A sitting ORU Director who wishes to apply for a new term would normally be expected to notify the VPRI and the Director's Dean by April in the second last academic year of their term (eg by April 2013 for a term ending June 30, 2014), and in no event later than 12 months prior to the end of their term. An application for a new term may be made by submitting a letter jointly to the VPRI and the Director's Dean. The application letter should review the applicant's achievements as Director and should also outline his or her objectives and plans for the proposed new term including a research program and plan for financial sustainability of the ORU.

The VPRI and the Dean shall consult in confidence with each other and with members of the ORU's Executive Committee, membership and staff regarding the desirability of appointing the Director to a new term, and may consult others as appropriate. Following consultation a decision may be made to appoint the Director directly to a new term, or to initiate an open search for the next Director of the ORU to which the existing Director remains welcome to apply. In the normal course where an individual has held the position of Director for two full terms (10 consecutive years) there will be an open search.

2. Director Search Process

When a search is needed to recruit an ORU Director, the VPRI will consult with the ORU Executive Committee and with the Dean and relevant Units of each primary sponsoring Faculty to determine if there is capacity for and interest in recruiting externally for the position. Where an external search is feasible and desireable, the search will be open to internal as well as external candidates. The search process will be conducted in a manner that ensures participation of potential hiring units, the VPRI, and the ORU membership, as appropriate in the circumstances.

ORU Director Search Committees normally will include:

- VPRI (or delegate) (who will normally Chair the search for institutional ORUs)
- Dean (or delegate) of a primary sponsoring Faculty (who will normally Chair the search for Faculty-based ORUs)
- One Dean (or delegate) of any other Faculty supplying a significant proportion of the membership of the ORU
- One faculty member who has a role on the ORU Executive Committee
- One graduate student affiliated with the ORU
- Up to two members at large representing ORU stakeholders
- One administrative staff who will support the review (non-voting)

The membership of the Search Committee will be established by the VPRI with input and suggestions from the ORU Executive Committee and relevant Dean(s).

The VPRI will advertise the position widely within the York University community for internal hires and work with the hiring unit to appropriately advertise to external candidates. The Search Committee will meet with the outgoing Director to discuss challenges and opportunities for the next Director. It will review applications for

the Directorship and will meet with shortlisted candidates. Candidates for ORU Directorships normally will give a presentation on their vision for the ORU which is open to all members and staff of the ORU as well as members of the Search Committee.

The Search Committee will receive input from ORU members and staff and may seek input from a candidate's named referees, or others as appropriate. It will conduct its work in confidence and will make a recommendation to the VPRI (in the case of institutional ORUs) or the sponsoring Dean(s) (in the case of Faculty based ORUs). In the case of external candidates this process may run parallel to or be integrated with the recruitment process of the hiring unit.

3. Offers of Appointment

Offers of appointment or re-appointment to the Directorship of institutional ORUs will be made by the VPRI, with approval of the candidate's current or prospective Dean and coordinated as appropriate within the normal hiring process for external candidates. Offers of appointment or re-appointment to the Directorship of Faculty based ORUs will be made by the candidate's current or prospective Dean, with approval of the VPRI and coordinated as appropriate within the normal hiring process for external candidates.

Where appropriate the VPRI or Dean may appoint an interim or acting Director of an ORU pending completion of a search for a new Director.

4. Terms of Appointment

The term of a Directorship normally will be five years. All Director terms are subject to the ORU retaining its Senate Charter for the duration of the term.

5. Reporting

The VPRI will make a report to the ORU Subcommittee of APPRC each spring on all Director searches and appointments during the academic year.

Generic Letter to Director and Executive Committee Members

Dear Dr. – and Executive Committee Members:

Re: Conclusion of Current [ORU] Charter in 2013

As you know the current Senate Charter for [ORU], granted in [year], will come to an end on June 30, 2013. The Senate Policy on ORUs adopted in March 2012 provides that,

> "In the year before the end of their charter, interested ORUs may submit an application for a new charter. The application process will consist of two parts: a) a retrospective review of the past term and b) a proposal for the next term." (The full Senate Policy is online at …link)

I am writing to encourage you to initiate a discussion within [ORU], if you have not already done so, about the level of interest in applying for a new charter to continue [ORU] in its existing or any restructured form. As part of this discussion you may wish to review the Charter Application Template and Guide which have been developed by my office and circulated for feedback (attached).

The Senate Policy provides for external review of charter applications from existing ORUs by an expert review team of normally 3 members selected by the VPRI in consultation with the APPRC Sub-Committee on ORUs, on the basis of suggestions by the ORU itself and the participating Faculties. In order to consult in a timely manner with the APPRC Sub-Committee on ORUs regarding the composition of the external review team, we will need to receive your list of suggested reviewers **by Friday, September 21, 2012.** Please complete the table below with names of up to five individuals not affiliated with York University who would be well qualified to serve as peer reviewers. You may also name up to three people who should be excluded from the review team.   These suggestions, along with suggestions from relevant Faculties, will be carefully considered in the selection of an expert review team.   External reviewers will receive your charter application and any associated background documents, and will also make a site visit during which they will have an opportunity to consult in person with the ORU Executive and others.

In considering possible reviewers, note that we anticipate asking the review team to comment on the following:

- How well has the ORU progressed toward fulfilling its mandate and meeting the expectations defined in the Senate Policy on ORUs, such as the promotion of collaborative research and the achievement of national leadership and international recognition in its area of research? How well has it addressed any challenges or goals identified in its last review?
- What is the ORU's current reputation relative to other institutes dedicated to research in the area? What strengths or contributions is it particularly known for?
- Is the proposal convincing in its vision and realistic in terms of goals and deliverables? Are any areas weaker or in need of further elaboration?

AVP Research Lisa Philipps is available to talk or meet with you to discuss any questions you may have in relation to charter applications and external reviews. Please forward your suggested reviewers as well as any questions or meeting requests to Lia Cavaliere (lia@yorku.ca, or ext. 33782).

We look forward to working with you through the review and chartering process.

Best regards,
Robert Haché

Vice-President Research & Innovation

Suggested External Reviewers for (name of ORU)_____

Name	Title& Affiliation	Email	Rationale (up to 100 words)
1.			
2.			
3.			
4.			
5.			

Any Exclusions

Name	Affiliation
1.	
2.	
3.	

Please submit to Lia Cavaliere (lia@yorku.ca, ext. 33782) by Friday, September 21.

Council of Research Directors: Terms of Reference

Mission

York University values Organized Research Units (ORUs) as an important formal mechanism through which it can work to achieve its aspirations of strategic research leadership and development. ORUs foster a vibrant and ongoing program of collaborative research as an explicit incorporation of York's tradition of interdisciplinary collegial scholarship. As responsibility for ORU administration falls to the office of the Vice President Research and Innovation (VPRI), it is important to have a forum for the discussion of operational and support issues with respect to the smooth functioning and development of ORUs. Further, as ORU directors are mandated research leaders of the university, the Council of Research Directors also provides an opportunity for the VPRI to seek the advice of ORU directors as a group with respect to the strategic development of research at York.

Mandate

Without limiting the generality of the following, the CRD shall serve as a forum for the VPRI and ORUs to come together regularly to,

- discuss operational issues of direct relevance to ORUs, and where appropriate, to coordinate the efforts of its members

- respond to requests for input and recommend action on research related matters that may be referred to it by the VPRI or the Directors

- share information and tools to enable ORU Directors to realize their mandates in both Institutional and Faculty-based Centres/Institutes

- promote collaboration and mutual support among ORU Directors through the sharing of expertise and best practices

- liaise with other university bodies, such as Associate Deans Research Committee and APPRC as represented by a CRD designate, and create such linkages as may further the Group's aims

Membership

Members

Vice-President Research and Innovation
Associate Vice-Presidents Research and Innovation
Directors of Organized Research Units

Observers

Chair (or designate) of the Academic Policy, Planning and Research Committee of Senate
Director of ORS (or designate)
Director, Strategic and Institutional Research Initiatives Unit
Strategic and Institutional Research Specialists

Others as required

Support Staff

Provided by the Office of Research Services as required

Chair

VPRI or designate

Meetings

The CRD normally meets once each month, and may also meet at the call of the Chair, or upon consensus of the CRD working group. The Council may expand on a temporary basis or invite others to participate in its deliberations as deemed necessary. Directors are encouraged to attend all meetings but may on an exceptional basis designate another faculty member from their Executive Committee to attend. The CRD is encouraged to hold joint sessions with the Associate Deans Research Council on an annual basis or as may otherwise warrant. The CRD designate to APPRC is encouraged to report regularly to CRD.

Proceedings

Reflecting the collaborative and consensual nature of the body and its advisory capacity, votes are not normally expected to be taken at meetings. Recommendations that are necessary or desirable shall normally be arrived at by consensus. Minutes of proceedings shall be provided to Members for their review and approval. Final minutes shall be circulated for information to Observers, the Associate Deans Research Council, and members of the ORU Subcommittee of Senate APPRC.

Support

The group is supported by staff of the Office of the Vice-President Research and Innovation.

CRD Working Group

This working group, to be chaired by the VPRI or designate shall meet in advance of full CRD meetings for pre-consultation on agenda items for the CRD and to work on specific projects as required. The composition of the working group will ideally include up to four Directors, nominated annually by the CRD, that reflect the disciplinary diversity of the ORUs at York.

COMMITTEE ON ACADEMIC STANDARDS, CURRICULUM AND PEDAGOGY

Report to Senate
at its meeting of 22 November 2012

Documentation for information items is posted online with the agenda.

FOR ACTION

6.3.1   Establishment of a Master of Disaster and Emergency Management (MDEM) Degree • Faculty of Graduate Studies

At the Senate meeting of 25 October 2012 ASCP provided notice of its intention to propose the establishment of a new Master of Disaster and Emergency Management degree type at the Senate meeting in November. Accordingly, the Committee on *Academic Standards, Curriculum and Pedagogy* recommends,

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

Rationale
The proposal is attached as Appendix A. 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 increasing 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 response to questions posed by the Academic Policy, Planning and Research Committee the graduate program is confident that students' eligibility to pursue doctoral studies with this type of title-specific Master's-level degree will not be compromised.

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

6.3.2 Establishment of a Master of Accounting (MAcc) Degree • Faculty of Graduate Studies

At the Senate meeting of 25 October 2012 ASCP provided notice of its intention to propose the establishment of the degree of Master of Accounting at the Senate meeting in November. Accordingly, the Committee on *Academic Standards, Curriculum and Pedagogy* recommends,

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

Rationale
The proposal is attached as Appendix B. The impetus for the establishment of a Master of Accounting degree type is a new graduate program in Accounting (see item 6.3.4 below). 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

6.3.3 Change in Degree Type of the Master of Disaster & Emergency Management (MDEM) Program • Faculty of Graduate Studies

With Senate's approval of the establishment of the degree of Master of Disaster and Emergency Management, the Committee on *Academic Standards, Curriculum and Pedagogy* recommends

> that Senate approve changing the degree type of the graduate program in Disaster and Emergency Management from Master of Arts (MA) to Master of Disaster and Emergency Management (MDEM), effective FW 2013-2014.

Rationale

See Item 6.3.1 above.

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

6.3.4 Establishment of a Master of Accounting Program • Faculty of Graduate Studies

With Senate's approval of the establishment of the degree of Master of Accounting, the Committee on *Academic Standards, Curriculum and Pedagogy* recommends

> that Senate approve the establishment of a Master of Accounting program, effective FW 2013 – 2014.

Rationale

See Item 6.3.2 above.

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

6.3.5. York University-Ryerson University Co-registration Option

The Committee on *Academic Standards, Curriculum and Pedagogy* recommends that Senate approve the academic framework of the pilot York-Ryerson Co-registration Option as set out in the rationale, effective 1 January 2013 – 31 December 2017.

Rationale
The proposal outlining the Co-registration Option is attached as Appendix C; additional background documentation is available on request. York and Ryerson universities have agreed to collaborate on a pilot co-registration initiative which will provide students at each institution the option of enrolling in up to four full-course equivalents (24 credits) at the other university. An annual list of pre-approved Ryerson courses and the York equivalent (if there is one) will be made available on a dedicated York-Ryerson website. The Option expands course offerings available to York students in a streamlined and centralized fashion, thereby advancing mobility and access. The current list of approved York-Ryerson equivalent courses for the Option is included in the document submitted on behalf of the Vice-Provost Academic included in the Appendix; it is expected that the list will expand as the initiative gets underway. Ongoing discussions may identify further co-registration opportunities among programs. It is a five-year pilot project York is pursuing to further the University's goal of enhancing student success and enriching the university experience.

An academic framework of regulations will govern the co-registration option to ensure standards of academic quality are maintained and requirements of York degrees are met. The set of regulations are:

1. Students must have Honours standing to be eligible for the Co-registration Option. Students on academic warning, debarment warning or academic probation will not be eligible. Similarly, students who are no longer in good standing or become ineligible to proceed will have their enrolment in Ryerson courses revoked.

2. Students must have earned the equivalent of at least 24 credits at York towards their degree program (not including transfer credit) to be eligible for the Co-registration Option.

3. Students are permitted to take one Ryerson course per term, to an overall total of 24 credits over their degree through the Co-registration Option.

4. Final grades achieved in Ryerson courses will be converted from the Ryerson 4-point grading scale to the York 9-point grading scale (as set out in Appendix C / ASCP Report).

5. Ryerson courses and the York equivalent grade achieved will be included on York students' transcripts. Consistent with the Senate *Common Grading Scheme for Undergraduate Faculties*, credit will be awarded for courses in which a York-equivalent grade of D or above is achieved.

6. All Ryerson courses and the York equivalent grade achieved will be included in the calculation of a student's grade point average (GPA), including failing grades.

7. Credits earned at Ryerson will not count towards meeting York's residency requirement.

8. The Pass / Fail grading option cannot be used for courses taken at Ryerson through the Co-registration Option.

9. The Senate policy on *Repeating Passed or Failed Courses for Academic Credit* applies to courses taken at Ryerson through the Co-registration Option.

Several of the above are existing Senate regulations applicable to the established Letter of Permission (LOP) process, such as the pass/fail grading option, the residency requirement and the repeated course legislation rules. Regulations unique to the co-registration option include:

- Including the Ryerson courses and the York equivalent grade on York students' transcripts;
- Converting the grades achieved in Ryerson courses from its 4-point grading scale to the York 9-point grading scale;
- Including all Ryerson courses and the York equivalent grade achieved in the calculation of a student's grade point average (GPA); and
- Establishing a maximum transfer of 24-credits towards a York degree through this option

The Vice-Provost Academic office will review of the functioning of the initiative annually. ASCP will receive a report on the success of the pilot at the end of three years, which will inform the final determination on the continuation of the co-registration option beyond the five-year pilot phase.

ASCP is pleased to support this academic collaboration with Ryerson.

Approved by ASCP 7 November 2012

CONSENT AGENDA

1. Expansion of the Master of Conference Interpreting Degree and Diploma in General Interpreting • Faculty of Graduate Studies

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

- The expansion of the Master of Conference Interpreting (MCI) program and Type 1 Diploma in General Interpreting to include interpretation training in Mandarin, Spanish and Portuguese languages; and
- Supplemental admission requirements for the three new languages, as set out in the proposal.

Rationale

The MCI program and the Type I Diploma were approved by Senate last spring, and subsequently approved by Quality Council to commence in FW 2012.

The proposal is attached as Appendix D. Presently the degree and diploma programs provide conference interpreting training for an English-French language pairing. The addition of the three new languages is in response to demand both by students and the industry's need for interpreters. Specific funding has been awarded to the graduate program by the Ministry of Citizenship and Immigration to support the re-skilling of internationally educated professionals (IEP) and other immigrants to Ontario, and to help address the shortage of multilingual interpreters (beyond the two official languages) in the courts and healthcare settings within the province.

Neither the program requirements nor the degree learning expectations are changing with the expansion to the new languages. The same curriculum will be provided but new sections will be offered in the new languages. The amendment of the program admission requirements reflects the addition of the new language options, and will ensure students are proficient in their chosen language pairings to begin interpretation training.

Expanding the language options of the program will require additional contract faculty to be hired. A program-specific financial model was developed by the proponent, Principal and the Office of the Provost to adequately resource this graduate program. That arrangement, coupled with the significant funding from the Ministry provides the resources necessary to support the growth of the program.

> Approved: FGS Faculty Council 4 October 2012 • ASCP 7 November 2012

FOR INFORMATION

1. Summer 2014 Sessional Dates

On behalf of the University Registrar, the Committee transmits to Senate for information the Sessional Dates for SU 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 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
- Changes to degree requirements for BA programs in Canadian Studies to align with the pan-university BA degree minimum requirements
- Changes to degree requirements for BA programs in Drama Studies to align with the pan-university BA degree minimum requirements

- Changes to degree for BA programs in History to align with the pan-university BA degree minimum requirements

(b) Graduate Studies
- Changes to degree requirements for PhD program in Administration

(c) LA&PS
- Changes to degree requirements for BA programs in Gender and Women's Studies
- Changes to degree requirements for BA programs in Sexuality Studies
- Changes to the requirements for the Professional Certificate in Health Services Financial Management
- Addition of an approved course substitute for the Specialized Honours BA program in Global Political Issues

(d) Science & Engineering
- New rubric (COOP) for Faculty Co-operative Education Programs
- Changes to degree requirements for BA and BSc programs in Computer Science
- change to degree requirements for BA and BSC programs in Mathematics

(e) Approval of a new course rubric (RYER) for use by the Registrar's Office for the York-Ryerson Co- registration Option (See Appendix C / ASCP Report).

George Tourlakis
Chair, Academic Standards, Curriculum & Pedagogy

Graduate Program in Disaster & Emergency Management

Proposal to change the Degree Type from Master of Arts (MA) to Master of Disaster and Emergency Management (MDEM)

Proposal
We would like to propose:
1. that, for the master's program in Disaster & Emergency Management, the degree type to be changed from Master of Arts (MA) to Master of Disaster and Emergency Management (MDEM)
2. that the above change be applied to all students whose initial registration in the program is September 2013 and all previous students if they so desire.

Background
The Master of Arts in Disaster and Emergency Management (MA in DEM) program was first created in September 2007 and since then has gone through some changes and developments.

Recently many of our graduates expressed their concerns about the name of the degree type on their diploma as it reads "Master of Arts" without any reference to the field and the profession in their degrees. Our students brought this concern forward to the Program. The issue was discussed in detail in one of the recent program meetings and our faculty members unanimously supported the proposal to change the degree type from MA to MDEM.

Although the issue of degree type – i.e. Masters of Arts in Disaster and Emergency Management (MA) versus MDEM – was discussed early during the development of the program in 2007, the impact of a MA degree designation on students and the profession was not taken into the account.

This program has been very successful and we are convinced that this change will further add to its future success and development.

The Rationale
1. The field of Disaster and Emergency Management is a highly new professional field. Graduates require a degree type that more accurately and explicitly reflects the professional nature of the field of study in general and master's program in particular. The current degree "MA" degree type does not reflect this. The proposed change in degree type to Master of Disaster & Emergency Management will ensure that graduate of the program will be able to present qualifications that are more recognized and respected in the profession.

   The current degree type (MA) is too general and does not clearly demonstrate the field of study to prospective employers, which is currently hindering graduates in job application process. Most employers are looking for the proof of 'education in emergency management' from our graduates, which is not represented by a MA degree designation. Graduates of the program applying for jobs are more likely to be successful with a degree that with a 'Master of Disaster and Emergency Management' degree designation.

2. 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)

3. There are many master programs in disaster and emergency management particularly in the USA. Majority of these programs use Master of Science Degree in Disaster and Emergency Management. Many others either use Master in Disaster and Emergency Management, Masters in Homeland Security, or Masters of Public Administration in Disaster and Emergency Management.

   As an interdisciplinary field, we believe that a MDEM degree better reflect the interdisciplinary and professional nature of the program and will attract strong candidates from all disciplines. We have noticed that the current degree type has, to some extent, impacted our applications from other fields such as engineering, science, and health. Changing the degree type from MA to MDEM would encourage applicants from other disciplines.

We strongly believe that the approval of this proposal is in the best interest of all parties, especially the students

Supporting Documents
Attached please find a sample of collective and individual letters that we have received from our current and former students in supporting the proposal.

To Whom It May Concern:

The purpose of this letter is to both demonstrate and advocate our support for the proposal brought forward by the MADEM executive board, to change the name of our degree to MDEM (Master of Disaster and Emergency Management). The Disaster and Emergency Management Student Association (DEMSA) strongly supports this proposal because students of both past and present cohorts have asked that our association make the same request with the administration. It is our belief that the name change will lend more credibility to students applying for job opportunities and assist with the professionalization of this field of study.

The field of Disaster and Emergency Management is highly specialized and unique. The field draws upon the insights of many academic disciplines and areas of study that contribute to the professionalization of emergency management. Our graduates both expect and require a title on our degree that reflects the interdisciplinary nature of our degree and acknowledges the field of study. Approving the motion from the MADEM executive board to change the title of our degree to a 'Master of Disaster and Emergency Management' will fulfill the wishes of many of our students.

As the field of emergency management continues to grow and expand, so does the need for certifications and accreditations that clearly demonstrate knowledge of the field. Graduates of the program applying for jobs are more likely be successful during the resume screening process with a 'Master of Disaster and Emergency Management'. Our current degree title is too general and does not clearly demonstrate our area of study to prospective employers, which is currently hindering students engaged in the application process.

It is our hope that you will approve the motion put fourth by the MADEM faculty on behalf of the graduate students in our program. We strongly feel that the approval of this motion is in the best interest of all parties – but most importantly our students.

Sincerely, DEMSA Council 2010-2011
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Dear Professor Asgary,

This letter is to express my support for the motion passed by the MADEM executive board to change the name of our degree from MADEM to MDEM. It would be a great advantage to have a diploma that reads 'Masters of Disaster and Emergency Management' rather than Master of Arts for myself and other students entering the field of emergency management. This would enable us to show that we have specialized training in a subject that is not widely offered in Canadian universities, and would also highlight York as one of the leaders of emergency management education at the post-secondary level.

Sincerely, Sarah Dionne
sarahadionne@gmail.com
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Hi Prof. Asgary,

I would like express my support for the change in our degree. I feel that just as specialty degrees in business and law represent their respective course of study to those within their profession, I feel that changing our MA degree to a MDEM degree would do the same. It would allow us to prove our expertise within a specialized course of study to those within our profession by showing that our Masters degree was completed without a deviation from the field of Disaster and Emergency Management. I feel that a Masters of Arts designation does not carry the same weight within our profession the same way a Master's of Disaster and Emergency Management would. A case in point would be with the recent decision of the university to change the LL.B. designation of graduates of Osgoode Hall Law School to the more competitive J.D. designation. This option was even provided to alumni who graduated several decades ago, and a large number requested new diplomas that reflected this change.

You may either submit this letter as is, or should you decide to send a joint letter from all students and alumni in regards to this matter please include my name as well.

Thank you for helping the students and alumni with this matter.

Sincerely,
Blake Jonathan Karoly

Dear FGS Curriculum Committee, FGS council and York University Senate,
I am currently a student in York University's MADEM program. I want to convey my support for the motion to change the degree title to Master of Disaster and Emergency Management or MDEM. I believe this change would benefit students seeking employment post-graduation, as well as the program itself, in a step towards higher and broader levels of recognition.

In a field that is both specialized and not extremely well known, this shift is certainly favourable. In my own experience, I am currently working in an emergency management capacity for the federal government. One of the first requirements towards being selected for this position was the proof of 'education in emergency management'.

Please consider this, not only for the significant benefits for current and future students, but also for the progression of this program and profession.

Thank you very much,
Brittany Blackstone
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Dear Professor Asgary.
I'd like to thank you and the other professors of the DEM Masters program for bringing the student request to have our program changed from being a Masters of Arts to a Masters of Disaster and Emergency Management (MDEM) to the attention of the academic board.

Getting accepted into this program is a true honour. I am proud to say that I am a student of York University's Disaster and Emergency Management Program and I feel that this degree is entitled to its own specific name. It is in my very sincere interest to have this program be called a MDEM as students within this program work very hard to achieve this entitlement. Upon graduating it will be a proud day to have the name of our program truly reflect what we have studied and identify our field of expertise.

My peers and I are very excited for the opportunity to have our program renamed to reflect more of what our academic study is about. The students involved in this program are dedicated to helping people in emergency and disaster situations which I believe can be recognized by approving the requested the name change. I feel this change would personalize and specify our area of discipline, indicating to future employers that we have graduated from a program that has equipped us with a very unique set of skills.

Thank you again for taking our request in to consideration on behalf of the student body. I hope to see this change go forward to be officially approved.

Sincerely, Alisha Khan

Dear Professor Asgary,
This letter is to express my support for the motion passed by the MADEM executive board to change the name of our degree from MADEM to MDEM. It would be a great advantage to have a diploma that reads 'Masters of Disaster and Emergency Management' rather than Master of Arts for myself and other students entering the field of emergency management. This would enable us to show that we have specialized training in a subject that is not widely offered in Canadian universities, and would also highlight York as one of the leaders of emergency management education at the post-secondary level.

Sincerely, **Philip Racco, MADEM**
philip.racco@mnp.ca

Dear Professor McBey,
In keeping with what I had mentioned in class, I would like to again reiterate how important it is to hold a MDEM degree, rather than an MA in Disaster and Emergency Management. Apart from the housekeeping issue of an easier differentiation as a professional disaster manager, the MDEM designation will be the hallmark of our future "School of Disaster Management," the creation and presence of which, here at York, would only serve to enhance the growing reputation that York has for its multi-functional, multi-disciplinary and increasingly "internationalized" programs. As (hopefully) a member of one of the fledgling "first" MDEM graduating classes, I do not think I am alone in feeling the massive weight of responsibility to "get it right." As an aside, a friend of mine recently had her master's thesis approved and received an "A" for her efforts from the University of Athabasca. I read the document and, thinking that perhaps my perception of it was overly

harsh or coloured by a bit of envy, had someone familiar with the topic read the thesis. His response was telling: "There's a difference between completing a thesis and then walking away and completing a thesis that will allow you to advance with esteem/notice academically and or professionally. Over worrying isn't helpful but you want to produce something of value because your initial work in your new field will be judged based on the quality of the work you produce." If we can do this right, the MDEM designation will be the hallmark of quality and professionalism as well as the pride of all those who will cross the dais to be so honoured. MDEM will be the sine qua non of disaster managers the world over, and set York at the forefront of disaster management as an academic discipline. I cannot tell you how pleased and excited I am to be part of this immense undertaking.

Respectfully, Sharon L. Chisholm CAM, FIPFM

Dear Ali Asgary,

As a final year masters student of Disaster and Emergency Management at York I wholeheartedly support the motion to change the name of our course from MADEM to MDEM.

Emergency Management and Business Continuity industries are certification heavy and we feel as a group that an MDEM degree will carry a lot more weight as we go on in our careers. Many students in previous years have been very disappointed to find that upon graduation they are given a degree certificate simply stating 'Master of Arts'. Furthermore, many students such as myself already have a Master of Arts degree so gaining a secondary MA certificate is much less desirable than an MDEM one would be.

Every fellow student I have talked to about this has been unanimous in their preference to change the name of the course. We students feel a sense of ownership of our small, interdisciplinary program. After graduation we students become ambassadors of the program so I really feel our opinions should be taken seriously on this issue.

Yours Sincerely, Gregory Penfold

Dear FGS Curriculum Committee, FGS Council, the York University Senate, and other interested parties,

The following letter is in support of changing the York University Master of Arts in Disaster & Emergency Management (MADEM) degree program to a Master of Disaster & Emergency Management (MDEM) degree.

As a graduate of MADEM (class of 2011) I was thoroughly disappointed to be conferred a degree stating only "Master of Arts". The lack of recognition to our individual degree program represents, in my opinion, an institution which does not value the diversity of programs offered. York University bills itself as a "leading interdisciplinary research and teaching institution" (http://www.yorku.ca/web/about_yorku/). However, our degree focuses on merging research and concepts in specifically the field of Disaster & Emergency Management. Our conferred degree should represent this concentration.

Other institutions recognize individual program names. For instance, my undergraduate degree from the University of Western Ontario states the full program name including my specialization and major.

Lastly, in multiple situations, I have been required to show proof of my degree to potential employers. The jobs which I am applying for are within the field of Disaster & Emergency Management. Therefore, in the cases where I have provided my degree, I needed to provide a supplemental letter from York University stating that my degree program was specifically in Disaster & Emergency Management. I find this additional letter both unprofessional and burdensome.

Again, I fully support York University changing its MADEM degree to MDEM. Not only will this benefit the interests of students, but will also reflect better on York University as an institution as well.

Sincerely,
George Jonathan Birinyi
210217339

December 7, 2011
Michael Huk
mikehuk@yorku.ca

C/O: Professor Ali Asgary

To the FGS Curriculum Committee, the FGS council, and the York University Senate:

My name is Michael Huk and I am in my first year of the Masters of Disaster and Emergency Management program at York University.

I **strongly agree** with the proposed change to have 'Master of Disaster and Emergency Management' listed on the degree for the program once it is completed. One of the biggest disappointments in having done my undergrad at York U was working hard for 4 years doing an honors degree in kinesiology and having my diploma say nothing but "bachelor of arts with honors". I chose a specialization because I was interested in it and I had hoped that when I looked at my diploma the program name would reflect the pride I feel in having achieved it.

York University does themselves a great disservice by treating all their students like a number instead of people that work hard for what they accomplish. If York University wants to increase their status among universities in Ontario they would do well to mimic the importance of tradition that universities like U of T, Western and Queens demonstrate. Students that go to those schools are proud to say so. I will contribute to having this change implemented any way I can through the graduate program director, Professor Ali Asgary.

Thank you for your consideration in this matter.

Sincerely,

Michael Huk
Student #204742425

Dr. Ali Asgary
Program Director
MA in Disaster and Emergency Management
York University
4900 Keele Street
Toronto, Ontario

9 December 2012

Dear Professor Asgary,

I am writing this letter to express my support for the proposed change of our program's name from Master of Arts in Disaster and Emergency Management (MADEM) to Master of Disaster and Emergency Management (MDEM). When I first saw the news that the MADEM executive board had decided to pursue this change, I was quite excited since this is something that I believe to be of concern to students in our program. On several occasions, I have spoken with my classmates about the name of our degree and many of us have expressed concern about how inadequately that it represents our field. This is mainly because we all agree that receiving a diploma upon graduation that says simply "Master of Arts" is very disappointing and does not fit with the work that we will have done to achieve it.

Perhaps most importantly, this proposed name change will appropriately recognize the uniqueness of our relatively young field. As a multidisciplinary field of study with a direct link to a specific profession in which we all intend to work after graduation, a generic MA simply seems inappropriate as a representation of our expertise. Receiving the MDEM degree, on the other hand, would legitimize both the program itself and our own individual educations. With such a degree from York University, graduates from our program would be able to go out into the world after graduation and be better prepared to not only seek out employment but also to advance the field of disaster and emergency management.

Sincerely,

Christopher Tuckwood
Candidate
MA in Disaster and Emergency Management

York University

Schulich School of Business

**Proposal for a Master of
Accounting Program
(MAcc)**

August 2012

Master of Accounting

1. Introduction

This is a proposal for a Master of Accounting (MAcc). The program is specifically designed for holders of honours bachelor degrees who wish to undertake comprehensive study in accounting that can lead to professional accounting certification. It will be attractive particularly to holders of non-business honours bachelors degrees who wish to obtain proficiency in accounting. One of the program's two streams will be accredited by the Institute of Chartered Accountants of Ontario (ICAO), with the result that those graduates will qualify for immediate entry into the ICAO Professional Program[1]. The proposed program will only be available on a full-time basis, will span three consecutive terms and will be administratively anchored in the Accounting Area at the Schulich School of Business.

2. General Objectives of the Program

The objective of the program is to develop students' academic and intellectual abilities in all fields of professional accountancy practice. The program recognizes that the increased demand for accounting expertise in widening fields of practice calls for the development of accounting practitioners with a diversity of disciplinary backgrounds. The program, therefore, is designed for all holders of 4-year undergraduate degrees but is especially attractive for candidates with non-business undergraduate degrees (such as social sciences, science, or other types of professional studies) who are attracted to the field of accountancy. It is firmly grounded in the view that today more than ever before, the widest variety of perspectives is needed when making financial and business decisions. Developing accounting practitioners with non-traditional academic backgrounds is seen, therefore, as an appropriate response to an urgent need to expand the range of perspectives within Canada's financial services community. Such individuals will be valued highly in the workplace for their ability to bring more socio-culturally-environmentally informed frameworks into business settings.

The objectives and design of the program directly address some of the critical themes of the University's Academic Plan. The program is academically rigorous, requiring 51 credit hours over a twelve-month period comprised of three regular terms plus a one-month intersession term. After completing the program, graduates will have acquired in-depth learning in all of the sub-disciplines that constitute the broad field of accounting.

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[1] The ICAO Professional Program involves a) the Core Knowledge Exam held in January and May of each year and b)The School of Accountancy Training – 3 week full time instruction held in June of each year. It is only upon the successful completion of the ICAO Professional Program that candidates are qualified to write the Canada-wide Uniform Final Examination (UFE) which is held in September of each year.

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In addition to class sessions, many courses in the program include intensive weekly application sessions. This will provide substantial support for students with non-numerate backgrounds and will ensure a high level of student achievement. As well, the program places heavy emphasis on applied case analysis. Case analysis is an important aspect of developing students' critical thinking abilities and their capacity to operate in decision environments characterized by high degrees of ambiguity. Cases also help to develop their appreciation of multiple viewpoints and perspectives. This program is designed, therefore not only to engender high student success in the classroom, but also to provide a strong foundation for initial career placement and continuing long-term career trajectories. Most critically, the program will produce highly engaged, critically-minded and civic-minded citizens in professional practice.

3. Need and Demand

3.1 Similar Programs in York and Other Ontario Universities
The closest programs to the Schulich MAcc are the Schulich MBA and the Master of Management and Professional Accounting (MMPA) offered by the University of Toronto. As the descriptions below will show, the Schulich MAcc differs substantially from the Schulich MBA in that a student enrolled in the MAcc will obtain advanced education in all of the fields of professional accounting practice, whereas a student enrolled in the accounting stream of the Schulich MBA will only have limited access to those fields. On the other hand the MAcc differs from the MMPA in that the MAcc is a one-year program targeted at undergraduate degree holders wishing to become professional accountants, whereas the MMPA has a broader focus and is more similar to an MBA program with a specialization in accounting, but without the experience requirements of both the Schulich and Rotman MBA programs. The proposed MAcc program is 12 months in length, whereas the UT MMPA program is 27 months duration.

i. **Master Business Administration —Accounting Concentration (MBA), Schulich School of Business, York University**

The overall objective of the Schulich MBA is to provide students with a graduate-level understanding of a broad array of management functions and issues. The program builds on a common core of management courses and emphasizes case studies and simulation exercises in the classroom. Students may choose their electives from nineteen areas of specialization, one of which is accounting. Students have the option of combining areas of specialization or they can choose not to specialize and focus instead on breadth. The program is targeted at candidates with an undergraduate degree from a recognized university who have a minimum of three years full time work experience and have satisfactory scores on the GMAT and (if needed) TOEFL or IELTS.

Program Duration: The 60-credit program is available on both full-time (2 year) and part-time bases.

ii. **Master of Management & Professional Accounting (MMPA) University of Toronto Mississauga Campus**

The main objective of the program is to provide advanced management and accounting education to students holding a bachelor's degree. The program covers the core management courses of a typical business program and the full range of accounting courses necessary for the ICAO. There are two co-op work terms in the winter semesters. The program is primarily targeted to non-business graduates—74% of the 2010 intake was non-business.

Program Duration: The program is only available on a full-time basis. For regular entrants (i.e. non-business graduates) the program is 27 months long, organized into five academic terms. There are two later entry points available for applicants who were business undergraduate majors, one for a 24-month program and another for a 16-month program. Two work terms are provided.

iii. **Master of Financial Accountability (MFAc), School of Administrative Studies York University**

The overall objective of the MFAc is to provide students with a specialized degree focusing on financial accountability and corporate governance. The program is designed primarily as a part-time program for individuals who have demonstrated competence in accounting and related areas through work experience and a professional designation, commonly in law and/or accounting and who have an interest in acquiring specialized expertise in the accounting ramifications of corporate governance. The program emphasizes four interrelated concepts of corporate governance (corporate ethics, regulatory requirements and governing legislative standards, design effectiveness in information systems, and transparency in financial reporting) and is structured around eight 3-credit-hour core courses (24 credit hours) which build on the four conceptual cornerstones. In addition to completing the eight required courses, students must complete either a major research paper or two additional courses (6 credits) for a total of 30 credits. Whereas the MFAc provides specialist skills in financial accountability to professionally qualified accountants, the Schulich MAcc will provide comprehensive accounting education to non-accounting graduates. As a consequence the content objectives and pedagogy of these two programs are markedly different.

Program Duration: The program is available on a full-time basis (4 terms) as well as a part time basis (8 terms).

iv. **Master of Accountancy (MAcc) Brock University**

The Brock MAcc is scheduled to commence in September 2012. The program is intended for individuals with an undergraduate degree in accounting. The overall objective of the program is to provide students with professional accountancy skills over and above those

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that are provided at the undergraduate-level accounting education. The program is built on six core business courses plus four graduate electives, which allow some degree of specialization in accounting sub-fields (e.g. tax).

Program Duration: The program is available only on a full-time basis (8 months, September-April). An optional paid 4 month co-op term may also be added.

v. Master of Accounting (MAcc) University of Waterloo

The MAcc is intended as an add-on for graduates of Waterloo's three four-year undergraduate honours business degrees. Its aim is to prepare students for professional accreditation in accounting beyond what can be provided within the undergraduate programs. The Waterloo MAcc program is accredited by the Institute of Chartered Accountants of Ontario (ICAO). That is, graduates of this program qualify for advanced status in the process of ICAO accreditation. Students must complete 8 courses from a list of 20 courses covering mainly four specialist areas (Assurance, Taxation, Performance Measurement, and Information systems). For students wishing to pursue the CA designation, a selection of four specific courses is required. The Waterloo MAcc primarily targets candidates wishing to attain a CA certification. Applicants must have successfully completed the ICAO's prescribed 51 credit-hour requirement as part of their undergraduate degree.

Program Duration: The degree is an 8-month program.

3.2 Need and Demand for the Proposed Program

Like many other countries, historically Canada has suffered a substantial shortage of accountants. In recent years, however, events within the local and global environment have exacerbated the situation creating what many call "the looming Bay Street skills crisis" (Prashad 2007)[2]. A critical cause within the past decade was the 2002 passage of the Sarbanes-Oxley Act in the U.S., the spill-over effect of which significantly increased the nature and volume of work required not only of public accounting firms, but of other key institutions within Canada's corporate regulatory environment.

The financial crisis of the 2008 and the attribution thereof to regulatory failure have engendered even stronger calls for more regulatory oversight. Activities taking place within the financial services sector are seen by many as the driving force behind the 2008 crisis and this has only served to exert further pressure on the demand for financial skills and expertise. At the same time increasing social activism–epitomized by the recent *Occupy* movements protesting social and economic inequality, high unemployment, greed and corruption–point to a

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[2] Prashad, S. (2007). Bay St. Skills Shortage looms *Toronto Star* Wednesday March 28 2007.

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heightened need for a financial services sector staffed by a more socially, civically, and ethically minded professional workforce.

The growing pressure to produce more accountants, especially more accountants with a greater diversity of skills, is evidenced by recent developments taking place within the landscape of professional accountancy in Canada. For instance, in order to meet Canada's increasing demand accountants the Canadian Institute of Chartered Accountants recently introduced a new training program outside the traditional public practice route thereby increasing supply outlets. This along with the recently begun merger talks between the Institute of Chartered Accountants of Ontario and the Certified Management Accountants of Ontario signal an explicit recognition of the need to attract future professional accountants from outside the traditional route of university study within a business undergraduate major. Our move to expand the nature and supply of new recruits into the profession is a timely one and will be met with strong employment prospects for program graduates.

The proposed program, designed as it is to attract bachelor-degree non-business graduates into the field of accountancy, does not see broader social, environmental and ethical concerns as mere "add-ons" to corporate decision making but instead views them as providing the fundamental frameworks and perspectives from which business and financial decisions must spring. By targeting our MAcc mainly to liberal arts and science graduates, our program recognizes the crucial importance of critical thinking that a liberal education brings to the development of professionals as citizens for the public good. The MAcc at the Schulich School of Business will provide therefore the template for satisfying urgent calls for more socially and civically minded accounting professionals.

Our program also meets a long-felt student need. Many high school students, quite properly, pursue undergraduate degree programs in fields that they enjoy without giving much thought to future career or employment prospects. Upon graduation, they will have acquired depth in their chosen discipline and developed their critical thinking skills, but they often find themselves unprepared for a career in an increasingly difficult employment picture. The opportunity to pursue a one-year program in accounting immediately upon completing a 4-year degree will be an attractive option to those students. By opening career paths in accountancy, this program will increase the menu of graduate programs available to the constituency of students hitherto neglected by traditional graduate accounting and business programs.

4. Program Content and Curriculum

4.1 Program Requirements

Students must complete 51 credit hours, with a minimum cumulative grade point average of 4.4 to graduate. Case based learning which emphasizes critical thinking is a core feature of the program. Thus for the majority of the program's courses the case approach will be a primary mode of instruction. Additionally, the program includes three courses (6.0 credit hours in total) specifically dedicated to developing students' skills in case analysis. These three courses are

progressive in nature starting with case analysis fundamentals -which develops students' analytical and critical skills- and ending with the capstone case course in which students integrate knowledge obtained in the courses taken throughout the program. Please see Appendix 1 for program requirements, as to be included in the Graduate Calendar.

All of the program's cases are set within a framework of ethical decision making and by capitalizing on the diversity student backgrounds will emphasize multiple perspectives. By adopting a case-based learning approach in which multiple perspectives and ethical decision making are paramount, the MAcc will produce an accounting graduate well equipped to face the challenges confronting a profession which is increasingly being called upon to recognize the wider constituency of stakeholders affected by decisions based on accounting numbers.

The program involves two streams as follows:

The CA Accredited Stream: Students complete sixteen 3-credit hour courses plus two 1.5-credit-hour courses (51.0 credit hours total) over four terms.

The Management Accounting Information Stream: Students complete fourteen 3.0-credit hour courses plus six 1.5-credit-hour courses (51.0 credit hours total) over four terms.

A diagrammatic representation of the program's two streams follows:

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MAcc PROGRAM STREAMS

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┌─────────────────────────┐
│         Term 1          │
│  MACC 5101 3.00         │
│  MACC 5211 3.00         │
│  FINE  5200 3.00        │
│  ECON 5100 3.00         │
│  MGMT 62003.00          │
└─────────────────────────┘
             │
             ▼
┌─────────────────────────┐
│         Term 2          │
│  MACC 5201 1.50         │
│  ACTG 6120 3.00         │
└─────────────────────────┘
             │
             ▼
┌─────────────────────────┐
│         Term 3          │
│  ACTG 6140 3.00         │
│  ACTG 6150 3.00         │
│  ACTG 6450 3.00         │
│  ACTG 6710 3.00         │
│  ACTG 6600 3.00         │
│  MACC 6201 1.50         │
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Term 4 CA ACCREDITED STREAM	Term 4 MANAGEMENT ACCOUNTING INFORMATION STREAM
ACTG 6160 3.00	ACTG 6160 3.00
MACC 6301 3.00	ACTG 6620 3.00
ACTG 6720 3.00	ACTG 6350 1.50
ACTG 6620 3.00	ACTG 6400 3.00
ACTG 6610 3.00	OMIS 5110 1.50
	OMIS 5120 1.50
	OMIS 5210 1.50

Separate sections will be created for MAcc students for courses in Terms 1 and 2

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4.2 List of courses

Table 1
List of courses offered in support of the program

TERM 1 May-July (12 weeks)				Unit Responsible
1	MACC 5101	3.00	Financial Accounting Fundamentals * (N)	Accounting, SSB
2	MACC 5211	3.00	Management Accounting Fundamentals* (N)	Accounting, SSB
3	FINE 5200	3.00	Managerial Finance	Finance, SSB
4	ECON 5100	3.00	The Economic Environment of Business	Economics, SSB
5	MGMT 6200	3.00	Business Administration and the Law	Management, SSB
TERM 2 August (4 weeks)				
6	MACC 5201	1.50	Effective Case Analysis (N)	Accounting, SSB
7	ACTG 6120	3.00	Intermediate financial Accounting I *	Accounting, SSB
TERM 3 September-December (12 weeks)				
8	ACTG 6140	3.00	Intermediate Financial Accounting II*	Accounting, SSB
9	ACTG 6150	3.00	Complex Financial Reporting Issues	Accounting, SSB
10	ACTG 6450	3.00	Management Accounting and Control Systems	Accounting, SSB
11	ACTG 6710	3.00	Intro to Income Tax	Accounting, SSB
12	ACTG 6600	3.00	Auditing Standards and Applications	Accounting, SSB
13	MACC 6201	1.50	Multi-subject Case Analysis for Accountants (N)	Accounting, SSB
TERM 4 January-April (12 weeks)				
14	ACTG 6160	3.00	Advanced Financial Accounting	Accounting, SSB
15	ACTG 6620	3.00	Auditing Information Systems	Accounting, SSB
In addition, students must complete 9 further credits from the course listing below.				
16	MACC 6301	3.00	Integrative Case Analysis for Accountants (N)†	Accounting, SSB
17	ACTG 6720	3.00	Advanced Income Tax †	Accounting, SSB
18	ACTG 6610	3.00	Advanced Auditing†	Accounting, SSB
19	ACTG 6400	3.00	Strategic Management Accounting and Analysis β	Accounting, SSB
20	ACTG 6350	1.50	Advanced Cost and Management Accounting β	Accounting, SSB
21	OMIS 5110	1.50	Information Systems β	OMIS, SSB
22	OMIS 5120	1.50	Quantitative Methods β	OMIS, SSB
23	OMIS 5210	1.50	Operations Management β	OMIS, SSB
* course with <u>mandatory</u> supplementary intensive application sessions (known as "labs" within the Schulich lexicon)				
N = new course; MACC = courses only available to MAcc students				
† Course required for students who intend to pursue the CA Accredited stream.				
β Required for the Management Accounting Information Stream				

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4.3 Course Descriptions

All of the courses required for the MAcc degree are graduate level courses . Each student therefore will exceed the York University minimum requirement that two-thirds of the course requirements must be graduate level courses. Of the 51 credit hours, 12 credit hours are new courses[3].   In terms 1 and 2 where MAcc students are required to take existing Schulich MBA courses, special sections will be created for the MAcc program to accommodate the unique timing of the MAcc course offerings and the background of the MAcc student population.

MACC 5101 3.00 Financial Accounting Fundamentals (N)
This course is the foundation for all of the financial accounting courses in the Masters of Accounting program. Accountants require a solid foundation on which to develop their analytical skills. The fundamentals include: understanding and completing accounting transactions and the accounting cycle; understanding the conceptual framework; select accounting policies; preparing, understanding and analyzing financial statements; making business decisions considering different accounting alternatives. The course will consider the needs and users of publicly accountable enterprise and private enterprises. This will include reporting in non-GAAP situations and GAAP situations using both international accounting standards and the standards for private enterprises.

MACC 5211 3.00 Management Accounting Fundamentals (N)
This course addresses managerial accounting, which includes a variety of tools and concepts that assist managers with the planning and co-ordination, motivation and evaluation of activities of the organization and its members. The course includes an in-depth study of cost and management accounting techniques/concepts and their application to product costing, planning, control and decision-making.

FINE 5200 3.00 Managerial Finance
This course provides an opportunity to learn about investment and financing. The investment decision allocates scarce resources to projects in the organization and involves asset valuation, capital budgeting, risk management, working capital management and performance assessment. The financing decision chooses sources of cash to finance the investment decisions and involves capital structure, financial instruments, the risk-return trade-off, financial planning and the cost of capital. Ethical considerations and management in the global context are integrated into these topics.

ECON 5100 3.00 The Economic Environment of Business
This course provides managers with an overview of the economic environment within which business must operate, and an understanding of some of the analytical tools which economists use to solve business and economic problems. The focus is to enable students to identify, understand and evaluate the domestic and global forces causing economic change. Key concepts and ideas from microeconomics, macroeconomics and international economics are

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[3] Courses designated as (N) are new courses

introduced. Topics relevant to real-world issues and problems provide the focus for in-class discussion. Upon completion, students are expected to be familiar with the fundamental concepts of economics, and to be able to analyze how changes in the economic environment affect business performance and future strategic options.

MACC 5201 1.50 Effective Case Analysis (N)
This course emphasizes financial and managerial issues in multi-issue case analysis situations. The course equips students with analytical skills which they can apply in real decision-making situations. The course gives student a critical perspective that enables them to prioritize issues, perceive the implicit objectives of both users and preparers, evaluate the relevant alternatives and constraints, and prepare reports and recommendations that effectively convey the necessary financial information to the decision makers. As well as evaluative and analytical tools, the course emphasizes effective communication, both written and in oral presentations.

ACTG 6120 3.00 Intermediate Financial Accounting I
This course examines the accounting concepts and principles that relate to the asset accounts. Attention is given to alternative asset measurement bases and related revenue recognition and income determination bases.

ACTG 6140 3.00 Intermediate Financial Accounting II
This is an extension of ACTG 6120 3.00 with emphasis on the liability of equity accounts. Major topics include: tax allocation, pensions, leases, capital transactions and financial statement analysis.

ACTG 6150 3.00 Complex Financial Reporting Issues
This course discusses accounting issues from Intermediate Accounting I and II in more depth as well as not for profit accounting. Standards discussed will include international accounting standards, standards for private enterprises and not for profit standards. Some of the issues include: pensions, leases, financial instruments, provisions, capital assets, intangibles and revenue recognition. The focus is on expanded discussion of measurement, presentation and disclosure issues through the analysis of companies in many different business and non-business sectors. Major industries and sectors studied include banking, investments, real estate, insurance, mining, oil and gas, agriculture, technology, communications, transportation, entertainment, utilities, not for profit and public sector.

ACTG 6160 3.00 Advanced Financial Accounting
The final course in the three-course financial accounting core, this course emphasizes accounting for international activities and inter-corporate investments. The application of accounting principles to case situations in specialized industries and non-profit organizations is also considered.

MACC 6201 1.50 Multi-subject Case Analysis for Accountants (N)
This course will build on the case analysis fundamentals learned and applied in the previous terms courses. Focusing on financial accounting, the students will work on integrating their

analysis with other competency areas including tax, assurance, management accounting, finance and corporate governance.

MACC 6301 3.00 Integrative Case Analysis for Accountants (N)

This is the capstone case course for the MAcc. This course requires the student to integrate knowledge obtained in the courses taken throughout the program and apply that knowledge to multi-competency and comprehensive cases that incorporate all of the competency areas including governance and risk management, performance measurement, assurance, finance, management decision-making, and taxation.

ACTG 6350 1.50 Advanced Cost and Management Accounting

This course develops problem-solving skills for internal accounting applications. Topics covered include product mix decisions, managing scarce resources, product costing and pricing, budgeting, and international transfer pricing.

ACTG 6400 3.0 Strategic Management Accounting and Analysis

This course surveys recent innovations in management accounting with an emphasis on developing and using management accounting information for strategic decision making. This case based course focuses on developing critical competencies necessary to design and use strategic management accounting systems.

ACTG 6450 3.00 Management Accounting and Control Systems

This course concentrates on accounting and related controls as part of the management process. The objective of the course is to develop a thorough understanding of planning and control systems in organizations. The behavioural implications of accounting are emphasized. Students may be expected to complete a research paper or project.

ACTG 6600 3.00 Auditing Standards and Applications

This course focuses on the standards and applications underlying the latest functions and responsibilities of external and internal auditors. The theory of audit evidence and certain basic techniques are used to provide an understanding of auditing methodology. The auditor's responsibility beyond the financial audit and current developments in auditing are also examined. Students may be expected to complete a research paper or project.

ACTG 6620 3.00 Auditing Information Systems

This course is designed to enhance the students' knowledge about the topic of auditing in computerized environments. Specifically, this course will focus on issues like information system concepts, audit and control risks, and implementation and evaluation of security and controls. The course will also focus on the impact of a rapidly changing IT environment on the audit function and the tools available to deal with issues such as outsourcing, web trust, and computer crime. The relevant professional ethical standards will be addressed.

ACTG 6610 3.00 Advanced Auditing

This course extends students' knowledge in the area of auditing by examining the role of the profession in society today, evaluating current issues facing auditors, and building on their understanding of the general audit framework and its fundamental theories. It also examines specific audit topics such as legal liability, comprehensive auditing, and fraud, audit of not-for-profit organizations, environmental auditing and small business audits.

ACTG 6710 3.00 Introduction to Income Tax

The basic concepts and techniques of income taxation and applications to personal and corporate contexts are examined.

ACTG 6720 3.00 Advanced Income Tax

A continuation of ACTG 6710 3.00, this course concentrates in greater detail on the taxation of business income.

MGMT 6200 3.00 Business Administration and the Law

This course familiarizes students with basic legal concepts and principles relevant to business administration. Topics include: the Canadian judicial system; contract law; tort law (including negligence, defamation and product liability); forms of carrying on business (including sole proprietorships, partnerships and corporations); agency and employment law; government regulation of business (including consumer protection, privacy and competition law); and intellectual property law.

OMIS 5110 1.50 Information Systems

The aim of this course is to create an understanding of key management issues with respect to the use of computer and information systems in modern business applications.

OMIS 5120 1.50 Quantitative Methods

This course is an introduction to the use of quantitative methods for business research, analysis, forecasting and optimization. The aim is to convey not only an understanding of methods, but also to give an appreciation of their use in addressing actual business problems, and to acquaint students with computer software necessary for implementing these methods**.**

OMIS 5210 1.50 Operations Management

Operations management in both manufacturing and service organizations involves the coordination of complex and dynamic systems of people, technology and materials to achieve competitive objectives. The impact of alternative strategies for delivering quality products in a cost-effective manner is examined. This includes currently popular inventory management philosophies such as `Total Quality Management' and `Just-In-Time' inventory management.

5. Program Structure, Learning Outcomes and Assessment

5.1 Program Learning Outcomes.

Table 2: Learning outcomes for the MAcc Program

	The MAcc Degree will be awarded to students who:
Depth and Breadth of Knowledge	• have demonstrated high levels of proficiency in all of the major practice areas of accountancy including: Performance Measurement and Financial Reporting; Audit and Assurance; Taxation; and Management Decision making; • demonstrate a thorough knowledge and understanding of all of the standards that govern the production and audit of financial statements for public and private companies.
Research and Scholarship	• can demonstrate their ability to conduct situation-based research using available financial and other information about business entities; • generate well-structured and formatted reports on the basis of this research; • can apply the results of academic research in accounting case situations; • demonstrate through relevant applications a general familiarity with the top scholarly outlets in the field.
Level of Application and Knowledge	• make sound decisions in complex situations by applying a mix of evidence, reason, and judgment while considering multiple perspectives
Professional Capacity/ Autonomy	• show and ability to respond effectively to the ethical dilemmas that accountants face; • are able to apply ethical frameworks and professional standards to resolve them; • can demonstrate the ability to act with integrity, transparency and in the public interest.
Level of Communication Skills	• are able to write concise, well structured and well researched reports; • demonstrate the ability to present and communicate their ideas clearly and effectively; • can make effective and professional presentations and produce professionally formatted presentation slides and reports.
Awareness of Limits of Knowledge	• demonstrate an awareness of the limitations of financial data as a basis for decision making; • demonstrate an awareness of different schools of thought that govern financial reporting practice; • in realistic scenarios, can demonstrate their ability to distinguish between and resolve problems that can be solved using available knowledge despite insoluble issues that need to be managed.

The above objectives are achieved in the following ways:

Depth and Breadth of Knowledge: All students are required to take a minimum of 33 credit hours related to the four broad areas of accountancy practice. For CA accredited stream students a total of 42 credit hours of courses related to these fields are required, and for Management Accounting Information stream students a total of 37. 5 credit hours are required.

Research and Scholarship: Whilst a thesis is not required to complete the program, all required courses have an applied research component. All courses have at least one group research project, and some assignments require individual student research where originality and creativity are emphasized. In addition in some courses, required readings include academic journal articles.

Level of application and Knowledge: The two required six-week case courses ensure that students learn to apply and integrate knowledge from the various sub-fields of professional accountancy to complex business situations. The 3 credit hour case course develops students' proficiency in integrating and applying knowledge of these multiple fields to professional practice contexts.

Professional Capacity / Autonomy: Students in the program take a minimum of two six week case courses which develop their critical thinking skills. Moreover, ethical decision making is a central theme of all of the program's case based courses. In addition to the required 12 week course in business law, ethics and corporate governance themes are covered in all Financial Reporting, Management Accounting, Audit, and Taxation courses.

Communication Skills: The majority of the program's courses require students to write reports and make individual or group presentations of their findings. Written reports are evaluated on content and clarity of exposition. In the oral presentation of findings communication and presentation skills are honed.

 Awareness of Limits of Knowledge: Case based teaching, will illustrate the limits of accounting as a basis of decision making and will emphasize the need for multiple perspectives in decision making. In all courses students are exposed to the multiple theoretical perspectives that underpin debates with accounting audit and related fields

5.2 Mode of delivery , Methods and criteria for assessing student achievement

The majority of the courses in the program will be delivered though a mixture of lectures and cases. The Accounting Area at the Schulich School of Business has developed a distinct method for case instruction and analysis that has proven highly successful. The emphasis given to case based instruction in the program's accounting, audit and tax courses as well as an overall commitment to developing students' proficiency in case analysis ensures that students graduate with highly developed critical thinking skills and are well prepared for real world situations characterized by imperfect information, ambiguity and complexity. Student

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achievement will be assessed by a mixture of examination, group research projects and individual research projects and assignments. Including group work as a component for assessment ensures that students develop a team ethic whilst including a research component in all courses ensures that students develop their skills in conducting accounting and business research.

5.3 Program Length

The normal length of the program is 12 months, comprised of three 12-week terms plus a 4-week intersession term. The program is only available on a full time basis. Built into the program are a number of intensive weekly application sessions so as to ensure a high success rate and completion within the proposed time period. The 12 month program is uniquely timed to end in the April of each year so as to allow successful graduates to move immediately into the ICAO Professional Program which begins in the May of each year. It is therefore envisaged that successful MAcc graduates would be eligible to write the Chartered Accountants uniform final examination (UFE) in the September of the year in which they graduate from the MAcc.

6. Admission Requirements and Academic Standards

6.1 Admission Criteria
- 4 year undergraduate degree from a recognized university,
- Minimum GPA equivalent to a B,
- GMAT 600 and higher or equivalent score on GRE, with above-median scores on all measures
- Two letters of recommendation
- English Proficiency.
    - Applicants whose first language is not English must submit evidence of English proficiency, with the exception of those who have studied for at least two years in a University where English is the language of instruction.

    - A minimum TOEFL score of 600 (paper-based) or 250 (computer-based), 100 (iBT), IELTS 7.0 or YELT score of Band 1 or equivalent is required.

The program is extremely rigorous and highly intensive and will be suitable only to students who have performed at a high competency level in their undergraduate degrees. Whilst prior work experience is not a requirement it may be considered as a supplement for academic requirements. This program is designed primarily, but not exclusively, for newly graduated non-business students. Whereas the program covers all of the technical content typical of any advanced program in accounting, the practical applications will extend over the diverse range of fields in which accounting practitioners are increasingly being called to operate, including arts, media, sports management, entertainment, financial sector management, non-government organizations, and the public sector.

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6.2 Academic Standards

a. To maintain good standing in the program, all students must maintain a GPA of at least 4.2. Students will be reviewed at the end of term two or after completing 19.5 credit-hours of coursework. The GPA will be computed on all Schulich graduate courses taken, including not-yet–replaced failures. A GPA of at least 4.4 will be required to graduate.
b. Students who receive a grade of 'F' in more than 3.0 credit-hours of coursework will be debarred.
c. Students who fail a required course must retake it at the next available date.
d. Grades for all courses taken will remain on the official York University transcript.

7. Resources

7.1 Faculty

On September 1, 2004 the accounting area discussed and accepted the following vision statement:

> The accounting area plays a central role in maintaining the status of the Schulich School of Business as a leading global business school by providing graduates with a critical understanding of academic and professional developments in accounting, auditing and taxation, creating and disseminating leading edge peer reviewed research and providing leadership service to its stakeholders.

The area also established its commitment to engage in teaching, research and service activities that are consistent with our place in one of the world's best business schools. Since that time the area has been consistently recognized for its teaching excellence with several faculty members being nominated for the prestigious Seymour Schulich teaching awards at both the graduate and undergraduate levels every year[4]. In addition to teaching excellence, faculty members in the area are scholars of international reputation and highly regarded in their fields of expertise. Two faculty members are editors of a highly respected international accounting journal, and another is editor of a highly recognized Canadian based journal. Further, several of the area's members sit on the editorial boards of two of the premier research journals in accounting: *Accounting Organizations and Society* and *Contemporary Accounting Research*. Faculty members of the accounting area at Schulich are regarded both nationally and internationally as the leading researchers in the following areas: Accounting History, Behavioral Accounting Research, Critical Accounting Research, Ethics in Accounting and Experimental Research in Audit and Taxation.

Table 1 – Listing of Faculty
Core faculty members participating in the proposed program mostly comprise faculty of the Accounting area at the Schulich School of Business with specializations in accounting; auditing and taxation.

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[4] The 1999, 2002, 2003 and 2008 undergraduate winners and 2003, 2004 MBA winners were accounting faculty

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Faculty Name & Rank	Home Unit	Primary Graduate Program (yes/no)	Area(s) of Specialization or Field(s)		
			Area/Field 1	Area/Field 2	Area/Field 3
Full Professors					
Linda Thorne	SSB	Yes	Fin. Accounting	Audit	Cor. Governance
Alan Richardson	SSB	Yes	Man. Accounting	Fin. Accounting	Cor. Governance
Dean Neu	SSB	Yes	Fin. Accounting	Audit	
Associate Professors					
Umshaker Trevedi	SSB	Yes	Fin. Accounting	Audit	
Janne Chang	SSB	Yes	Audit	Fin. Accounting	
Marcia Annisette	SSB	Yes	Man. Accounting	Fin. Accounting	
Sandy Qu	SSB	Yes	Man. Accounting	Fin. Accounting	
Cameron Graham	SSB	Yes	Fin. Accounting		
Jeff Everett	SSB	Yes	Fin. Accounting		
Amin Mawani	SSB	Yes	Taxation	Fin. Accounting	Law
Sylvia Hsu	SSB	Yes	Man. Accounting	Fin. Accounting	
Assistant Professors					
Members Emeriti					
Tom Beechy	SSB	Yes	Fin Accounting	Internat'l. Actg.	
Adjunct Members					
Elizabeth Farrell	SSB	Yes	Fin. Accounting	Audit	
Gail Droy	SSB	Yes	Tax	Fin. Accounting	
Part-Time Faculty					
Domnic Cianflone	SSB	Yes	Man. Accounting	Fin . Accounting	
Douglas Kong	SSB	Yes	Man. Accounting	Fin. Accounting	Audit

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Table 2 – Graduate Supervision

The MAcc will be delivered by a compliment of tenured stream faculty and contract faculty. As the degree is substantially a taught degree, there will be minimal demand on the area's supervisory capacity. The following table summarizes the level of involvement with graduate students undertaken by core faculty members in the program.

Faculty Member	Completed (within past eight years)				In Progress			
	MRP	Thesis	Doctoral Disser-tation	PDF	MRP	Thesis	Doctoral Dissertation	PDF
Full Members								
Linda Thorne	0	0	1	0	0	0	0	0
Alan Richardson	11	0	2	0	0	0	1	0
Dean Neu	0	2	4	0	0	0	3	0
Associate Members								
V. Umashanker Trivedi	0	0	0	0	0	0	0	0
Janne Chang	0	0	0	0	0	0	0	0
Marcia Annisette	0	0	0	0	0	0	0	0
Sandy Qu	0	0	0	0	0	0	0	0
Sylvia Hsu	0	0	0	0	0	0	0	0
Cameron Graham	0	0	0	0	0	0	1	0
Jeff Everett	0	0	0	0	0	1	1	0
Amin Mawani	25	1	0	0	1	0	1	0
Adjunct Members								
Elizabeth Farrell	0	0	0	0	0	0	0	0
Gail Droy	0	0	0	0	0	0	0	0
Members Emeriti								
Tom Beechy	0	0	0	0	0	0	0	0
Part Time Faculty								
Domenic Cianflone	0	0	0	0	0	0	0	0
Douglas Kong	0	0	0	0	0	0	0	0

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Table 3 – Research Funding Received by Faculty
The following table presents the annual aggregate value of funding in support of research received by the program's participating faculty over the past five years (excluding grants solely for travel and publication). Details of the awards are presented in the appended CV's of individual faculty members.

Year	Tri-Council	Other Peer Adjudicated [1]	York	Totals
2006/2007	41,125	10,000		51,125
2007/2008	131,660	6,000		137,660
2008/2009	86,800	9,000		95,800
2009/2010	75,179		4,500	79,679
2010/2011	57,815			57,815
Totals				

1. includes foundations such as Canadian Institute of Chartered Accountants -Canadian Academic Accounting Association and CMA-Canada

7.2 Physical and Financial Resources
i. Library Resources
The Schulich School of Business has a well-established stream in Accounting as part of its undergraduate and graduate programs. York University Library holds extensive resources in support of these programs and in support of faculty research in this area. It is not anticipated that additional resources will be required for the proposed MAcc (See Appendix 3 for Library Statement).

ii. Computer Resources
No new computer resources will be required for this program.

iii. Program Administration
The MAcc will be administered by a Program Director, who will be appointed by the Dean of the Schulich School of Business in consultation with the Coordinator of the Accounting Area and with input from the program faculty. The Director will serve a three-year term and be supported by an Assistant Director. The program will be run by the Master of Accounting Committee, composed of program faculty representatives and a student representative.

8. Enrolment Projections

The anticipated implementation of the MAcc will be 2013 Summer Semester. We anticipate an initial enrollment of 25 students and a steady state enrollment of 40 students to be achieved for the summer 2016 enrollment.

Master of Accounting   Schulich School of Business

APPENDIX 1: A COPY OF THE PROGRAM REQUIREMENS AS THEY WILL APPEAR IN THE GRADUATE CALENDAR

a. To maintain good standing in the program, all students must maintain a GPA of at least 4.2. Students will be reviewed at the end of term two or after completing 19.5 credit-hours of coursework. The GPA will be computed on all Schulich graduate courses taken, including not-yet–replaced failures. A GPA of at least 4.4 will be required to graduate.
b. Students who receive a grade of 'F' in more than 3.0 credit-hours of coursework will be debarred.
c. Students who fail a required course must retake it at the next available date.
d. Grades for all courses taken will remain on the official York University transcript.

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APPENDIX 2: EXTERNAL SUPPORT FOR THE PROGRAM

Brian Leader ---06/21/2012 05:06:20 PM---Hi Marcia: This is to confirm that the ICAO Council approved the accreditation of the new Master of

From: Brian Leader <bleader@icao.on.ca>
To: "Marcia Annisette " <MAnnisette@schulich.yorku.ca>,
Cc: Linda Thorne <lthorne@schulich.yorku.ca>, 'elizabeth FARRELL ' <e.farrell@sympatico.ca>
Date: 06/21/2012 05:06 PM
Subject: COUNCIL APPROVAL OF THE NEW SCHULICH MAcc

Hi Marcia:

This is to confirm that the ICAO Council approved the accreditation of the new Master of Accounting program for the five-year period beginning May 1, 2013 to April 30,2018. Thanks for all of your work in helping to make this happen.

If you have any questions, please let me know.

Best regards,

Brian

Brian D. Leader, FCA
Vice-President of Learning

The Institute of Chartered Accountants of Ontario
69 Bloor Street East Toronto, ON M4W 1B3

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Master of Accounting

APPENDIX 3: LIBRARY SUPPORT

YORK UNIVERSITY LIBRARIES

Office of the University Librarian

4700 Keele Street
Toronto ON
Canada M3J 1P3
Tel 416 736 5601
Fax 416 736 5451
www.library.yorku.ca

Memo

To: Marcia Annisette
             Accounting Specialization, Schulich School of Business

From: Cynthia Archer

Date: April 23, 2012

Subject: Library Support for the Proposed Master of Accounting program

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York University Libraries has strong support for the proposed graduate program in accounting.

Each year the Libraries subscribe to more electronic journals, books and critical multimedia resources while continuing to build the print collection in monographs. Among the many new library-driven initiatives is the Ontario Council of University Libraries collaborative web based digital library infrastructure which provides easy access to statistical data. Faculty and students, who make extensive use of data in their research and studies, will have ready access to research data. Members of the academic community will soon jave the option of storing their data with York University Libraries making it available for sharing and reuse.

Library services for students have improved and expanded. Graduate students are no longer charged for copies of journal articles obtained through interlibrary loans. In addition, the articles are often made available for "online pick-up" from a secure web site. Reference assistance continues to be offered both in the libraries and online, and students may use the librarian consultation service which is available by appointment. York University Libraries' digital initiatives program provides electronic journal publishing services to graduate students and researchers and supports a variety of titles including the *Journal of Income Distribution: an International Quarterly*. Currently the Libraries are working with the Faculty of Graduate Studies to support the future publication of electronic dissertations.

cc: Sophie Bury, Business Librarian, Peter F. Bronfman Business Library
         Elizabeth Watson, Head, Peter F. Bronfman Business Library
         Catherine Davidson, Associate University Librarian, Collections

New Proposed Master of Accounting (MAcc) program
 Statement of Library Support

York University Libraries

23rd April 2012

Submitted by Sophie Bury, Business Librarian, Peter F. Bronfman Business Library

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INTRODUCTION

This library statement is written in support of the proposed *Master of Accounting* (MAcc) program, a 12 month degree program at the Schulich School of Business, with two streams, one of which leads to a professional accounting certification and one of which leads to a specialization in management accounting information. The library can support this program through a variety of relevant collections and services including wide-ranging print and online collections, instructional services, research assistance, library facilities and resource sharing and interlibrary loan services.

Sophie Bury is the liaison librarian with responsibility for the selection of print and electronic resources in the field of accounting in support of research and teaching at the Schulich School of Business. She has reviewed the program proposal in addition to the outlines and proposals for the five new courses which will form part of this proposed MAcc program. The Schulich School of Business has a well-established stream in Accounting as part of its undergraduate and graduate programs which means that a solid library collection and relevant services are already in place.

It is noted that the vast majority of courses to form part of the MAcc program are already taught as part of the MBA program at Schulich and as a result library resources to support them are in place. A review of the reading materials outlined for the five new courses – MACC 5101 *Financial Accounting Fundamentals*, MACC 5211 *Management Accounting Fundamentals*, MACC 5201 *Effective Case Analysis*, MACC 6201 *Multi-Subject Case Analysis for Accountants*, and MACC 6301 *Integrative Case Analysis for Accountants* – establishes that new curricula can be easily supported by the Bronfman Business Library. In general, prescribed readings include text books which students are advised to obtain at the York University bookstore, in addition to course kit materials. Course instructors are advised that where copies of textbooks are required for the library collection, it is best that they be placed on reserve or short-term loan as this is the best way to ensure equitable access to such high demand materials among students. In the case of several courses, students are required to consult materials from the *CICA Standards and Guidance Collection,* to which the library subscribes, including the *CICA Handbook*, as well as the *Income Tax Act* which is available in hardcopy in the Bronfman Reference collection as well as online. There are a few monographs identified as additional reading for courses taught. Those titles not currently owned by the library will be ordered immediately for addition to the library

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collection. Otherwise recommended readings are available in the public domain with specific URLs provided as part of course materials.

COLLECTIONS SUPPORT AND FUNDING

Introduction
A commitment to a strong business collection has been demonstrated through growing expenditures on both print and electronic resources to support business programs at York. The collection comprises print, microform, and electronic resources including monographs, journals and reference sources.

In addition to library funding, the Bronfman Business Library also benefits from annual funding from the Schulich School of Business for the acquisition and continuation of subscriptions to proprietary databases with relevance to accounting including the Wharton Research Data Service (WRDS) and Bloomberg.

Access to Resources
The print materials for courses taught as part of the MAcc program are located primarily at the Bronfman Business Library. Print government documents and the microform collection are housed at Scott Library, and increasingly, national and international government documents are being made available online. Audio-video materials, including some videos of relevance to business, are located in the Sound and Moving Images Library (SMIL) located in the Scott Library. Some relevant materials, e.g., CCH publications pertaining to the areas of accounting or tax are located at the Osgoode Law Library, though this is now primarily of historic interest, as the CCH collection is now available online.

Online resources may be accessed either from within the libraries or remotely through the York University Libraries' web site. The York University Libraries website, especially the library catalogue, serves as a gateway for identifying and accessing all library research resources regardless of format. The Bronfman Business Library web site also provides easy access to online resources and guides for doing research (http://www.library.yorku.ca/cms/bbl/guides/researchhelp/) Subject access to the research literature is provided through indexing and full text database services from major vendors such as Ebsco and Proquest which are described more fully below.

Description of Major Resources to Support the MAcc Program by Type

Print Reference materials
Key reference materials of relevance to accounting include but are not limited to: accounting dictionaries and encyclopedias, and looseleaf publications from accounting associations relating to accounting standards, rules and principles (primarily of historic interest since current materials are available online either through library databases or on the free web). Other relevant materials include company directories and directories of financial institutions.

Print & electronic books (e-books)
The accounting monograph collection (circulating items) continues to grow. There is a strong emphasis on the acquisition of current imprints and on the maintenance of a current collection. Multiple copies of heavily used items are placed on course reserve. A physical count of the entire monograph collection at the Bronfman Business Library indicates that over 25,000

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 monographs are currently housed at this library. Much of the accounting collection is housed in
 the HF call number range.

We have acquired a number of e-book packages from different publishers under consortial
agreements as well as a significant number of e-book packages that are unique to York
University. One primary e-book collection of relevance to accounting, *Books 24x7*, supplements
the print monograph collection nicely. This is because the former contains mainly scholarly or
academic publications, while the latter provides access to current practitioner and trade press
electronic books available on and off campus to all registered students at York. Other e-book
collections of relevance include *SpringerLink*, *Ebrary*, and *Oxford Scholarship Online*.

Journals (including e-journals)
The journal collection is very important in the field of accounting as research and teaching rely
strongly on the periodical literature. York University Libraries offer an impressive collection of
periodicals of relevance to accounting including scholarly and trade publications. The Bronfman
Business Library currently houses approximately 350 print serial subscriptions and over 21,000
serial volumes. In addition, JSTOR provides access to historical backfiles of key accounting
journals. Indeed, wherever possible, electronic journal format is preferred over print format.
The demand for periodicals, particularly online journals, is increasingly fulfilled through our
involvement and memberships in consortia. The Libraries take full advantage of these consortial
purchases which provide online access to large sets of academic e-journals. York University's
membership of the *Ontario Council of University Libraries (OCUL)* has afforded access to a
wealth of e-journals from publishers such as Oxford University Press, Elsevier and Cambridge
University Press. In addition, the aggregator databases including *Business Source Premier* (Ebsco)
and *Proquest Business* provide access to thousands of full-text business journals, magazines
trade publications and newspaper articles. Journals are also made available directly from
publishers' websites.

Examples of core journal titles available to support MAcc courses including accounting, auditing,
management information systems and tax topics are: *Accounting, Auditing & Accountability
Journal, Accounting & Finance, Accounting Perspectives, Accounting Review, Contemporary
Accounting Research, Bulletin for International Taxation, Critical Perspectives on Accounting,
Information Systems Management, Journal of Accounting Auditing and Finance, the Journal of
Accounting Research, the Journal of Enterprise Information Management, National Tax Journal,
Tax Notes, Tax Notes International, World Tax Journal* and more. Key Canadian periodical titles
include *CA Magazine, Canadian Tax Journal, CGA Magazine, CMA Management* and *Bottom
Line*.

In addition *Factiva* and *Lexis Nexis Academic* are resources for articles published in hundreds of
newspapers worldwide including the *Financial Times* and the *Wall Street Journal*. *Canadian
Newsstand* is useful for Canadian newspapers especially those with a regional focus. For a
detailed guide to newspaper sources available at York University Libraries this guide can be
consulted: http://researchguides.library.yorku.ca/news

Relevant Periodical Databases & Indexes
Bibliographic access to the huge body of relevant periodical literature in the field of accounting
is supported through a number of indexing and/or full-text database services. The primary
databases and indexes of relevance include *Proquest Business*, *Business Source Premier*, *Scholars

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Portal Journals. For coverage of accounting topics in a Canadian context the database *CBCA Complete* is especially relevant for periodicals. The business library offers an online guide listing relevant databases and providing tips on how to search and navigate them:
http://www.library.yorku.ca/cms/bbl/guides/articles/

Most databases possess the capability to link to full-text journal articles, should the Library subscribe to the parent journals. These databases are also compatible with *link resolver technology / SFX* so that users can go from a database citation to one of a number of destinations, including the full-text of the document or a document delivery request form.

Theses & Dissertations
Should faculty or students in the MAcc program require access to theses and dissertations, this is made available through *ProQuest Dissertations and Theses* database which provides full-text access to North American and European dissertations. International theses can be located through the *Networked Digital Library of Theses and Dissertations*. Theses that are not available full-text can be requested through Interlibrary loan (ILL).

Videos/DVDs
There is a small collection of streaming videos available through the Films Media Group collection with content of relevance to accounting. These videos are all available to registered students from on and off campus locations via the library catalogue by conducting a keyword search for Films Media Group Online. It is possible to browse videos available via the FMG web site by topic including a section with videos relating to finance, accounting and taxation.

Accounting Standards and Guidelines
The library has a subscription to the online resource *CICA Standards and Guidance Collection* which includes the *CICA Accounting Handbook* and *CICA Assurance Handbook*. This is searchable by name at www.library.yorku.ca and available with no limit on simultaneous users from on and off-campus locations 24/7. The library also subscribes to the *International Financial Reporting Standards* (IFRS) online.

Specialized E-Resources of Relevance to the MAcc Program

These e-resources support specialized aspects of student research in the area of accounting. This is not a comprehensive list of all relevant resources but includes those likely to be of greatest relevance:

- Company databases
  The following library databases will help accounting students who need to access, interpret or analyze financial statements or ratios data for publicly traded companies: *Financial Post Advisor, Mergent Online, Standard & Poor's Netadvantage*, *Factiva* (Company/Markets), *Lexis Nexis Academic,* and *Bloomberg*.

- Industry databases: Financial performance analysis.
  Students will benefit from the following e-resources where they need to analyze financials for a specific industry: *Financial Performance Indicators* (Statistics Canada), *Factiva* (Company/Markets), *Financial Post Advisor, Standard and Poor's Netadvantage*,

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Bloomberg and *Investext Plus*.

- Annual reports: SEDAR (http://www.sedar.com) and EDGAR (http://www.sec.gov) are recommended for current reports. An easy to use search interface to EDGAR filings is also available using *Mergent Online*. Current and historical annual reports for companies internationally are also available via *Mergent Horizon*.

- Broker and analyst reports: *Investext Plus* and *Lexis Nexis Academic*

- Management information systems – Special reports: *Gartner Intraweb*.

- Key tax databases: *CCH Online, Lexis Nexis Academic, Taxfind*

For a complete list of business electronic resources please see this online listing: http://www.library.yorku.ca/cms/bbl/collections/businessonline/

Statistics and Data
York University Libraries is a member of the Data Liberation Initiative (DLI) program of Statistics Canada. This means that students and faculty have free access to a wide variety of public-use micro data files and aggregate statistics, as well as to the CANSIM database. In addition, YUL is also a member of the Inter-university Consortium for Political and Social Research (ICPSR) which provides access to a large international archive of social science data for research and instruction.

The data librarian has put together an in-depth guide to statistics and data sources, including both subscription-based and freely available web-based sources, which is available to all students and faculty at York. This guides users to relevant statistics and data for many broad subject areas including business: http://researchguides.library.yorku.ca/data

Collections Procedures and Policies
The Bronfman Business Library collection policy was updated in 2005 and is available online: http://www.library.yorku.ca/ccm/Home/About/CollPolicies/business.htm

Monographs are purchased through our vendors, *YBP* and *Coutts*, although other sources of new titles are also used. Monographs selected are English language sourced primarily from publishers in Canada, United States, Great Britain and major European countries. A comprehensive approval plan is supplemented by individual orders gleaned from publisher and vendor catalogues, the National Libraries New Books List, faculty publishing trends, and faculty requests. Online tools including *WorldCat* and *Global Books in Print* are also used for collections purposes, in addition to reviewing new acquisitions lists maintained online by prominent academic libraries, e.g. the Baker Library at Harvard University.

When new courses are proposed the liaison librarian will review the recommended readings and purchase titles which do not already form part of the collection. The electronic collection is reviewed annually with the Associate Dean Research. Every year trials of databases are organized by the Bronfman Business Library and faculty are invited to offer feedback.

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Financial Support

Funding support for the entire monograph, serials and electronic collection for the business collection is contained in the following table. Monograph figures include expenditures for the approval plan, while periodicals are split between serials and electronic resources. E-resources also include data products. It is not possible to separate out the accounting only materials as many of the databases and print materials have relevance to subject areas beyond just accounting, e.g. finance, strategy etc.

	Monographs	Serials	E-resources	Total
10/11	$80,807	$83,984	$460,250	$625,041
09/10	$82,504	$102,174	$448,583	$633,261
08/09	$115,855	$106,332	$479,450	$701,637
07/08	$92,988	$101,517	$404,166	$598,671
06/07	$110,000	$123,046	$430,926	$663,544
05/06	$75,000	$140,480	$437,674	$653,154
04/05	$69,000	$149,528	$329,085	$547,613
03/04	$67,603	$151,087	$282,459	$541,857
02/03	$48,481	$212,564	$236,239	$497,284
01/02	$65,983	$218,182	$142,670	$413,854
00/01	$29,340	$162,963	$116,335	$318,999

Expenditures on Business resources up to 2010/11

LIBRARY SERVICES & SPACES

Interlibrary Loans/Resource Sharing and Off- Campus Resources

Undergraduate students and faculty have access to the collections of other university libraries through the interlibrary loan system called *RACER* (Rapid Access to Collections by Electronic Requesting), an initiative of Scholars Portal. York University Libraries subsidize interlibrary loans for students and faculty who may borrow monographs through *RACER* at no cost. Additionally, undergraduate students can receive up to 25 journal articles free in any single year and graduate students may receive an unlimited number of articles through RACER. Faculty are entitled to up to 50 free journal articles in any single year. Requests for other materials, such as microfiche, microfilm, dissertations and special collections are processed in the timeliest way possible.

All libraries in Ontario, except the University of Toronto, support a direct borrowing program that allows students and faculty to borrow materials when visiting other Ontario university libraries. This is made possible by the Canadian Reciprocal Borrowing Agreement. Many Canadian Universities support reciprocal borrowing by graduate students and faculty.

Managing Research Results

Supporting tools such as RefWorks, bibliographic management software, is available to store and format citations to books, journal articles and other scholarly resources. The software is provided free-of-charge under a site license agreement paid for by the Library. Several of the business liaison librarians are also knowledgable of the open-source web-based citation

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management systems Zotero and have created a Libguide with instructions and a webinar available for faculty: http://researchguides.library.yorku.ca/zotero

Specialized Liaison Librarians
Research and reference assistance for the MAcc program is provided by the Bronfman Business Library. The assigned liaison librarian, Sophie Bury, is available to assist students and faculty with literature research, provide course-related instruction, and to develop research guides.

Reference and Supplemental Support
Supplemental point-of-need assistance will be available to MAcc students through in-person reference service, IM chat, e-mail, and telephone reference service. This service is offered seven days a week. Business librarians are also available for in-depth research consultations. In some situations referrals may be made to reference specialists based at other libraries, e.g. the Osgoode Law Library for business law questions or the Scott Library for data service support.

Short video-streamed tutorials are available on the Bronfman Business library homepage to assist students with business research tasks including databases and reference resources of relevance to accounting students, e.g. articles databases, finding company ratios, and more: http://www.library.yorku.ca/cms/bbl/guides/researchvideos/

In addition, students can consult subject guides for research assistance including guides on conducting company research, industry research, finding business articles and more: (http://www.library.yorku.ca/cms/bbl/guides/researchhelp/)

Library Instruction and Information Literacy
Information literacy is an essential component of students' education. Without the skills to find, retrieve, evaluate and use information, students cannot participate fully in a university environment or in their disciplinary culture. Moreover, it is noted that the learning outcomes for the MAcc program explicitly state that students should be adept at conducting academic research and be able to produce well-researched reports. All courses have at least one group research projects and some assignments require individual student research.

York University Libraries has a very active information literacy program supporting both undergraduate and graduate students and the number of programs adopting a curriculum-integrated approach to information literacy has grown. This involves an approach where library instruction is tailored to course learning outcomes and research assignments and embedded strategically at critical junctures throughout the program, making it accessible to all students through a scaffolded approach. The benefits of this are that library research skills (and information literacy) are learned in the context of the discipline and that students are equipped with both the tools and knowledge of key research databases to remain current and knowledgeable in their field.

The accounting liaison librarian is well placed to collaborate with faculty to develop a meaningful information literacy component in the MAcc program to help students develop a good understanding of relevant research resources and to help them to effectively search, retrieve, evaluate and apply information available at the library. On request instructional sessions tailored to specific programs or courses are available from the liaison librarian. In addition, the liaison librarian is available to prepare course-related web guides to support any given library instruction session. Examples of such guides can be viewed at the Bronfman

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Business Library web site: http://www.library.yorku.ca/cms/bbl/assignments/ Finally, the liaison librarian is available where desired to work with graduate program chairs to develop a curriculum-integrated approach to information literacy in the MAcc program.

Library Facilities
There are a variety of types of study environments in the Bronfman Business Library which accommodate students with different needs. This includes computer workstations, open tables, individual study carrels, comfortable lounge seating and monitored silent study space. Six group study rooms are available for the students to book online. All graduate students also have access to the Graduate Student Reading Room at the Scott Library. There is wireless connectivity throughout the library and network drops are also available. Students may borrow laptops or projectors for use within the library. In addition both black and white and colour wired and wireless printing is available to students, in addition to photocopying services.

CONCLUSION

Library support for the proposed MAcc program is solid. Collections and services, already in place to support related, though clearly distinct business programs with coverage of areas such as accounting, tax and management information systems, will play a role in supporting this new program. Many of the courses which will form part of the MAcc program are already taught as part of the MBA program, and the five new proposed courses can be easily supported through the purchase of needed materials. The liaison librarian will work with faculty in this program to further strengthen resources and services in support of this program. We look forward to being part of this important new development at the Schulich School of Business and to working with all involved faculty and students connected with this new graduate program.

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APPENDIX 1: LIBRARY STATISTICS (from 2009-10 YUL Annual Report)

Turnstile Count		2007/2008	2008/2009	2009/2010
Scott		2,260,265	2,073,861	2,780,339
Bronfman		290,952	268,973	338,514
Frost		112,240	108,055	120,628
Steacie		458,431	356,506	506,121
	Total	3,121,888	2,807,395	3,745,602

CIRCULATION		2007/2008	2008/2009	2009/2010	
Scott					
Circulation Services		321,807	222,057	219,356	
Scott Reserves		59,488	45,056	60,461	
Self Check		1,748	35,866	140,822	*
Sound and Moving Image (incl. resv)		100,043	71,405	75,219	
Archives & Special Collections		2,100	1,711	2,943	
Map Library (incl. resv)		1,713	930	4,622	
GIS		21,997	27,371	10,267	
	Subtotal	508,896	404,396	513,690	
Bronfman (incl. reserves)		14,169	14,181	19,093	
Frost (incl. reserves)		31,216	23,233	28,108	
Steacie (incl. reserves)		59,248	51,582	57,828	
	Subtotal	613,529	493,392	618,719	
Renewals		519,871	524,473	504,798	
	Total	1,143,372	1,017,865	1,123,517	

* 4 self check machines added in 2009-2010

LAPTOP LENDING		2007/2008	2008/2009	2009/2010
Scott		6,498	9,828	18,923
Bronfman		817	576	575
Frost		9	35	28
Steacie		3,618	3,013	3,966
	Total	10,942	13,452	23,492

ITEMS SHELVED	2007/2008	2008/2009	2009/2010
Scott			
Circulation	940,507	693,495	899,062
Government Documents	15,195	1,155	9,939
Microtext	55,965	50,310	19,744
Reference	9,099	4,800	5,055
Reserves	48,162	35,514	41,710
Map Library	6,979	7,630	6,630
Archives & Special Collections	2,751	U/A	4,614
Sound and Moving Image	1,870	480	U/A
Bronfman	24,093	16,406	26,932
Frost	62,466	50,381	59,200
Steacie	92,476	86,497	92,917
Total	1,259,563	946,668	1,165,803

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APPENDIX 1: LIBRARY STATISTICS

COLLECTION GROWTH	As of April 1, 2008	As of April 1, 2009	As of April 1, 2010
Print Volumes	2,249,301	2,272,355	2,418,404
Microform Units	4,049,042	4,086,565	4,152,092
Journal Titles/Other Subscriptions	6,530	6,275	5,503
CD ROMS	8	18	11
Digital Journal Titles	39,282	43,246	48,549
Digital Mongraph Titles	242,497	293,545	310,958
Media			
Maps	111,980	112,192	112,520
Aerial Photographs	5,052	5,046	5,046
GIS Data titles	319	387	543
Sound Recordings	36,227	38,427	39,642
Videocassettes	9,927	9,872	9,424
Films	3,014	2,867	2,658
DVDs	8,112	10,818	13,457
Manuscripts and Archives			
Manuscripts (Linear metres)	3,763	3,863	4,056
University Records (Linear metres)	837	844	894
Photographs (Linear metres)	371	376	382
Moving Image Archives (Linear metres)	143	88,255	88,271
Online Catalogue			
Bibliographic Records	1,963,726	2,071,969	2,163,141
Authority records	515,953	533,782	549,281
Titles Catalogued	138,748	105,488	68,278

DIGITAL COLLECTIONS @ York	2007/2008	2008/2009	2009/2010
Digital Items Created	10,632	11,562	8,087 *
Total Ditial Items	13,420	24,982	30,614

*2,455 items stored in the Internet Archive

LIBRARY ACCESSIBILITY SERVICES	2007/2008	2008/2009	2009/2010
Transcription Requests	1,435	1,647	U/A
Number of pages scanned	385,309	491,648	U/A

RESOURCE SHARING		2007/2008	2008/2009	2009/2010
ILL, Interfilm	Total Lending	13,886	14,258	14,193
ILL, Interfilm	Total Borrowing	4,625	5,054	5,294

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APPENDIX 1: LIBRARY STATISTICS

REFERENCE SERVICES	2007/2008	2008/2009	2009/2010
Scott			
First Stop/Information Desk *	43,073	34,500	63,512
Scott Reference	14,217	12,770	14,777
Sound and Moving Image	3,005	1,937	U/A
Map Library	6,535	6,021	8,847
Archives & Special Collections	1,326	864	513
Subtotal	69,152	57,148	87,649
Bronfman	6,174	12,194	16,893
Steacie	14,890	13,466	15,342
Frost	5,729	6,228	6,365
Virtual Reference	3,596	3,724	2,710
Total	99,541	92,760	128,959

* includes directional enquiries

LIBRARY INSTRUCTION	2007/2008		2008/2009		2009/2010	
	Classes	Participants	Classes	Participants	Classes	Participants
Bronfman	100	2,946	104	3,010	102	4,443
Frost	72	1,860	63	1,990	79	2,568
Maps	34	1,045	24	790	38	1,502
Scott	393	14,222	333	10,647	314	10,238
SMIL	34	1,045		U/A		
Steacie	125	3,863	127	7,559	113	7,034
Total	758	24,981	651	23,996	533	25,785

OPERATING BUDGET	2007/2008	2008/2009	2009/2010
Salaries	$ 9,667,331	$ 10,161,155	$ 10,313,175
Part Time Assistance	$ 1,032,018	$ 1,013,778	$ 912,129
Benefits	$ 2,368,019	$ 2,465,850	$ 2,419,240
Subtotal	$ 13,067,369	$ 13,640,783	$ 13,644,544
Collections	$ 9,826,510	$ 10,003,256	$ 10,321,624
Binding	$ 152,816	$ 119,981	$ 99,724
Subtotal	$ 9,979,326	$ 10,123,237	$ 10,421,348
General operating	$ 3,646,319	$ 3,473,461	$ 4,508,857
Total Expenses	$ 26,693,013	$ 27,237,481	$ 28,574,749
Recovery	-$ 1,067,617	$ 867,850	$ 995,767
Total Expenses less recovery	$ 25,625,396	$ 28,105,331	$ 29,570,516
Gifts in Kind	$ 1,339,928	$ 4,927,171	$ 966,375

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York Ryerson Co-Registration Pilot / Proposal Submitted to ASCP on Behalf of the Vice-Provost Academic

Introduction

As referenced in the Provost's September 2012 Senate presentation on *York's Strategic Mandate Submission* to the Ministry of Training, Colleges & Universities, York University and Ryerson University signed a Memorandum of Understanding (MOU) in 2011 to seek opportunities to partner on relevant joint programs and initiatives that would build on our respective strengths and enhance student mobility and access. The MOU was seen to be responsive to the commitments on the part of both institutions to student success, outreach and partnership.

The York Ryerson Co-Registration Pilot is one such initiative that is intended to simplify the ability of students from each institution to take up to 24 credits from the other institution while also recognizing the grades that students receive on their transcripts. This initiative is therefore an improvement over the standard Letter of Permission that students now use if they have an interest in taking a course at Ryerson. The pilot will run for five years; the VPAP offices will conduct an annual review and Senate ASCP will receive a report on pilot progress at the end of three years.

Specifically, Ryerson and York students with Honours standing will be able to take up to one full course per academic year after completing at least 24 credits at their home institution. These credits will count towards their degree studies either as a general elective or a course credit exclusion. Reciprocity will be maintained (and reviewed annually) to ensure that revenues are unaffected. Students and faculty will realize maximum benefit from the streamlined procedures. In all cases, current York Senate approved regulations will apply with one exception; specifically, this pilot proposes that the grades received in the courses will appear on the York transcript. It is anticipated that this initiative will provide students with enhanced mobility and transparent credit transfer between affiliated institutions as well as simplify the administrative processes, as students will be able to directly register for courses that have been pre-approved by the respective academic units. In keeping with current practice, students may also identify other courses that are not currently on this list as the intention is to continue growing the transparency of credit transfer available. In accordance with current practice, any course not identified as an exclusion may be considered as a general elective.

Four other universities have long standing partnerships that allow this kind of specialized co-registration opportunity. The University of Waterloo and Wilfrid Laurier University as well as the University of Ottawa and Carleton University have had similar arrangements in place for more than ten years. The York Ryerson Co-Registration Initiative is identical to the ones in place with the exception that the new model proposed by York and Ryerson will have a joint web site and communication will be collaboratively developed. Further, extensive data exchange between the two Registrar's Offices will ensure a smoother experience for students and preserve the integrity of each school's academic transcript and student records. All other aspects, including having the grades and courses from the other institutions featured on the home transcript, are apparent in these long standing opportunities already available in Ontario.

The recent announcement regarding an enhanced letter of permission opportunity by seven Ontario universities is a lesser example of this type of partnership in that only twenty courses at the lower year levels have been identified for course credit exclusion in that partnership. The York Ryerson Co-Registration Pilot will encompass lower and upper year courses and involve more than twenty courses. It is worth noting that while both York and Ryerson universities have and will continue to identify courses for credit exclusion, a commitment to balance exists wherein, like regular exchanges, there will be an equal number of students from each school participating. Also like exchanges, both institutions will monitor this balance to ensure no revenue loss to either school. The same type of control mechanism is in place with the Ottawa/Carleton co-registration model.

There are two compelling reasons for a Ryerson York partnership: i) the complementary strengths of the two institutions; and 2) the geographical proximity of the institutions that will allow students to attend in-class at the other university (as well as sign up for on-line courses). Each will enhance mobility, choice, flexibility and improve the opportunities for students to access the complementary strengths of the two institutions and enrich their degree programs. Another important goal will be to encourage cognate or complementary programs from both schools to engage with each other and grow further opportunities. Nevertheless both Ryerson and York are committed to exploring how this initiative might be expanded to include other universities and/or linked to other initiatives. It is worth noting that inter-university collaboration aimed at student mobility and success has been identified as a priority by the Ontario Academic Vice Presidents and MTCU.

Specific recommendation
Ryerson and York are each developing a list of courses in consultation with the respective academic units starting with those courses at each institution where there has been previous demand based on Letters of Permission. Other courses may be added should an academic unit wish to do so. Students at each institution will be allowed to register for the courses that are included on those lists without having to seek an individual Letter of Permission as long as they meet the requirements. Course lists will be regularly reviewed by each institution. It is understood that this initiative will be governed by York Senate policies including those approved by Senate for this specific initiative[1].

Approval is sought by Senate for the following three academic regulations for the York Ryerson Co-Registration Pilot:

- The courses that our students take at Ryerson as part of this initiative and the York equivalent grades achieved will be included on York student transcripts;
- To allow for the above, final grades achieved in Ryerson courses will be converted from the Ryerson 4-point grading scale to the York 9-point grading scale to allow equivalent grades to be determined (see section "Grades for Courses Taken at Ryerson" on page 6 for the equivalency table); and
- Ryerson courses and the York equivalent grade achieved will be included in the calculation of a student's grade point average (GPA).

Process and Policy
The Co-registration Option will provide an annual list of pre-approved courses for students to choose from at the other university. York has long standing approved course credit exclusions in place with regard to courses taken at Ryerson. These emerged naturally as a result of ongoing transfer credit and letter of permission approvals. These courses formed a beginning basis in the development of the list of courses. To that end, all previously approved Ryerson course credit exclusions were sent back to Faculty Deans' Offices for review and approval. The beginning list is in Appendix A of this proposal. The intention is to continue expanding this list as program areas identify courses for inclusion on the list.

For greater clarity, Table 1 outlines the differences in regulations and procedures between the existing Letter of Permission process and the proposed Co-registration Option. In all cases, if a student wishes to pursue an alternate approach, existing transfer credit provisions including that which governs Letter of Permission procedures will apply.

Table 1: LOP Practice compared to York-Ryerson Co-Registration Pilot
* Items in bold represent the changes occurring

Current LOP policies and practices	York-Ryerson Co-Registration Pilot policies and practices

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[1] It is worth noting that this pilot will be governed by the following York Senate policies:
- Credits earned at another institution will not count towards meeting York's residency requirement;
- The Pass / Fail grading option cannot be used for courses taken at another institution; and
- The Senate Policy on Repeating Passed or Failed Courses for Academic Credit applies.

Governing Policies: Academic Honesty, Residency, Repeated Courses, Transfer Credit (which includes Letter of Permission), Pass/Fail, Course Credit Exclusions, Faculty/Program regulations	Governing policies: Academic Honesty, Residency, Repeated Courses, Transfer Credit (which includes Letter of Permission), Pass/Fail, Course Credit Exclusions, Faculty/Program regulations **plus the changes in academic regulations as follows:** • **The courses that our students take at Ryerson as part of this initiative and the York equivalent grades achieved will be included on York student transcripts;** • **To allow for the above, final grades achieved in Ryerson courses will be converted from the Ryerson 4-point grading scale to the York 9-point grading scale to allow equivalent grades to be determined (see section "Grades for Courses Taken at Ryerson" in the equivalency table); and** • **Ryerson courses and the York equivalent grade achieved will be included in the calculation of a student's grade point average (GPA).**
Students must be in good academic standing to participate and adhere to program specific progression rules (e.g. If a "C" is required in Psych 1010 to progress, a "C" will be required in the Ryerson course). Students must achieve a C to receive transfer credit for courses taken elsewhere.	Students must be in good academic standing to participate and adhere to program specific progression rules (e.g. Is a "C" is required in Psych 1010 to progress, a "C" will be required in the Ryerson course) **All grades received in Ryerson courses will be converted to the York grading scale and included in students' GPA.**
Students subject to the following will not be eligible to participate: academic warning, debarment warning, program warning, academic probation	Students subject to the following will not be eligible to participate: academic warning, debarment warning, program warning, academic probation
Students who are no longer in good standing or ineligible to proceed cannot continue; student approval will be rescinded for course taken at host	Students who are no longer in good standing or ineligible to proceed cannot continue; student approval will be rescinded for course taken at host
Students must arrange for a transcript to be sent to York for a fee	Students **WILL NOT** have to arrange and pay for a transcript to be sent to York **as course and grades data will be exchanged between the two Registrar's Offices**
York Senate residency regulations apply; there are no restrictions to the number of credits students can take at other institution; select programs apply further restrictions	York Senate residency regulations apply; select programs may apply further restrictions. **For this pilot, students will be restricted to a maximum of 24 credits.**
York policy allows students to pursue any course at Ryerson; still subject to approval by their program area; may not result in a York course credit exclusion	York policy allows students to pursue take any course at Ryerson; still subject to approval by their program area; may not result in a York course credit exclusion
Programs areas approve the course credit exclusion	Program areas approve the course credit exclusion
York students must be pursuing a York degree or certificate to participate	York students must be pursuing a York degree or certificate to participate
Grades allocated by the host university are not captured on the York transcript for Letters of Permission; courses and credit value are shown for exchange courses	Grades allocated by the host university are not captured on the York transcript for Letters of Permission; courses and credit value are shown for exchange courses **Courses in the pilot will be explicitly identified as Ryerson courses with the Ryerson name and with a unique rubric assigned ("RYER")**
Grades allocated at the host are not included on the York student transcript	**Grades allocated at Ryerson will be included in the York transcript in accordance with the equivalency chart in this approval document (see section "Grades for Courses Taken at Ryerson" on page 6 for the equivalency table)**
Students must provide a course description and self-manage the approvals process for LOPs	**The institution provides the course description and the institutions manage the approved process**
Faculty program areas have to review and approve every student request individually	**The course credit exclusions will be approved by both institutions in advance thereby significantly reducing workload for the program areas and bureaucracy for students**
Approvals are restricted for programs with additional external accreditation requirements	Approvals are restricted for programs with additional external accreditation requirements
Host petition policies and related grade changes apply; student must obtain new transcript at a fee and send it to York	Host petition policies and related grade changes apply; **student WILL NOT need to obtain new transcript from the host**

Students at York and Ryerson pay an application fee to access the Letter of Permission process ($50 to apply at York to take a Letter of Permission elsewhere plus whatever application fee exists at the host)	**No application fee will apply**
If a student took a course, they are required to submit either a transcript or a letter from the school indicating withdrawal or that they did not take the course (not always easy for the student to obtain such letters; typically requires a fee be paid by the student)	**The grades data will be automatically shared with York by Ryerson at no charge or extra work by the student (same if a grade is changed)**
Student is not guaranteed access to host courses; if not available, the student will have to go through the entire letter of permission process again	**Spaces will be set aside by both institutions and staff will enrol students in the courses; if there is a problem, the students will be notified and encouraged to make another course choice from the approved list (or they can follow the regular letter of permission process)**

Rationale

Since 1995, York has recognized and implemented the *Pan-Canadian Protocol on the Transferability of University Credits.* That policy ensures that all course work successfully completed by transfer students during the first two years of university study in Canada is recognized and fully credited for the purpose of granting a degree. The frequency with which students were transferring among post-secondary institutions, participating in exchange programs and/or enrolling in courses at other institutions for credit at their home university prompted York in 2008 to establish *Guidelines and Procedures for the Assessment of Transfer Credit.* Senate endorsed the Guidelines on the recommendation of the then Senate Committee on Admissions, Recruitment and Student Assistance (SCARSA).

The York-Ryerson Co-registration Option reflects the spirit of, and has been informed by, both the *Pan-Canadian Protocol on the Transferability of University Credits* and York's *Guidelines and Procedures for the Assessment of Transfer Credit[2].* The intent of the Initiative is to provide greater choice and flexibility to students at each university, and promote mobility and resource sharing among the institutions.

This Initiative offers tremendous value to both students and faculty members in program areas who are responsible for approving course credit exclusions. For students, transparency, clarity, consistency, communication and streamlined efficiencies will be realized. The two universities will be co-creating and supporting a web site, which will be populated with information on the approved courses and procedures involved in this Initiative. Both institutions are committed to streamlining the procedures for the benefit of students and faculty.

For faculty, the current practice supporting course credit exclusion identification involves individual review and approval for every single course each and every time a student puts forth the request. There is a great deal of time pressure as well as additional workload associated with this ad hoc process. By approving the courses in advance, the program areas will realize a reduced workload, a more streamlined approval support framework and yet still hold the authority to approve the course credit exclusion.

The academic regulation and administrative changes identified in this Initiative are intended to facilitate student progression through degree programs and ensure a harmonized academic symmetry to recognizing studies completed at the host institution for courses that qualify for course credit exclusion. Ryerson will be adopting similar academic regulations and procedures to York. In all cases, balance will be a necessary constraint as there is no intention to create a situation wherein one university will benefit over the other in terms of student enrolment or revenues. Both universities will closely monitor maintaining balance.

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[2] Transfer credit is defined in Senate policy as: credit granted towards a York University undergraduate degree/certificate for advanced secondary and/or postsecondary studies (or the equivalent) from an accredited institution. It is given either upon admission/re-admission to York University or for preapproved studies (Letter of Permission – LOP) and for approved exchange undertaken during the degree.

In order to appropriately recognize the academic impact of work completed at Ryerson by York students, it is proposed that the Ryerson courses be included on York student transcripts, be clearly identified as Ryerson courses and that the grades from such courses be included in the calculation of students' grade point averages. Doing so means that students at both institutions will not run into difficulties when applying to other schools including graduate studies.

Grades for Courses Taken at Ryerson
In order to implement putting Ryerson courses on the York transcript, it is necessary to convert the Ryerson course grades from its 4-point scale to York's Senate approved 9-point grade scale. The proposed conversion schedule is included in this document in Chart One. This approach is currently used at other post-secondary institutions with similar memorandums of understanding (examples: University of Ottawa and Carleton University; Wilfrid Laurier University and University of Waterloo).

It is worth noting that the Ryerson approved grading scale accommodates for minus grades; the York Senate approved grading scale does not. The minus grades are included in the next band up on the York scale. Most in Ontario appear to be following Ryerson's approach.

Chart One: Ryerson York Grade Conversion Chart

Ryerson Grading Scale		York Grading Scale	
Letter Grade	Grade Points	Grade	Grade Point
A+	4.33	A+	9
A- and A	3.67 to 4	A	8
B+	3.33	B+	7
B- and B	2.67 to 3	B	6
C+	2.33	C+	5
C- and C	1.67 to 2	C	4
D+	1.33	D+	3
D- and D	.67 to 1	D	2
F	0	F	0

Impact on Grade Point Average and Student Information System
The grade recorded on the York transcript for courses taken at Ryerson will be included in the student's overall cumulative grade point average as well as the sessional grade point average calculation in accordance with the above chart.

Consistent with the *Guidelines and Procedures for the Assessment of Transfer Credit* Ryerson courses taken under the Co-registration Initiative will not contribute toward the credit counts needed to satisfy York University's residency requirement; will be subject to the application of Senate's Policy on Repeating Passed or Failed Courses for Academic Credit; and may not be taken on an ungraded basis (i.e., pass / fail).

The York-Ryerson Co-Registration Initiatives builds on the *Pan-Canadian Protocol on the Transferability of University Credits*, supports the established principles guiding York's transfer credit policies, and is aligned with the University's plans to enhance student access and mobility.

General Overview of Initiative

1. To qualify for participation in the pilot, students must have Honours standing and must have earned the equivalent of at least 24 credits towards their York undergraduate degree program.

2. Students will apply to the Registrar's Office of their home institution and will choose from a list of courses available.

3. The list of courses will be reviewed and approved by participating Faculties regularly. Students wishing to take courses not on this list will use the existing Letter of Permission process.

4. The home institution will confirm that the student has met pre-requisites for courses at the host university.

5. Once approval is obtained, the host institution will arrange to enroll the students in the course if space is available.

6. Students are required to honour the academic sessional dates and petition requirements of the host institution for courses taken at the host. The principle here is that the home of the course represents the appropriate place to adjudicate any academic regulations. The further principle is a commitment by both institutions to engage in timely communication should any changes arise. The last principle is to ensure the students "home" institution transcript is fully transparent with regard to what was taken at both institutions.

7. Once the course is completed, the hosting Registrar's Office will communicate the grade received to the home institution.

8. The home institution will convert the grade as per a pre-determined conversion scale and add the grade to the student's transcript accordingly. The grades will be included in overall cumulative Grade Point Average (GPA) as well as sessional GPA calculations. The grades will not be included in programs that require a major GPA calculation; however, exceptions will be made on an individual basis at the request of the program/Faculty.

9. Students will be allowed to take 1 course per term up to a maximum of 24 credits. Going forward, courses and grades that form part of this initiative will appear on all transcripts.

Course Rubric (Senate ASCP approved, June 2012)

Senate ASCP approved the proposed new "RYER" rubric in June 2012. It will be used on the York transcript for courses taken by York students at Ryerson. This will also allow the Ryerson courses to be specifically monitored and identified in the York Student Information System which will benefit faculty, staff and students.

Courses with the rubric of RYER will be added for each year level and Faculty so that the course will appear on the student's York record with the appropriate year level and credit. Ryerson will do the same for York courses.

Once the course has been completed at Ryerson, the student's York record will reflect the Ryerson course name and number as well as the title of the course taken at Ryerson. This method is currently used on York transcripts for Schulich international exchange programs. The Ryerson name of the course entered in the student record will appear as a second line on the transcript immediately following the placeholder course number and name.

Example on current transcripts:

```
SB    EXCH    4901    A      Exchange - Schulich Business Elective
                             International Management
SB    EXCH    4902    A      Exchange - Schulich Business Elective
                             Int'l Marketing for Exchange Students
SB    EXCH    4903    A      Exchange - Schulich Business Elective
                             Int'l Mktg Mgmt System Online
SB    EXCH    4904    A      Exchange - Schulich Business Elective
                             Mgmt of Knowledge Workers
SB    EXCH    4905    A      Exchange - Schulich Business Elective
                             Tourism Industry:Int'l Integration & Eco
```

Once again, credits earned at Ryerson will not count towards meeting the York residency requirement.

York's Senate Approved Legislation

As stated, York's Senate approved legislation will apply to these courses. For example, as per York's current policies, these courses will be considered "course credit exclusions" and therefore will be subject to repeated courses legislation (i.e. the second attempt will become the grade of record). These courses will also be subject to York pass/fail legislation, residency rules, and degree specific regulations. Further, in all cases, approval authority for a Ryerson course as a York course credit exclusion will rest with the program area and the Faculty. A list will be made available to students on an annual basis via the web.

Select programs may have additional specific requirements due to external accreditation requirements. This will be dealt with on a discretionary basis.

This initiative will be subject to annual review by parties in VPAP offices at both institutions to ensure monitoring and identification of any considerations. Results will be shared with Senate ASCP for comment and feedback.

Appendix A – Initial List of Approved Courses*

Ryerson Undergraduate Course Number	Chang School Course Number	Title	York Faculty	York Subject	#
	CNUR 833	Orgl Context of Practice	HH	NURS	3770 3.0
	CNUR 831	Leadership Dev for Practice	HH	NURS	3770 3.0
PSY 102 + PSY 202	CPSY 102 + CPSY 202	Intro to Psychology I + Intro to Psychology II	HH	PSYC	1010 6.0
PSY 105	CPSY 105	Perspectives in Psychology	HH	PSYC	1010 (3.0)
QMS 102	CQMS 102	Business Statistics I	HH	PSYC	2021 3.0
QMS 202	CQMS 202	Business Statistics II	HH	PSYC	2021 3.0
QMS 202	CQMS 202	Business Statistics II	HH	PSYC	2022
SSH 301		Res Design and Qual Methods	HH	PSYC	2030
CYC 601		Social Research Methods	HH	PSYC	2030
PSY 302		Child Development	HH	PSYC	2110
CLD 101 + CLD 103		Human Development I + Human Development II	HH	PSYC	2110 3.0
PSY 124		Social Psychology	HH	PSYC	2120 3.0
PSY 324		Biological Psychology	HH	PSYC	2240
PSY 325		Psychological Disorders	HH	PSYC	3140 3.0
PSY 308		Psychology of Thinking	HH	PSYC	3260 3.0
PSY 402		Adult Development	HH	PSYC	3490 3.0
BLG 143		Biology I	SC	BIOL	1000 3.0
BLG 144		Biology II	SC	BIOL	1001 3.0
BLG 311		Cell Biology	SC	BIOL	2021 3.0
BLG 251 + BLG 151		Microbiology I + Microbiology II	SC	BIOL	3150 3.0
MEC 222		Engineering Graphical Commun	SC	GEOG	2420
MTH 131		Modern Mathematics I	SC	MATH	1013 3.0
MTH 231		Modern Mathematics II	SC	MATH	1014 3.0
MTH 141		Linear Algebra	SC	MATH	1025 3.0
QMS 102	CQMS 102	Business Statistics I	SC	MATH	1131 3.0
MTH 410		Statistics	SC	MATH	1131 3.0
MTH 380		Probability and Statistics I	SC	MATH	1131 3.0
MTH 110		Discrete Mathematics I	SC	MATH	1190 3.0
MTH 314		Discrete Math for Engineers	SC	MATH	1190 3.0
MTH 140		Calculus I	SC	MATH	1300 3.0
MTH 240		Calculus II	SC	MATH	1310 3.0
MTH 312		Diff Equat and Vector Calculus	SC	MATH	2270 3.0
MTH 309		Differential Equations	SC	MATH	2270 3.0
MTH 110		Discrete Mathematics I	SC	MATH	2320
QMS 202	☐	Business Statistics II	SC	MATH	2570 3.0
PCS 181		Introduction to Astronomy	SC	NATS	1740 (3.0)

MHR 523	CMHR 523	Human Resources Management	AP	HRM	2600 3.0
HTH 503		Human Resources Administration	AP	HRM	2600 3.0
MHR 733	CMHR 733	Training and Development	AP	HRM	3410 3.0
LAW 529		Employment and Labour Law	AP	HRM	3420
MHR 522	CMHR 522	Industrial Relations	AP	HRM	3422 3.0
MHR 623	CMHR 623	Recruitment and Selection	AP	HRM	3470
SOC 104		Understanding Society	AP	SOCI	1010(3.0)
SOC 103	CSOC 103	How Society Works	AP	SOCI	1010 (3.0)
SOC 11A + SOC 11B		The Social World-A + The Social World-B	AP	SOCI	1010
SOC 105		Intro Sociology	AP	SOCI	1010 (3.0)
CYC 601		Social Research Methods	AP	SOWK	3070 3.0
ECN 104	CECN104	Introductory Microeconomics	AP	ECON	1000 3.0
ECN 204	CECN204	Introductory Macroeconomics	AP	ECON	1010 3.0
ECN 301		Intermediate Macroeconomics I	AP	ECON	2400 3.0
ENG 108	☐	The Nature of Narrative I	AP	EN	1002 3.0
ITM 100	☐	Business and Info Systems	AP	ITEC	1010 3.0
ITM 750	☐	IT Project Management	AP	ITEC	3505 3.0
ENG 520		The Language of Persuasion	AP	MODR	1770
PHL 606	CPHL 606	Philosophy of Love and Sex	AP	PHIL	2250 3.0

Note: This list will change and potentially grow; however, at all times, program approval for course credit equivalencies will be sought before a course is added. Further, students will be able to enroll in courses not on this list which may be deemed, via program review, to count as general electives or substitutes rather than course credit exclusions. Finally, York may not offer a course that Ryerson does offer. In those instances programs will decide whether the course may count toward the student's degree program. Senate approval will be sought for program-program substitutions as necessary.

Appendix B – Senate approved policies

The Pan-Canadian Protocol on the Transferability of University Credits

Description:

Notes: Approved by Council of Ministers of Education: 1995/02/27; Approved by the Board of Directors of the AUCC: 1995/03/14; Approved by SCARSA: 1995/05/16; Approved by Senate: 1995/06/22; Date Effective: 1995/09/01

- **Approval Authority:** Senate

Signature: "Malcolm Ransom"

Policy

Given the importance of promoting student mobility across Canada at the university level; given the high quality and standards of all universities in Canada;

given the evolving characteristics of the Canadian university student body where students are generally older, more mobile, and more likely to be forced by work-related or personal reasons to register in more than one university to complete their undergraduate work;

given the need to reassure students that all course work satisfactorily completed in the first two years of university study will be considered for recognition of credit should they be granted admission at another university; and

given the need to reassure students that the process of transferring to another university in Canada will not result in undue additional costs or in the need to repeat essentially equivalent previous learning experiences,

York University undertakes to take the necessary measures to ensure that, by September 1, 1995, all course work completed by transfer students during the first two years of university study in Canada [including the final year of studies leading to a diploma of college studies (DCS) in Quebec and the university transfer courses offered by community colleges and university colleges in British Columbia and Alberta] will be recognized and fully credited for the purposes of granting a degree provided that:

1. the transfer student is deemed admissible and has been presented with an offer of admission;
2. the transfer student has achieved a passing grade in his/her course(s) and has obtained grade levels that would normally be required of continuing students; and
3. the credits earned are related to the program of study in which the transfer student will register, or the credits can be counted as electives for the program of study.

Notes: Approved by Senate: 2005/12/15

Visiting Student Policy

Individuals who wish to enrol in undergraduate credit courses, but who do not intend to complete a degree or a certificate may be admitted to York as a Visiting Student. Visiting students are individuals who:

a) hold an undergraduate degree (three-year Bachelor's degree minimum) from an accredited university/university-level institution, or

b) do not hold an undergraduate degree but wish to enrol in York courses to fulfill the academic, upgrading or professional development requirements of a professional designation or

c) are currently attending another recognized university and wish to take York courses on a Letter of Permission issued by their home institution.

Admissions criteria for category "a"; those with a completed undergraduate degree:

1. Official transcript issued by post-secondary institution(s) showing that the degree has been conferred.

2. Proof of language proficiency requirements will apply if students do not meet the criteria for exemption as outlined in the "Language Proficiency Requirements" published in the York Undergraduate Calendar.

Admissions criteria for category "b"; those wishing to professionally upgrade without having previously obtained an undergraduate degree:

1. Proof of membership (whether full, associate, or student membership however formally designated) in a professional association or body recognized by legislation in Canada or another country and approval through the Admissions Office, in consultation with the Faculties; or

Official transcripts of (or academic assessments accepted by and prepared on behalf of) a professional association or body recognized by legislation in Canada or another country and approval through the Admissions Office in consultation with the Faculties.

2. Proof of language proficiency requirements will apply if students do not meet the criteria for exemption as outlined in the "Language Proficiency Requirements" published in the York Undergraduate Calendar.

Continuation Requirements

Visiting students under categories (a) and (b) whose overall cumulative grade point average (OCGPA) falls below 4.0 on at least 24 credits attempted will not be allowed to enrol automatically in any subsequent session as visiting students.   Students who are not permitted to re-enrol must apply for readmission through the Admissions Office.

Repeated course legislation does not apply to visiting students but only to academic degrees and certificates. Therefore, all courses attempted or taken will count in the OCGPA.

Visiting students who do not hold undergraduate degrees, have maintained an OCGPA of 4.0 throughout their studies and who have completed 30 credits will not be allowed to enroll in subsequent

sessions and must reactivate to proceed as visiting students or may choose to apply for admission to a degree or certificate program. The purpose of having visiting students pause and potentially reactivate after reaching 30 credits is to allow them an opportunity to reconsider options as they may wish to apply to degree studies given the transfer credit implications. Additionally and for enrolment management reasons, it provides the Faculty with an opportunity to reconsider course availability and access.

Visiting students who are subsequently admitted to degree studies will receive a maximum of 60 credits towards a BA and a maximum of 90 credits towards an honours degree in accordance with current transfer credit policies. They will be subject to program and residency requirements and Faculty/Senate legislation as it exists at the point of admission to a degree program

Appendix C – Senate approved policy on course credit exclusions

Harmonized "cross-listed", degree credit equivalent" and degree credit exclusion" .

ADDITIONAL CONSIDERATIONS

- The term "course credit exclusion" is used rather than "degree credit exclusion", as the latter term could be seen as implying that the exclusion is degree program dependent. CCAS felt that "course credit exclusion" puts the emphasis where it belongs, at the course level.
- When two courses are declared "course credit exclusions", it does not mean that the courses are sufficiently similar to be regarded as equivalents. Course credit exclusions simply recognize that there is a sufficient degree of overlap in two courses to preclude the possibility of taking both courses for degree credit. It does not imply that the courses are sufficiently similar to be regarded as equivalent.
- CCAS has concluded that it is important that there is not a formal "degree credit equivalent" or "course credit equivalent" status or category. There has been a considerable amount of confusion created by recognizing both cross-listings and course equivalents and from regarding course exclusions as synonymous with course equivalents. Compounding these difficulties is the practice of recognizing only some, but not all, course exclusions as course equivalents – and not necessarily providing any calendar statement clarifying which is which. CCAS is proposing that there be only two formal categories – cross-listings and course credit exclusions. Any other instance where one course is seen as an acceptable substitute for another course will be tied as a note to specific degree program requirements. CCAS recognizes that there is an inherent difference between cross-listed courses and course exclusions on the one hand and course equivalents on the other. Both cross-listings and course exclusions are determined with reference to specific course content. In other words, these categories pertain to the 'course level'. Course equivalents have relevance only in relation to the particular programs where one course is regarded as an acceptable substitute for another course. In other words, unlike cross-listings and course exclusions which are determined on a 'course level', course equivalents are determined on a 'program level'.
- It is recognized that the changes being recommended will involve a considerable amount of revision to the calendar description of program requirements, change of course classifications and negotiation of new cross-listings. CCAS is recommending a staged implementation process, which will allow units and Faculties sufficient time for necessary consultations and changes to SIS, the university undergraduate calendar and supplemental calendars. CCAS is recommending that that these regulations come into effect for all new courses that will be offered in the 2004/2005 academic year. Full compliance with these regulations will be effective as of September 2006.
- CCAS is not proposing specific criteria for determining whether courses are sufficiently similar to be cross-listed or classed as course exclusions.
  Academic units currently determine when courses are sufficiently similar to be cross-listed or pairwise excluded and CCAS supports the view that they are the only bodies in a position to make this determination. Further, CCAS believe that no single set of criteria would be sufficient to encompass the breadth of course types offered at York.
- Decisions regarding procedures for determining whether courses can be substitutes for the purposes of meeting degree or certificate program requirements will rest with those responsible for setting program requirements in each unit or Faculty. There are numerous instances of programs specifying alternative courses which can be taken to meet specific program requirements. What CCAS is eager to avoid is the confusion that occurs when courses are determined to be 'equivalent' without being cross-listed and without reference to the specific programs where this course equivalency would apply. Similarly, CCAS is eager to move away from the situation that is frequently encountered where "exclusions" are treated as synonymous to "equivalents".

- There is one particular situation where the terms "exclusions" and "equivalents" will continue to be used. When assessing the Transfer Credit (formerly called Advanced Standing) for students entering York with previous post-secondary academic experience, the Transfer Credit Statement provided to Faculties and students specifies what credit is being allowed towards a specific degree program (noting that should the student transfer programs, their transfer credit would be re-assessed). This statement must recognize that the student has completed the "equivalent" of courses A, B and C and that they are therefore "excluded" from completing courses A, B and C at York for degree credit. In short, the term "equivalent" and "excluded" will continue to be necessary for Transfer Credit Assessments.
- There is a distinct advantage to students when courses are cross-listed in that cross-listed courses can be used to satisfy residency requirements.
- The cross-listing of a course does not alter the existing practice of "crediting" enrolments (FFTEs) in the course to the Faculty responsible for offering the course in a given year. In other words, the crediting of enrolments (FFTEs) in a cross-listed course is determined according to which Faculty offers the course ("responsible Faculty"), not according to the "home Faculty" status of the students enrolled in the course. As example, a section of AS/AK/HUMA 1000 is offered by Atkinson as the "responsible Faculty." Atkinson receives credit (FFTEs) for the students in the course, including those students whose "home Faculty" is not Atkinson.   When courses are cross-listed, the departments agree upon which Faculty will mount the course (i.e., which Faculty will be the 'responsible Faculty'). It is also possible that in multi-section courses some sections will be the responsibility of Faculty "A" and some of Faculty "B". There may also be other agreements reached between Faculties on apportioning student FFTEs to a Faculty.

Appendix D – Grading scales from other institutions

Letter Grade***	4 point grading scale***	Grade	9 point grading scale
A+	4.33	A+	9
A	4	A	8
A-	3.67		
B+	3.33	B+	7
B	3	B	6
B-	2.67		
C+	2.33	C+	5
C	2		
C-	1.67	C	4
D+	1.33	D+	3
D	1	D	2
D-	0.67		
F	0	F	0

***   scales used by McMaster, UofT, Ryerson, Queens, Waterloo (Waterloo further segments F grades)
Note: Ryerson only uses the 4 point scale on its transcripts

Proposal to Amend the Master of Conference Interpreting

Expanding Beyond Canada's Official Languages

Introduction

This proposal seeks to add a major modification to the Master of Conference Interpreting (and the associated Type 1 Graduate Diploma in General Interpreting) so as to admit students who have language combinations other than English and French. This is a change that was outlined in our original proposal, and is a significant contribution to meeting the demands of students who have proficiency in a language other than French as well as addressing the needs of the interpreting industry. The ability to offer multiple sections of the key interpreting courses has been made possible by a successful grant from the Ministry of Citizenship and Immigration that is seeking to support the reskilling of professionally educated professionals and other immigrants to Ontario.

It should be emphasized that the addition of sections in other languages does not involve any chnages to the program's academic objectives and expected learning outcomes. Indeed, regardless of the languages students select, the academic objectives, expected learning outcomes and corresponding program requirements remain the same. This is because the MCI does not involve language instruction. Students are expected to have highly developed language skills before they enter the program. Instead, the MCI program trains people to interpret – to analyze the structure, meaning, and intent behind expert oral communication, to recreate these elements in real time, and to engage in what might best be described as a public "cognitive performance" under stressful conditions.

The significant opportunity provided by the Ministry of Citizenship and Immigration is to have adequate funds to introduce flexibility in the program – i.e., language demands may change over time so the program may need to be offered in different languages aside from the core French-English section. These funds will support the entire program while student numbers reach steady state and to allow for a sustainability assessment based on the levels of student demand and retention in the different language sections.

In brief, then, the modification refers to a change in the admission requirements and the number of sections that will be offered for the key courses in interpreting in order to accommodate three other languages. Specifically, at present, only those students with demonstrated proficiency in English and French can be admitted to the program. We seek to alter this requirement so that applicants can be admitted after demonstrating proficiency with three other language pairs. Once in the program, students would take the appropriate section of the core, existing courses depending on their working languages. To explore the proposed amendments further, we outline our responses to a set of common questions.

1. What Change Will There Be in Entrance Requirements?

As it stands now, applicants to the Master of Conference Interpreting must satisfy the following requirements:

- Be holders of an honours undergraduate degree (or equivalent);
- Obtain a pass on the MCI Entrance Exam, which assesses candidates' abilities to read, write, speak, and listen in their working languages, and their aptitude to transfer meaning successfully from one language to another;

- Demonstrate English proficiency (through prior study at an English-language institution, or through minimal scores on recognized tests like TOEFL, IELTS, or YELT); and
- Demonstrate French proficiency (through evidence of past work or through minimal scores on recognized tests like FLAT, TFI, etc.)

The addition of non-official languages would only change entrance requirements related to language proficiency. This change would introduce two admission tracks - one for students who are not Internationally-Educated Healthcare Professionals (non-IEHPs) and one for those who are (IEHPs).

These two tracks are necessary to fulfill our commitments to the Ontario Ministry of Citizenship and Immigration. The Ministry provided us with funding through its Bridge Training programs, which seek to help foreign-trained newcomers to Canada – especially those with a background in healthcare – establish themselves in the Canadian labour market.

Non-IEHPs must:
- Demonstrate English proficiency (through prior study at an English-language institution, or through minimal scores on recognized tests like TOEFL, IELTS, or YELT); and
- Demonstrate proficiency in at least one other language (through evidence of past work).

IEHPs must:
- Demonstrate English proficiency (through a minimum score on the Michener English Language Assessment, a validated test for healthcare professionals that is referenced to the Canadian Language Benchmarks); and
- Demonstrate proficiency at least one other language (via evidence of past work).

While it may initially seem like proficiency requirements could, in some cases, be less stringent under these changes, it should be remembered that the most important admission requirement – by far – is the Entrance Exam. This performance-based test requires candidates to demonstrate proficiency in all their working languages and to show an aptitude to transfer meaning between them. The professional interpreters who sit on our exam jury are trained language experts who have developed a set of carefully defined expectations regarding language ability. If candidates do not meet those expectations during the Entrance Exam, they will not pass and be admitted to the program.

2. Does This Change the Program's Objectives?

The original proposal for the MCI laid out a number of professional objectives. These were:
- To increase the number of qualified conference interpreters; and
- To build capacity in interpreting generally.

These objectives are notably consistent with the main principles of Glendon's Academic Plan: bilingualism, other languages and cultures, internationalization, Canadian or international affairs, program development, faculty research, and external visibility.

The move to include non-official languages does not alter these professional objectives, nor does it in any way lessen the tight association with the principles of Glendon's Academic Plan. A point worth mentioning is that Glendon's first priority as exemplified in its planning documents is Official Language bilingualism (French-English). It would therefore not be contemplated that the MCI would stop offering the French-English sections of the relevant courses. Other bilingual language pairs would be an enhancement of the MCI program where students will know English and at least one other (non-official) language. Moreover, wherever possible, they will also be encouraged to enhance their knowledge of French. We can commit, for example, to allowing students to use the nine credits devoted to "background courses" to study French. Indeed, we expect that this will be a popular option, as many of the people inquiring about non-official languages and the MCI have told us they would like to improve their ability to speak Canada's other official language. In fact, many indicated they were more interested in Glendon than in similar programs elsewhere, as they believed studying on a bilingual (English/French) campus offered them opportunities few others could match.

The original proposal for the MCI also listed a number of academic objectives, those found in the Graduate Degree-Level Expectations (GDLEs – see the appendix of this document). Those are unchanged with the addition of other language sections. Their training will require them to demonstrate the same Depth and Breadth of Knowledge, Research and Scholarship, Level of Application of Knowledge, Professional Capacity and Autonomy, Level of Communication Skills, and Awareness of Limits of Knowledge that were described in detail in our original proposal.

In short, the Degree-Level Expectations that were set for the MCI as a whole hold true for the new languages.

3. Why Do We Need to Add Languages?

The reasons for moving beyond Official Languages were spelled out in our original proposal, but for the sake of convenience, they are summarized here.

Maturity within the Canadian Industry

The language professions in Canada have traditionally contented themselves with meeting domestic needs. In other words, by focussing on English and French to the exclusion of all other languages, we created an infrastructure to "talk to ourselves and not to others". In today's increasingly globalized world, this kind of domestic focus is a handicap. Canada's language industry needs to look beyond its borders and develop the capacity to communicate with the rest of the world.

Opportunities for Conference Interpreters outside Canada

Conference interpreter training in this country has always been limited to English and French. As a result, conference interpreters trained here are only able to work in

this country's market, which has traditionally only involved the two Official Languages. It has been next to impossible to Canadian-trained interpreters to consider working for the United Nations, the European Commission, the Organization of American States, the International Monetary Fund or any of the other large international organizations. Canadian interpreters are vastly underrepresented outside our country, and this is a situation that cannot continue if we are to overcome the current crisis-level personnel shortages in interpreting.

Opportunities for Conference Interpreters inside Canada
Increasingly, even the Canadian market is beginning to change. Mandarin is now the third most requested language for conference interpreting after English and French, and other languages are also on the rise. What's more, Canadian interpreters cannot currently meet this demand. Indeed, when the G8 and G20 meetings were held recently in Toronto, only a minute fraction of the interpreters hired were Canadian. This means that Canadian-trained interpreters are losing out on work opportunities on their own soil.

Opportunities for Court and Healthcare Interpreters inside Canada
In other interpreting settings, like the courts and healthcare, French is obviously important. However, it accounts for only a small percentage of the overall need. Any program that is serious about training interpreters for the courts and healthcare institutions of this country has to operate multilingually.

Opportunities for Court and Healthcare Interpreters outside Canada
As interpreting as a profession comes into its own, an increasing amount of work is being done in the virtual space. Via an Internet connection, interpreters can work in courtrooms or hospitals that are located miles away, and even in other countries. The United States, for example, is a growing market for legal and medical interpreting, and Canadian-trained interpreters should be able to run after these work opportunities.

4. How Will We Measure Demand for Languages?

To date, we have measured demand for non-official languages in several ways:

a. By doing a scan of the official languages of the various international orgnaizations that hire interpreters (e.g., the six official languages of the United Nations);
b. By asking key users of interpreting services (hospitals, provincial courts, international organizations) what their most requested languages are; and
c. By interacting with potential applicants through multiple channels (social media, information sessions, e-mail, face-to-face meetings) to see what their language combinations are.

The industry demand is clear. The major users of interpreters need new graduates who work with certain key languages – Mandarin, Spanish, and Portuguese, and possibly also Russian and Arabic.

Yet what the University is arguably more interested in is knowing how to gauge the

students demand for interpreting with non-official languages. Below is a table that lists the languages that are currently on our radar, and the information that we have to date on potential student contact.

Languages to which we are committed	
Mandarin	Over the last four months, we have worked diligently with our community partner, the Chinese Professionals Association of Canada, to organize a host of information sessions on the MCI. To date, we have spoken to and met with over 200 who have travelled from various parts of the GTA to hear us talk about the program. We are also starting to hear from potential students in China and other parts of Asia who are interested in our program because it can be taken online. Together, these two factors lead us to believe that the highest demand by far will come from Mandarin-speakers, and that this particular language will be the linchpin to the program's viability.
Spanish	The potential student demand for interpreter training with Spanish is second only to Mandarin. We have been in touch with would-be applicants from all over Latin America, but the biggest push for Spanish comes arguably from the United States. Among the fans of the School of Translation's Facebook page, some 1,263 people list Spanish as their mother tongue, and they interact with us regularly to ask questions about the MCI.
Portuguese	At present, no universities in Brazil offer degree-level training in interpreting, and only one program exists in Portugal. Portuguese speakers therefore remain vastly underserved, and we have seen a great deal of interest in the program because of this. On Facebook, Brazil ranks second as the country in which most of our fans reside, and this is comensurate with the amount of interest the MCI has generated in Portuguese-speaking circles.
Languages which could included, provided sufficient enrollment	
Arabic	The potential student population here is also very large. Some 1,400 of our Facebook fans come from Arabic-speaking countries and most of the information requests that originate from our social media outlets regard Arabic.
Russian	This is the final language for which there is significant demand. At every public event we have organized to promote the MCI, a cluster of 4 our 5 Russian-speakers gathers around to express interest in becoming students.

These are the five languages for which we have seen the highest student demand. As a result, we are committed to offering classes for students with the first three, and we want to have the flexibility to consider the final two should the interest we have seen produce the number of enrollments needed to make specific sections of courses viable. The minimum

number of students required to make section viable is approximately 15 to 20 students.

Integrating other languages into the MCI may well help to ensure its sustainability as it broadens the relevance of the program, makes our students more employable and competitive worldwide, and increases the flexibility of the program to meet demands for conference interpreting in different languages. We are targeting speakers of key languages who have the potential to enter the program in substantive numbers. If we succeed in this regard, then the program as a whole is strengthened, and our outlook for the future is very positive.

5. How Will Students Indicate Their Working Languages?

The process we propose would be as follows:

a. Applicants would indicate their A language (dominant language), B language (a non-dominant language that is nevertheless strong enough to work into), and – where applicable – their C language (a non-dominant language that is only strong enough to work out of) in their Statement of Interest;
b. The applicants would be tested on their A, B, and C languages during the Entrance Exam, and a jury of professional interpreters would assess their proficiency;
c. If they pass the Exam, applicants would be encouraged to register in the sections of courses where their language combinations are taught;
d. At the end of their studies, students would be issued with a standard diploma or degree (that does not make mention of As, Bs, or Cs) and a transcript (that does indicate which sections of courses students took, for example, Court Interpreting EN<>FR, Healthcare Interpreting EN<>ES, etc.).

Note that we do not have any concerns about graduates of our program falsely indicating that they have certain working languages. All employers of conference interpreters require both staff and free-lancers to pass rigorous interpreting exams. Any false claims would be discovered immediately. Also, the interpreting community is very tightly knit, even worldwide. This would also make it extremely difficult for graduates to claim they have working languages that they, in fact, do not possess.

6. How Will Applicants Demonstrate Proficiency?

This answer has been partially provided in Section 1 above. However, it is possible to expand on that response by summarizing the situation as follows:

a. Applicants will indicate their working languages in the Statement of Interest;
b. Evidence of proficiency can be gleaned from their prior studies and experiences;
c. Evidence can also be obtained from the Entrance Exam;
d. English proficiency will be assessed through prior studies or measures traditionally accepted by York (non-IEHPs) in accordance with the Senate approved language proficiency regulations;
e. English proficiency will be assessed through the MELA (IEHPs);
f. Proficiency in all working languages will be continually assessed throughout the

student's coursework; and

g. Proficiency in all working languages (for those that earn the full MCI) will be assessed during the Transition Exam between Year 1 and Year 2, and by the Exit Exam at the end of Year 2.

7. What Financial and Human Resources Are There?

The financial resources available to the MCI have been negotiated with the Provost's Office and that of the Vice-President, Finance and Administration (VPFA) to ensure that the program will have access to a sufficient portion of the tuition revenue for a trial period of five years. These funds are in addition to the existing complement, a further tenure stream appointment authorized for 2013-14, and the funds from the Ministry of Citizenship and Immigration. Prior to the end of the Ministry funding, a review will be undertaken to assess the sustainability of the three additional languages being proposed here. Prior to the end of the five years, a further reassessment will be done regarding the on-going overall financial needs of the programs, in consultation with the Provost and the VPFA. Careful budget forecasting has shown that we can maintain this viability, provided we reach certain student enrollment minimums. When the targets are met, we have the means to cover our costs.

It is also important to emphasize that the additional languages of the MCI will use the same curriculum framework already established for the English<>French sections of our courses. This is because the same objectives, GDLEs and overall outcomes will guide all sections of our courses regardless of the language pair that is in question. The program has sufficient expert human resources to set the framework in place, to create the curriculum, and to offer the core courses offered in English. Offering additional sections in the language-specific interpreting courses therefore primarily involves the hiring of established professional interpreters with the appropriate language proficiency. The program necessarily requires a certain number of contract course directors who have the appropriate skill sets to supplement the expertise of our full-time faculty. In terms of finding these instructors, we are already in touch with an established group of professional interpreters who have teaching experience. These people are willing to work for us as part-time instructors, and our access to a world-wide pool of teachers is greatly facilitated by the fact that we teach online in Year One. This means that we can draw instructors from nearly anywhere.

8. How Will the Program Guarantee Quality?

Program quality will be guaranteed in two ways:

a. By engaging working professionals to teach our courses – the MCI is a professional program, which means that quality is dependent on having students taught by people who have current knowledge of the demands of professional practice; and

b. By having the program vetted by a core group of full-time faculty who are able to measure professional know-how against the yardstick of standard academic expectations, adding the theoretical underpinings and best practices in pedagogy that are needed to enhance the overall student experience.

The MCI benefits from both of these components. Core full-time faculty have assessed and commented on the program's overall structure and provided ongoing guidance to part-time instructors. The contract instructors – as working professional who maintain currency in their chosen fields – bring a solid understanding of practice in interpreting.

9. Why is Our Curriculum Effective?

The curriculum of the first year is justified and effective for several reasons:

- Students in Year One are exposed to theoretical models of the interpreting process and issues of ethics in INTE 5700 Interpreting Studies
- Students are able to develop a detailed understanding of the political, judicial, and healthcare contexts where they will work through a series of background courses in other disciplines
- Interpreting practice courses expose students to interpreting practice as it is realized in multiple settings.

Year One Courses

Fall Term	Winter Term
INTE/TRAN 5700 Interpreting Studies	PIA 6308 International Law & Organizations*
NURS 4710 Canadian Health Care System*	PPAL 6140 Court Organization and Management*
INTE 5710 Conference Interpreting I	INTE 5715 Conference Interpreting II
INTE 5720 Court Interpreting I	INTE 5725 Conference Interpreting II
INTE 5730 Healthcare Interpreting I	INTE 5735 Healthcare Interpreting II

* Indicates an elective. Other courses that provide subject-matter knowledge in key areas for interpreters (e.g., economics, politics, finance, etc.) may also be substituted.

The curriculum of the second year is justified and effective for several reasons:

- Students in Year Two build on their context-specific knowledge and exposure to interpreting in multiple settings to develop a deep and broad skill set adapted for the conference setting;
- They are given ample opportunity to develop their own expertise in the two predominant modes in which they are expected to perform (consecutive and simultaneous interpretation); and
- They continue to build subject-matter knowledge and to heighten their r eadiness for professional practice by learning to prepare the conference documentation that accompanies professional assignments

Year Two Courses

Fall Term	Winter Term
INTE 57xx Consecutive & Sight into EN I	INTE 57xx Simultaneous & Sight into EN I
INTE 57xx Consecutive & Sight into EN II	INTE 57xx Simultaneous into EN II
INTE 57xx Documentation & Professional Practice I	INTE 57xx Documentation & Professional Practice II
INTE 57xx Consecutive & Sight into Other Language I	INTE 57xx Simultaneous & Sight into Other Language I
INTE 57xx Consecutive & Sight into Other Language II	INTE 57xx Simultaneous & Sight into Other Language II

The approach here seeks to strike a balance across three elements: theoretically-supported subject knowledge, cognitive skill development, and readiness strategies for professional practice.

10. What External Support Have We Received?

The MCI has benefitted tremendously from financial and concrete support from multiple sources. Federal and provincial funders will have contributed just shy of $3 million in assistance by the end of the 2013-2014 academic year.

We have also been fortunate enough to count on advice, feedback and collaboration from multiple stakeholders in the field, including:

- The University Health Network
- Multicultural Community Interpreting Services
- All Languages Ltd.
- Multi-Languages Corporation
- Access Alliance Multicultural Health and Community Services
- The Ministry of the Attorney General
- The Government of Canada's Conference Interpretation and Parliamentary Interpretation services
- The Department of the General Assembly and Conference Management at the United Nations
- The Directorate General for Interpretation of the European Commission
- The Directorate General for Interpretation at the European Parliament
- The Association of Translators and Interpreters of Ontario
- The *Association internationale des interprètes de conférence*
- The Language Industry Association of Canada
- Vancouver Community College Interpreter Training Program
- The Language Interpreter Training Program offered by College Connect
- The language services of the International Monetary Fund
- The language services of the Organization of American States
- The Master of Conference Interpreting at the University of Ottawa
- The M.A. in Conference Interpreting at the Monterey Institute of International Studies

Many of these stakeholders have expressed interest in signing Memoranda of Understanding with the MCI – something that would have likely present financial advantages for us. However, our stakeholders have made it abundantly clear that they are waiting until we have sucussfully launched multilingual programming before our talks can continue. In the meantime, they continue to offer us their expertise in trainer training, aptitude testing, work placements, pedagogical resources, speech material and other areas of interest.

Conclusion

At this juncture, there are two main points that must be stressed regarding the inclusion of additional working languages

1. Universality Despite Language Differences

The addition of non-official languages has no impact on the structure of the program, its academic or professional objectives, its learning outcomes, or even its departmental resources. Instead, what is at issue here is the addition of new sections of existing courses. The MCI is one program with one stream. Practical interpreting courses within the program will have multiple sections, those sections will be taught in different languages of instruction, and they will use exercises with different source and target languages. But the techniques of learning to relay meaning accurately, effectively, and professionally are universal. They are acquired through work involving a given language pair, but they are the same for everyone.

Over the short term, support for the languages other than French comes from a provincial grant for internationally educated professionals. A sustainability plan that assumes a minimum level of student demand will be developed for approval by the Principal of Glendon in order to maintain all sections beyond the period of funding. In the absence of sufficient student demand, some language sections may be discontinued.

2. The Need for Flexibility in the Choice of Languages

Further to the notion of discontinuing sections, over the course of its lifetime, the MCI will most certainly need to remove language combinations and add others. This is because the market for interpreting for certain language pairs waxes and wanes with time.

Fifteen years ago, with the transfer of sovereignty of Hong Kong from the United Kingdom to the People's Republic of China, and with the massive influx of people from Hong Kong seeking stability, Chinese meant Cantonese. Interpreting services in hospitals and courts were recruiting Cantonese speakers. Few had stopped to think about the imminent rise on the international scene of China itself, and fewer still would have guessed that Mandarin would become one of the top languages in courts and hospitals, and the third-most requested language for conference interpreting in Canada, after English and French.

What will future demand look like? Will international organizations such as the United Nations bow to pressure to add new working languages, thereby creating demands for new langauge combinations? Will other language policies have a considerable impact on the day-to-day operations of interpreting services in large international organizations, or in local courthouses and healthcare clinics? The answers to these questions are uncertain, but what is guaranteed is that the MCI will need the administrative flexibility to adapt to changes like these.

To sum up, the MCI will need to be able to move with the ebb and flow of changing language needs, and it will need to keep the same steadfast pedagogical core to transfer basic interpreting skills no matter which working languages are part of the program at any given time. The addition of our first set of non-official languages stems from both these needs, and we have demonstrated in this proposal how the addition is fully in keeping with the spirit of the original MCI program proposal passed by the Senate of York University.

Master of Conference Interpreting
Graduate Degree-Level Expectations and Related Learning Objectives

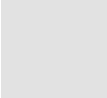|	Degree-Level Expectation *The degree is awarded to students who have demonstrated the following*	Program Learning Objective *By the end of the program, students will be able to*	Corresponding Degree Requirement and Assessment	Comments
1. Depth and Breadth of Knowledge	A systematic understanding of knowledge, including, where appropriate, relevant knowledge outside the field and/or discipline, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their academic discipline, field of study, or area of professional practice.	Students must demonstrate a systematic understanding of a range of areas of expertise, they must constantly exercise critical awareness to make sense of various stakeholder positions, and they must facilitate the exchange of ideas at the forefront of multiple disciplines.	These competencies will be assessed through performance on in-class exercises and exams in practical interpreting courses, and through coursework in background courses. They will also be assessed during the transition exam between Year 1 and Year 2, and during the Exit Exam at the end of the degree.	As new interpreters, our graduates may work at meetings addressing the calculation of the void coefficient of reactivity of a nuclear reactor, the results of clinical trials of non-nucleoside reverse transcriptase inhibitors in the treatment of HIV disease, the presentation of EBITDA and other non-GAAP measures under the new International Financial Reporting Standards, or multi-lateral decision-making in federal-provincial-territorial working groups on policy development in educational testing. They must have the depth and breadth of knowledge at the master's level to take on these challenges.

2. Research and Scholarship	A conceptual understanding and methodological competence that a) Enables a working comprehension of how established techniques of research and inquiry are used to create and interpret knowledge in the discipline; b) Enables a critical evaluation of current research and advanced research and scholarship in the discipline or area of professional competence; and c) Enables a treatment of complex issues and judgments based on established principles and techniques; and On the basis of that competence, has shown at least one of the following: a) The development and support of a sustained argument in written form; or b) Originality in the application of knowledge.	Students must acquire carefully-adapted research skills (a specialization that we refer to in our discipline as "Documentation"). This involves parachuting oneself into a new field, developing a conceptual understanding and working comprehension overnight, and preparing oneself to interpret (often newly created) knowledge in very short order. Students must instantaneously process and analyze the points of view of stakeholders who debate complex human and technical issues, and they must be capable of mentally deconstructing and reconstructing fine-grained and lengthy oral arguments.	Research skills will be directly evaluated in traditional ways through research papers, presentations and discussions in background courses. Their systematic understandings will also be indirectly assessed through their interpreting performances in class, during course exams, and during the program-level exams (transition and exit) mentioned above.	Imagine that one of our graduates is called upon to interpret the Secretary-General of the United Nations, as he stands at the podium and carefully delivers a diplomatically-sensitive assessment of conflict in Bosnia and Herzegovina. The interpreter's restitution of that assessment takes the same skill, intellect, and care as was required to construct the original argumentation.
3. Level of Application of Knowledge	Competence in the research process by applying an existing body of knowledge in the critical analysis of a new question or of a specific problem or issue in a new setting.	Students must be able to "translate" conceptual and cognitive frameworks from one setting to another. They must instantly adapt to a new setting, by applying a body of knowledge acquired in their recent studies. Moreover, they must do so in a way that convinces their clients that they are perfectly prepared for what may be a last-minute assignment. They must think beyond immediate	This competency will be tested indirectly in exercises and exams in practical interpreting courses. It will also be assessed during mock conferences and work placement opportunities.	Imagine that one of our graduates becomes a staff interpreter at the Government of Canada. One morning, she may start her day at a Royal Commission of Enquiry into the bombing of Air India 182, and she may consequently have been studying explosives, aviation engineering, and the organization of terrorist cells. Yet at the last minute, she may be whisked away for operational reasons to a Parliamentary Committee looking at Improvised Explosive Devices (IEDs) in Afghanistan.

		circumstances and see how past solutions can – in part – help to solve future problems		
4. Professional Capacity and Autonomy	a) The qualities and transferable skills necessary for employment requiring: i) The exercise of initiative and of personal responsibility and accountability; and ii) Decision-making in complex situations; b) The intellectual independence required for continuing professional development; c) The ethical behaviour consistent with academic integrity and the use of appropriate guidelines and procedures for responsible conduct of research; and d) The ability to appreciate the broader implications of applying knowledge to particular contexts.	Students must function independently. When they take the microphone or the floor, they must make hundreds of decisions instantaneously, without the opportunity to reflect or to consult others. They must do so in a completely new setting each day. They must continually examine the behaviour of heads of state, heads of government, diplomats, officials, doctors, judges, lawyers and the like to see how they can do their job in unfamiliar, high-pressure contexts, yet blend in seamlessly.	This competency will be tested indirectly in exercises and exams in practical interpreting courses. It will also be assessed during mock conferences and work placement opportunities.	Imagine one of our graduates in the following situations: • a mobile booth for simultaneous has not been delivered and a solution has to be found quickly; • a client demands service for longer than agreed upon and senior colleagues and managers are hundreds of miles away; • in the course of an assignment, the interpreter is entrusted with confidential details, politically sensitive information, or data that could compromise national security; • a doctor begins a procedure on a non-English-speaking patient without first obtaining informed consent
5. Level of Communication Skills	The ability to communicate ideas, issues and conclusions clearly.	Students must work in settings where information processing is complicated in the following ways: • stakeholders share highly technical and complex data that cross several scientific disciplines; • stakeholders engage in	This competency will be tested indirectly in exercises and exams in practical interpreting courses. It will also be assessed during mock conferences and work placement opportunities.	Imagine one of our graduates in a room full of botanists and engineers discussing the mechanical and chemical methods of extraction of saponins from *Vaccaria hispanica* and their use in biotechnology, or at a press conference of a government minister accused of conflict of interest, as he seeks to answer journalists' pointed question yet at the same time remain non-committal.

		duplicitous communication where they appear to share information yet actually seek to obscure it.		These examples illustrate that interpreting requires extremely advanced communication skills that lie very far outside the realm of normal behaviour.
6. Awareness of Limits of Knowledge	Cognizance of the complexity of knowledge and of the potential contributions of other interpretations, methods, and disciplines.	Students must adapt quickly and without warning to a dizzying array of ideas, concepts, technologies and disciplines. Students must draw comprehensive yet detailed "mental maps" of the scope of human knowledge.	These competencies will be assessed through performance on in-class exercises and exams in practical interpreting courses, and through coursework in background courses. They will also be assessed during the transition exam between Year 1 and Year 2, and during the Exit Exam at the end of the degree.	We would posit that there are few other fields of endeavour that give professionals such unfettered access to and such a comprehensive overview of different spheres of human activity. Through their work, interpreters develop a keen appreciation for the ways in which fields of knowledge distinguish themselves from one another, yet at the same time interact and complement one another.

Senate Committee on Tenure and Promotions

Report to Senate
at its meeting of 22 November 2012

FOR INFORMATION

1.   Tenure and Promotions Data, 2011-2012

A total of 96 files were completed in 2011-2012, the same number as in 2010-11. Of these cases, 14 were reviewed by a panel of the Senate Committee on Tenure and Promotions, with the rest being reviewed at Faculty-based Senate Review Committee meetings. As was reported last year, in 2011-12 the Faculty of Fine Arts began to review files at Faculty-based meetings, thus reducing the number of files reviewed by panels of the Senate Committee.

The statistical report of files reviewed in 2011-12, with the 2010-11 data for comparison, is appended as **Appendix A**. As was noted in previous years, the faculty appointed in the early to mid 2000's are for the most part through the tenure process. As new faculty appointments have declined, the number of advancements to Candidacy has dropped noticeably (49 in 2010-11 to 20 in 2011-12 to 15 expected this year). In 2013-2014, when those advanced in 2011-12 are expected to apply for tenure, the number of files will be much lower than in the five years to 2011-12 where the number of T&P files ranged from 67-90.

Of the files completed this year, 9 had been referred back to Adjudicating Committees by Review Committees, requiring a second adjudication, decanal transmittal and review prior to the President's decision.

2. Unit-level standards
The Senate committee continues to review unit-level standards and a status report is appended as **Appendix B.**   This past year there were two standards were reviewed by the Senate Committee. Political Science (Glendon) was approved and Nursing (Health), which had been approved pending minor changes, was finalized.

We understand that a number of Faculty committees have standards currently ready to review, or have referred them back to units for revision prior to forwarding to the Senate committee. We expect an increased number of standards for review in 2012-13.

3. Senate Tenure and Promotion Sub-committees

As noted in last year's report, there are six Senate Review Committees. Five of these are Sub-committees of the Senate Committee on Tenure and Promotions, based in the departmentalized Faculties (Fine Arts, Glendon, Health, Liberal Arts and Professional Studies and Science and Engineering), and consist of the Faculty Tenure and Promotions Committee plus two members of the Senate committee; the sixth is a panel of the Senate committee, which reviews files from non-departmentalized Faculties (Education, Environmental Studies, Osgoode and Schulich).

The Senate committee wishes to remind Senators where these committees fit in the tenure and promotions procedures.
  • A File Preparation Committee prepares files for adjudication by the Adjudicating Committee.

- The principal substantive assessment of a candidate's file takes place in the Adjudicating Committee.
- The Dean concurs with or dissents from the Adjudicating Committee's recommendation and transmits the file to the Senate Review Committee.
- The Review Committee, whether a panel of the Senate committee are a Faculty-based Sub-committee, ensures that the procedures have been followed, the criteria used applied fairly and in accordance with University standards, and that the evidence in the file supports the recommendation of the Adjudicating Committee. The committee then concurs with or dissents from the Adjudicating Committee recommendation or, in certain circumstances, refers the file back to the Adjudicating Committee.
- The recommendation on tenure and/or promotion is advisory to the President, who makes the final decision.

Sub-committee reports

To inform its 2011-12 report to Senate, the Senate committee for the first time requested reports from the Sub-committees, asking for statistics on number and type of files considered, number referred back to Adjudicating Committees and the reasons for referral, and for a short comment on the Review Committee's correspondence with Adjudicating committees and file preparation committees and on general problems associated with Tenure and Promotion procedures from the perspective of the Review Committee's work of general issues and recommendations on the review procedures.

Sub-committees reported that the usual reason for referring a file back was where substantive new evidence, which might affect the Adjudicating Committee decision, was added to the file after that committee had made its initial recommendation. In such cases, the *Tenure and Promotions Policy, Criteria and Procedures* section F.3.4.5. requires that a file be referred back. In other cases, where there problems with adjudication or file preparation were identified, a review committee either referred a file back or, where the problems were not such as might reasonably be considered to affect the outcome in the case, sent a letter back to the Adjudicating Committee noting the problems, so as to inform the preparation and adjudication of future files.

General issues and recommendations

In general, the issues noted by the Sub-committees related to a lack of clarity in the Adjudicating Committee reports as to the application of the standards to the evidence, to how this was reflected in the voting, and to lacunae in file preparation. The Sub-committees also had a number of suggestions as to where the Policy could be clarified.

The Senate committee noted that many of the issues with the files and the sub-committee's suggestions could be addressed with further education. The committee notes that this Fall the Faculty of Liberal Arts and Professional Studies has provided workshops to units to assist in the improvement of file preparation and adjudication. We encourage all Faculties to do carry out regular workshops for those involved in tenure and promotion file preparation and consideration, and are available to assist in this. To aid those involved in the tenure process, the Senate committee will also be reviewing the information in the T&P Toolkit (http://www.yorku.ca/secretariat/senate/committees/tandp/index-tandp.html).

Deborah Britzman
Livy Visano
2011-12 Co-chairs, Senate Committee on Tenure and Promotions

Appendix A

TENURE AND PROMOTION COMPARATIVE STATISTICS

2010-2011 AND 2011-2012

Table 1
Number of Cases Completed
By Type of Application and Gender

Application Type:	Full Professor/ Sr Lecturer		T&P to Associate Professor/Lecturer		Tenure only		Promotion to Associate only		Total Number	
	11-12	10-11	**11-12**	10-11	**11-12**	10-11	**11-12**	10-11	**11-12**	10-11
Number of Applications	**25**	24	**67**	69	**3**	2	**1**	1	**96**	96
Female Candidates	**14**	12	**34**	30	**0**	0	**0**	1	**48**	43
Male Candidates	**11**	12	**33**	39	**3**	2	**1**	0	**48**	53

Table 2
Summary of Positive Recommendations to the President
by Recommendation and Gender

Positive Recommendations	Number	
	11-12	10-11
Full Professor/ Sr Lecturer	**25/25 – 14 female candidates - 11 male candidates**	24/24 – 12 female candidates - 12 male candidates
Tenure and promotion to Associate Professor/Lecturer	**63/67 - 34 female candidates - 29 male candidates**	66/69 - 29 female candidates - 37 male candidates
Tenure without Promotion to Associate Professor/Lecturer		
Tenure only	**3/3 - 3 male candidates**	2/2 - 2 male candidates
Promotion to Associate only	**1/1 – 1 male candidate**	1/1 – 1 female candidate

Table 3
Summary of Negative Recommendations to the President
By Recommendation and Gender

Negative Recommendations on Tenure and/or promotion to Associate Professor	Number	
	11-12	**10-11**
Denial	**0/67**	**0/69**
Delay	**4/67 - 4 male candidates**	**3/69 - 1 female candidate** **- 2 male candidates**

Explanatory notes

Of the 96 completed files, the Adjudication and Senate Review Committees recommendations were in accord with the exception of two cases. The Review Committee dissented from one delay recommendation, recommending both tenure and promotion, and from one recommendation of tenure and promotion.

The President concurred in the recommendations of the Senate Committee in all but two cases. In both cases, the Senate Review Committee recommended tenure and promotion and the President's decision was to delay tenure.

The data are for decisions made between September 1, 2011 and August 31, 2012.

APPEALS OF DENIAL OF ADVANCEMENT TO CANDIDACY

There were no appeals of denial of advancement to Candidacy in 2011-12.

Senate Committee on Tenure and Promotions Review of Unit-level Standards
Status Report September 2012 Update

UNIT	Latest Senate Review	Status	Notes
Faculty of Education	May-05	**In accord**	Revision in progress
Faculty of Environmental Studies	Aug-06	**In accord** with minor revisions	Revisions reviewed in Oct-12, some further revision necessary
Faculty of Fine Arts: submitted Faculty-wide standards	Sep-09	**In accord**	Some departmental standards forthcoming
Glendon College			
Economics	Oct-10	**In accord**	
English	May-12	Revision required	
French Studies	Jun-08	**In accord**	
Hispanic Studies	Jun-08	Requires clarification	
History	May-05	Revision required	
International Studies			
Mathematics		None submitted	
Multidisciplinary Studies		None submitted	
Philosophy	Oct-08	**In accord**	
Political Science	May-12	**In accord**	
Psychology		None submitted	
Sociology		None submitted	
Translation	May-05	Revision required	
Women's Studies		None submitted	
Osgoode Hall Law School	Mar-11	Minor revisions	
Schulich School of Business	Jun-03	**T&P in accord**	
	May-08	**Full Professor in accord**	
Faculty of Science and Engineering			
Biology	Dec-09	**T&P in accord;** Full Prof requires minor revision.	
Chemistry	Jun-08	Revision required	
Computer Science & Engineering	Apr-11	**In accord**	
Earth and Space Science & Engineering	Jun-08	Revision required	
Mathematics and Statistics	Dec-10	**In accord** with minor revisions	
Physics and Astronomy	May-08	Revision required	
Natural Science	Jun-10	**In accord**	
Faculty of Health			
Health Policy and Management	Oct-08	**In accord.**	
Kinesiology and Health Science	Nov-10	Minor revisions	
Nursing	Dec-10	**In accord**	
Psychology	Nov-08	**T&P only in accord** with minor revisions.	
NOTE: **In accord = in accord with University criteria and procedures.**			

UNIT	Latest Senate Review	Status	Notes
	Arts/Atkinson status	Current status	
Faculty of Liberal Arts and Professional Studies			
Administrative Studies	**In accord**	**In accord**	
Anthropology	Senate review May-10- needs revision	Under review at Faculty committee	
Communication Studies		New unit, none submitted	
Economics	Arts: May 05 minor revisions only; ATK: Sep 06 as part of SASIT - minor revisions only		
English		**In accord - Jun 10** with minor revisions	
Equity Studies		1st draft at Faculty committee	
French Studies	Arts: Jul 08 - minor revisions only	Under review at Faculty committee	
Geography	Arts: Jun 08 - minor revisions only		
History	Arts: Jun 08 - minor revisions only		
Humanities	Arts: Jun 08 - minor revisions only		
Human Resource Management		New unit, none submitted	
Information Technology	ATK: May 08 - ratings require clarification		
Languages, Literatures and Linguistics	Arts: Feb 04 revision required		
Philosophy	**Arts: In accord Oct 08**		
Political Science	Arts: Oct 03 - revision required		
Public Policy & Administration	ATK: Apr 09- minor revisions only	Dec-10 - **In accord** with minor revisions	
Social Science	Arts: May 05 - revision required; ATK: Jun 08 - some ratings require clarification		
Sociology	Arts: May 05- revision required		
Social Work	ATK: Apr 09- minor revisions only	Under review at Faculty Committee	
Women's Studies	none submitted	1st draft at Faculty committee	
Writing Department	Arts: CAW **in accord** Oct 07	alternate stream only	

Report to Senate

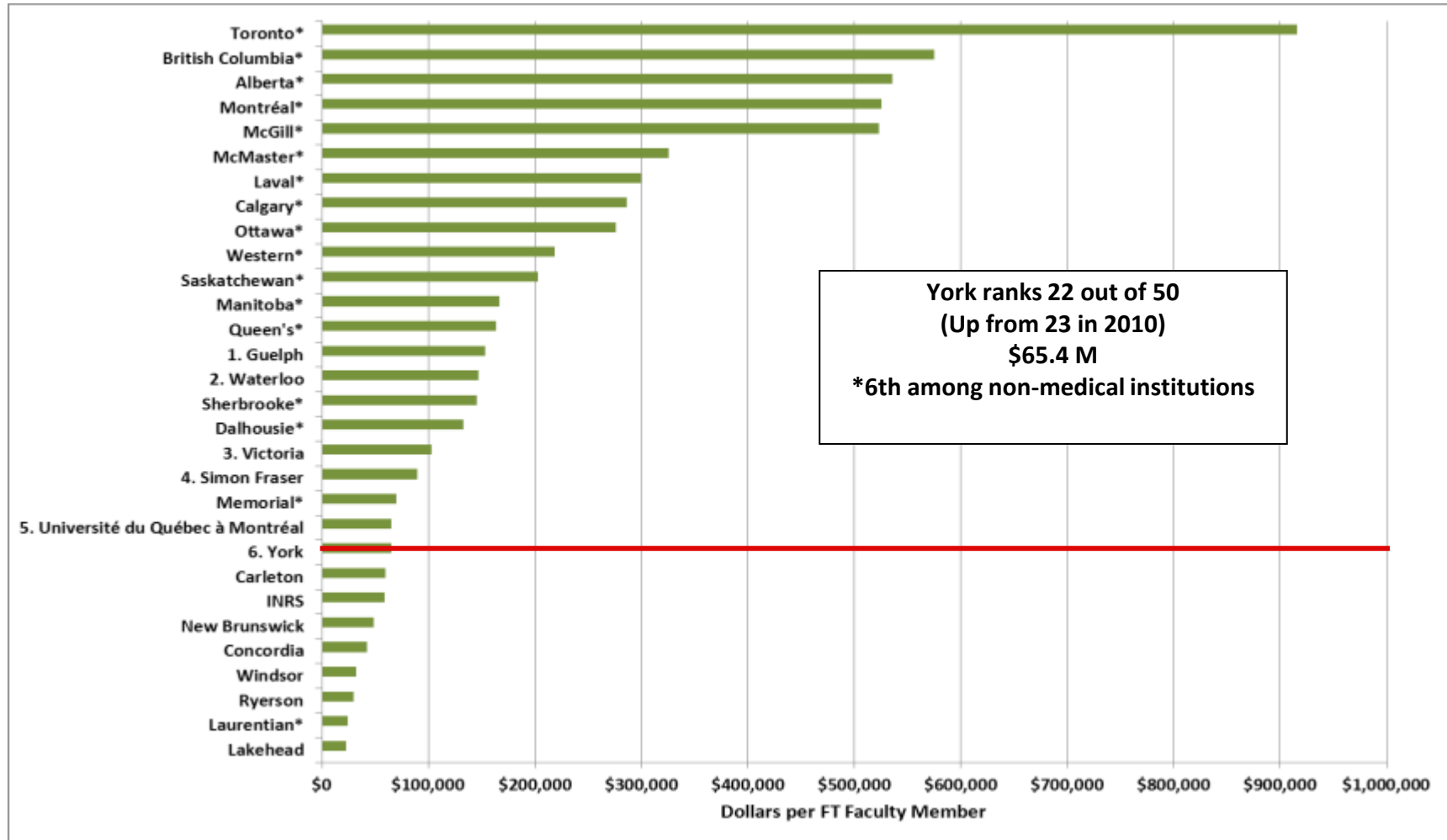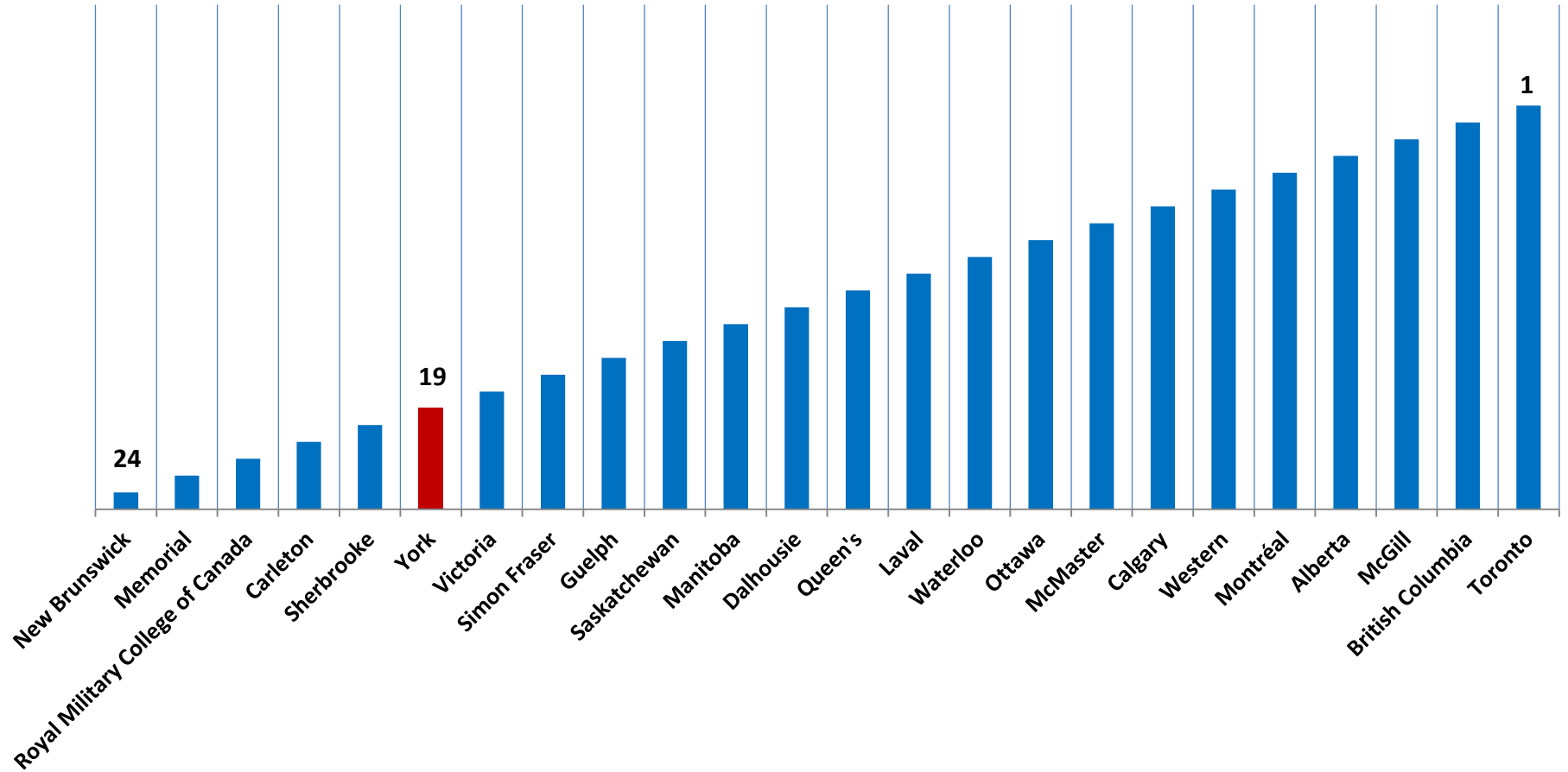Office of the Vice-President Research & Innovation

November 22nd, 2012

Canada's Top 50 Research Universities 2011- Sponsored Research Income

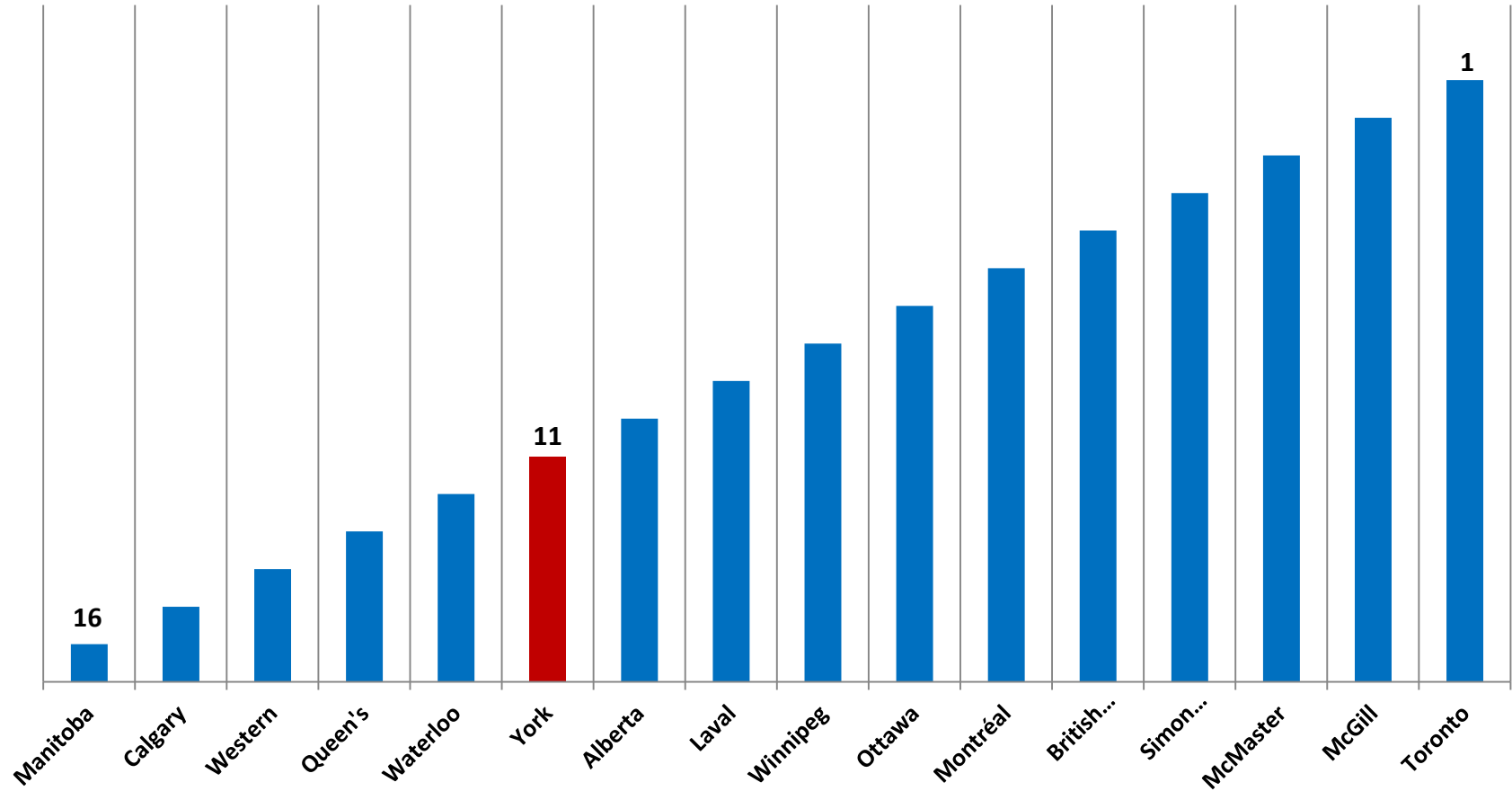*Source: RE$EARCH Infosource Inc., Fiscal Year 2011*

York ranks 22 out of 50
(Up from 23 in 2010)
$65.4 M
*6th among non-medical institutions

Horizontal bar chart, Dollars per FT Faculty Member:

- Toronto* — ~$920,000
- British Columbia* — ~$575,000
- Alberta* — ~$535,000
- Montréal* — ~$525,000
- McGill* — ~$520,000
- McMaster* — ~$325,000
- Laval* — ~$300,000
- Calgary* — ~$290,000
- Ottawa* — ~$280,000
- Western* — ~$220,000
- Saskatchewan* — ~$205,000
- Manitoba* — ~$170,000
- Queen's* — ~$165,000
- 1. Guelph — ~$155,000
- 2. Waterloo — ~$150,000
- Sherbrooke* — ~$145,000
- Dalhousie* — ~$135,000
- 3. Victoria — ~$105,000
- 4. Simon Fraser — ~$90,000
- Memorial* — ~$70,000
- 5. Université du Québec à Montréal — ~$65,000
- 6. York — ~$65,000
- Carleton — ~$60,000
- INRS — ~$60,000
- New Brunswick — ~$50,000
- Concordia — ~$45,000
- Windsor — ~$30,000
- Ryerson — ~$30,000
- Laurentian* — ~$25,000
- Lakehead — ~$20,000

Dollars per FT Faculty Member

Total Number of Publications Rank FY2011 (Canada wide)

Source: RE$EARCH Infosource Inc.,

Categories (left to right): New Brunswick, Memorial, Royal Military College of Canada, Carleton, Sherbrooke, York, Victoria, Simon Fraser, Guelph, Saskatchewan, Manitoba, Dalhousie, Queen's, Laval, Waterloo, Ottawa, McMaster, Calgary, Western, Montréal, Alberta, McGill, British Columbia, Toronto

Labels: 24 (New Brunswick), 19 (York), 1 (Toronto)

3

Publication Impact Rank FY2011 (Canada wide)
Source: RE$EARCH Infosource Inc.,

4

Higher Education Strategy Associates
Field-Normalized Academic Rankings 2012

Productivity & Impact (H-Index)*

University	Science & Engineering Rank	University	Social Sciences & Humanities Rank
UBC	1	UBC	1
UofT- St. George	2	UofT- St. George	2
Montreal	3	McGill	3
McGill	4	Queen's	4
Simon Fraser	5	Alberta	5
Waterloo	6	McMaster	6
Ottawa	7	**York**	**7**
York	**8**	Guelph	8
Queen's	9	Simon Fraser	9
UQ Rimouski	10	Waterloo	10
McMaster	11	Concordia	11

Funding Received*

University	Science & Engineering (NSERC funds)	University	Social Sciences & Humanities (SSHRC funds)
UBC	1	McGill	1
Ottawa	2	UBC	2
Montreal	3	Montreal	3
Alberta	4	Guelph	4
UofT- St. George	5	Alberta	5
Calgary	6	McMaster	6
UQ Rimouski	7	UofT- St. George	7
Saskatchewan	8	**York**	**8**
McGill	9	Concordia	9
Laval	10	Simon Fraser	10
York	**26**	Calgary	11

Overall Rank

University	Rank
UBC	1
McGill	2
UofT- St. George	3
Alberta	4
Guelph	5
Montreal	6
McMaster	7
York	**8**
Concordia	9
SFU	10
Queen's	11

*H-Index – a bibliometric measure which measures both overall productivity and impact to determine publication norms in each discipline

*Funding Received- includes all money from single-year grants awarded in 2010-2011 from NSERC and SSHRC

Some 2012 Research Successes

- Royal Society Fellows - Carl E. James, Faculty of Education and Director; and Norman Yan, Department of Biology, Faculty of Science
- Trudeau Fellowship Prize- Janine Marchessault, Canada Research Chair in Art, Digital Media and Globalization in York's Faculty of Fine Arts
- CRC Tier I - Christian Haas, Canada Research Chair in Arctic Sea Ice Geophysics
- Banting Postdoctoral Fellowship - Nielson Bezerra, to pursue his research program at the Harriet Tubman Institute
- Vanier Graduate Scholarship- Pierre-Yann Dubé Dolbec, Douglas Hunter and Juha Mikkonen
- York's Knowledge Mobilization Unit received the Knowledge Economy Network Best Practice Award from the European-based Knowledge Economy Network (KEN)
- CIHR Chair - NeuroDevNet Autism chair (Autism Spectrum Disorders) Treatment and Care Research: Jonathan Weiss
- FedDev Ontario investment in the Connected Health and Wellness Project-$15M
- SSHRC Large-Scale competitions- Results from the most recent Partnership Grant competition confirm York University as a leader in collaborative, interdisciplinary, social sciences and humanities research in Canada.

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York University Sponsored Research Income 1999-2011
Source: RE$EARCH Infosource Inc.
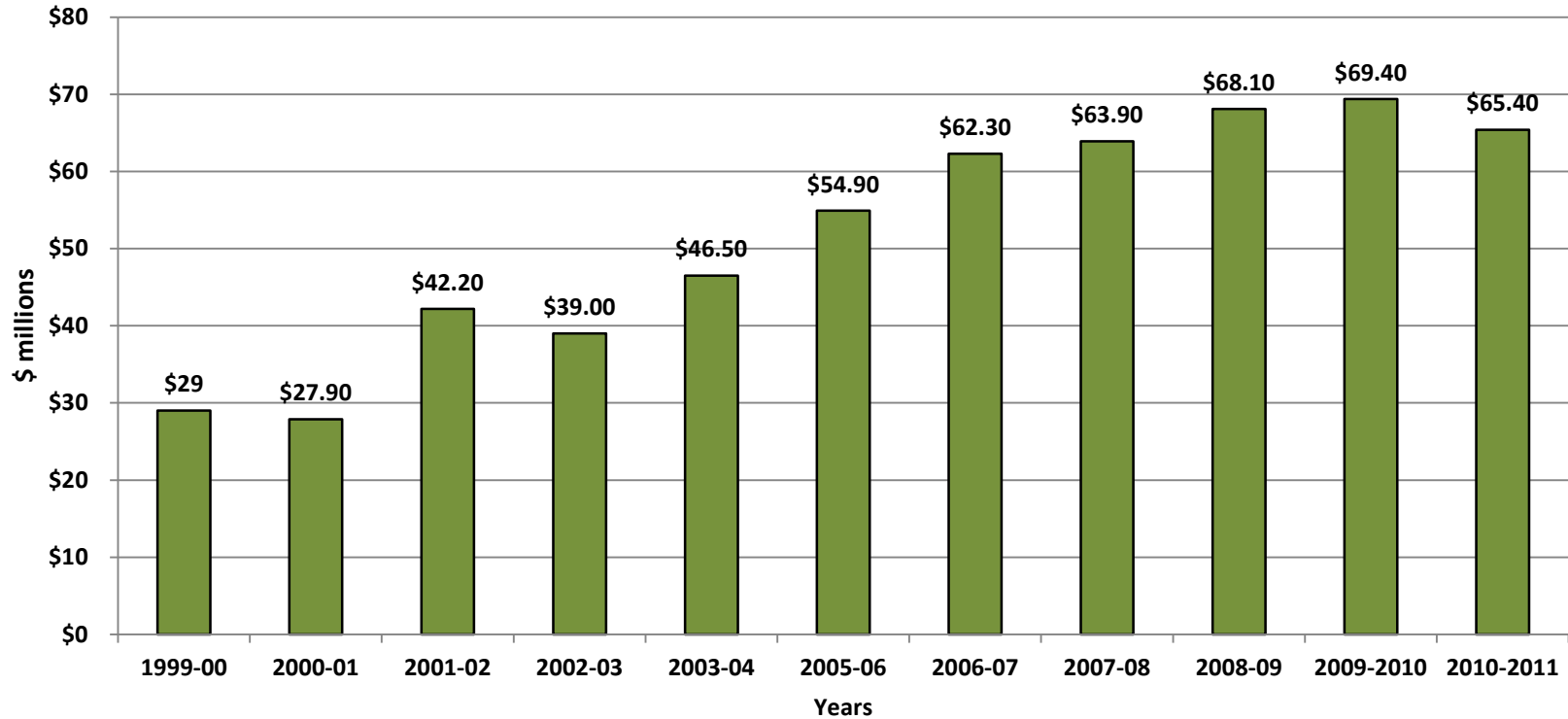
* Sponsored research income: includes all funds to support research received in the form of a grant, contribution or contract from all sources (internal and external) to the institution.

Research Universities of the Year Ranking - Comprehensive*
## Source: RE$EARCH Infosource Inc., Fiscal Year 2011

University	Financial Indicators		Publication Indicators	
	Total Sponsored Research Income Rank	Faculty Research Intensity Rank	Total Number of Publications Rank	Publication Intensity rank
University of Waterloo	2	3	1	1
University of Guelph	1	1	2	2
University of Victoria	3	2	4	3
Simon Fraser University	4	4	3	4
Carleton University	6	5	6	5
York University	5　(↑7)	6　(↑10)	5　(↔) (since 2007)	6 (↑10)

*Universities with a wide range of undergraduate and graduate programs. Only full-service universities that placed on the Top 50 list and ranked in the top 50% of their respective tier group (comprehensive)

[change indicated on chart from 2010]

FT Faculty Research Income Intensity 2005-2012
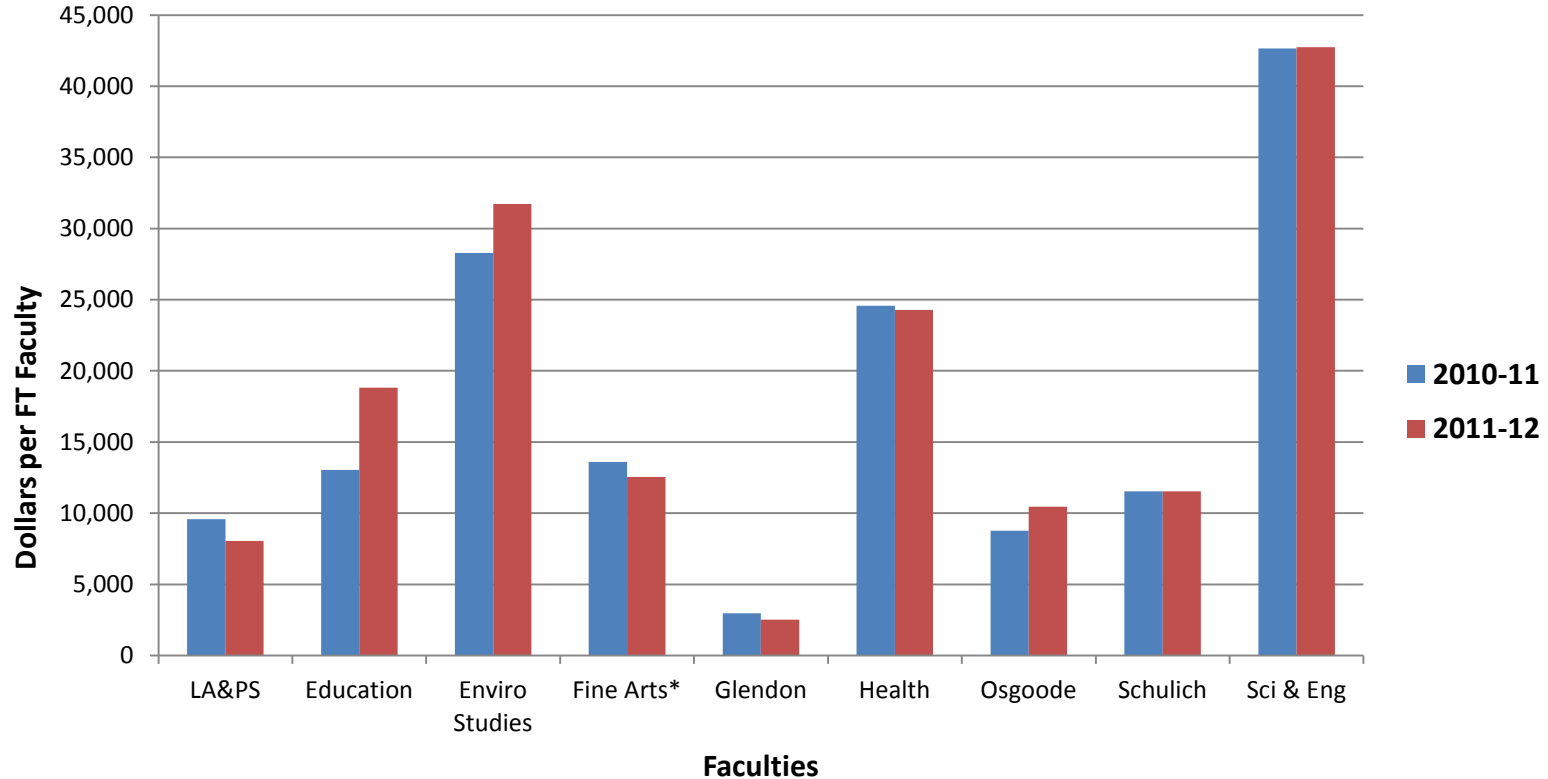*Source: RE$EARCH Infosource Inc.,*
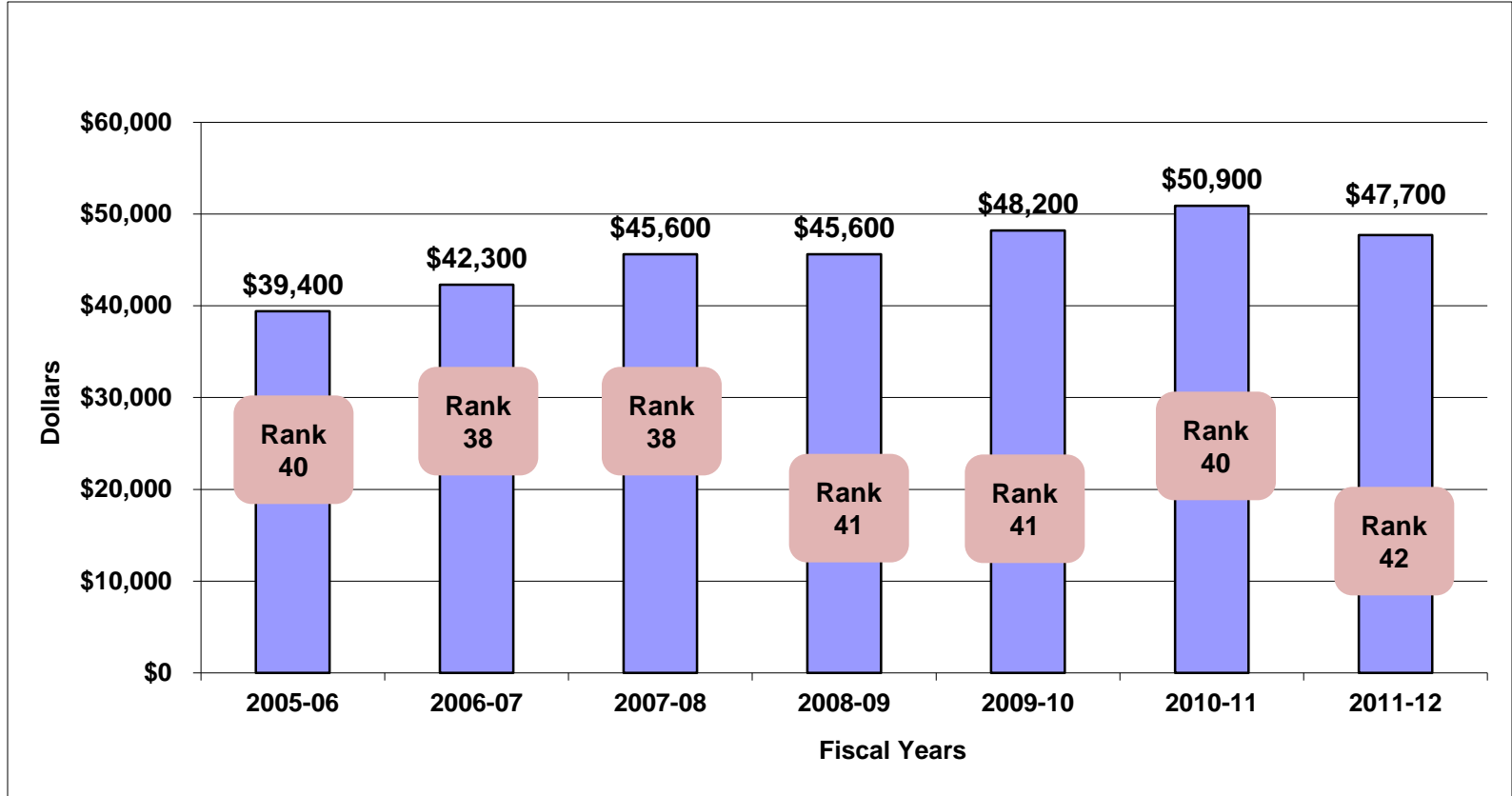
FT Faculty Members Grants 2005-2012
Source: Office of Research Services & VPRI

Legend: Tri-Council Grants — SSHRC — NSERC — CIHR — External Grants — Total FT Faculty Members
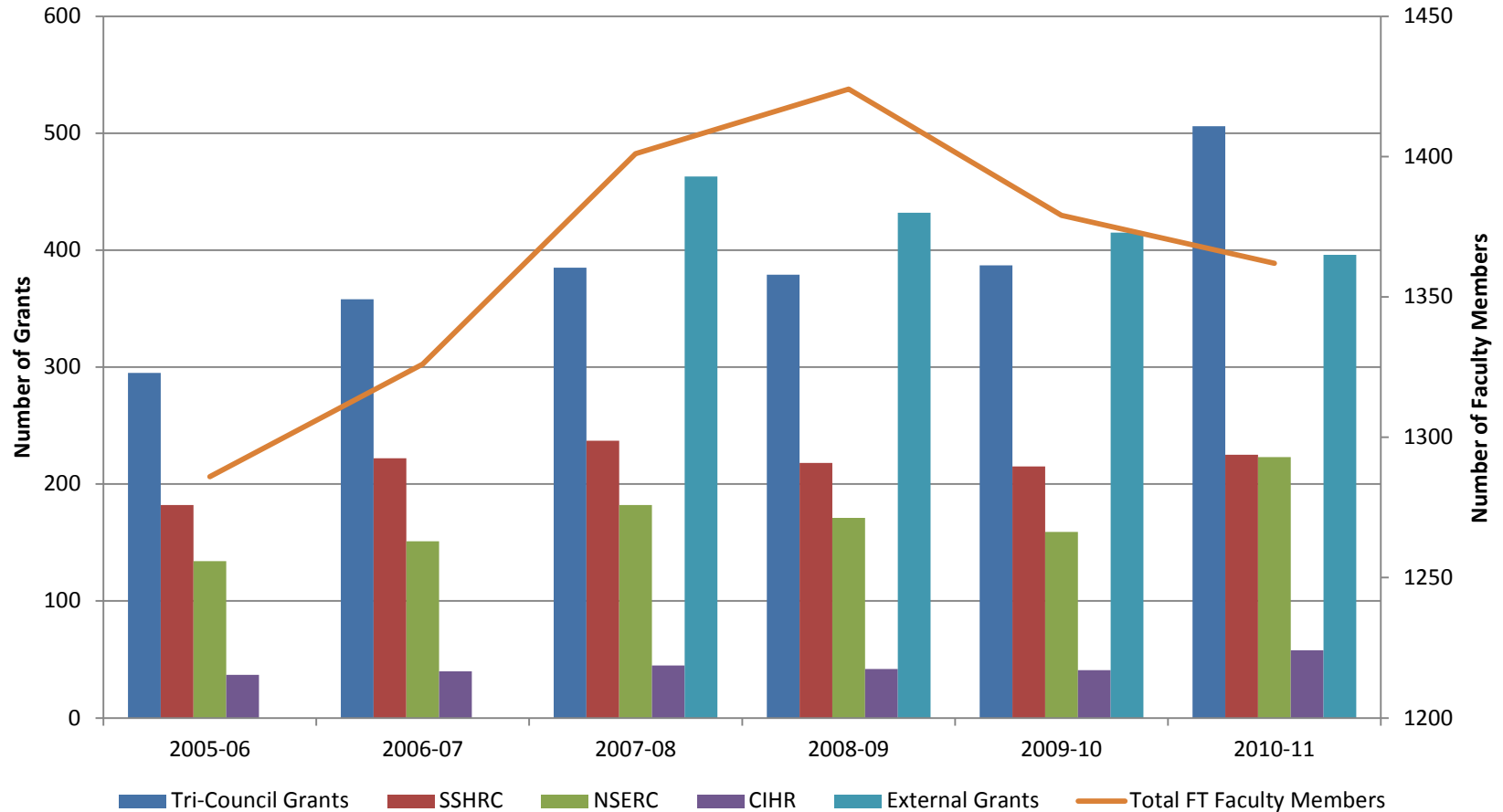
Total Faculty Research Intensity - Tri-Council Funding
Source: Office of Research Services & VPRI[i]

*Includes funding from the Toronto Arts Council, Ontario Arts Council, Canada Council for the Arts, Heritage Canada, Ontario Media Development Corporation, and several other non-Tri-Council sources

[i]Calculation excludes student fellowships, scholarships and research awards that are not administered through Fund 500 accounts. However, all individual Faculty awards and institutional awards (eg: CFI, KM) are included.

Ethics Protocols Approved 2005 - 2012

Source: Office of Research Ethics
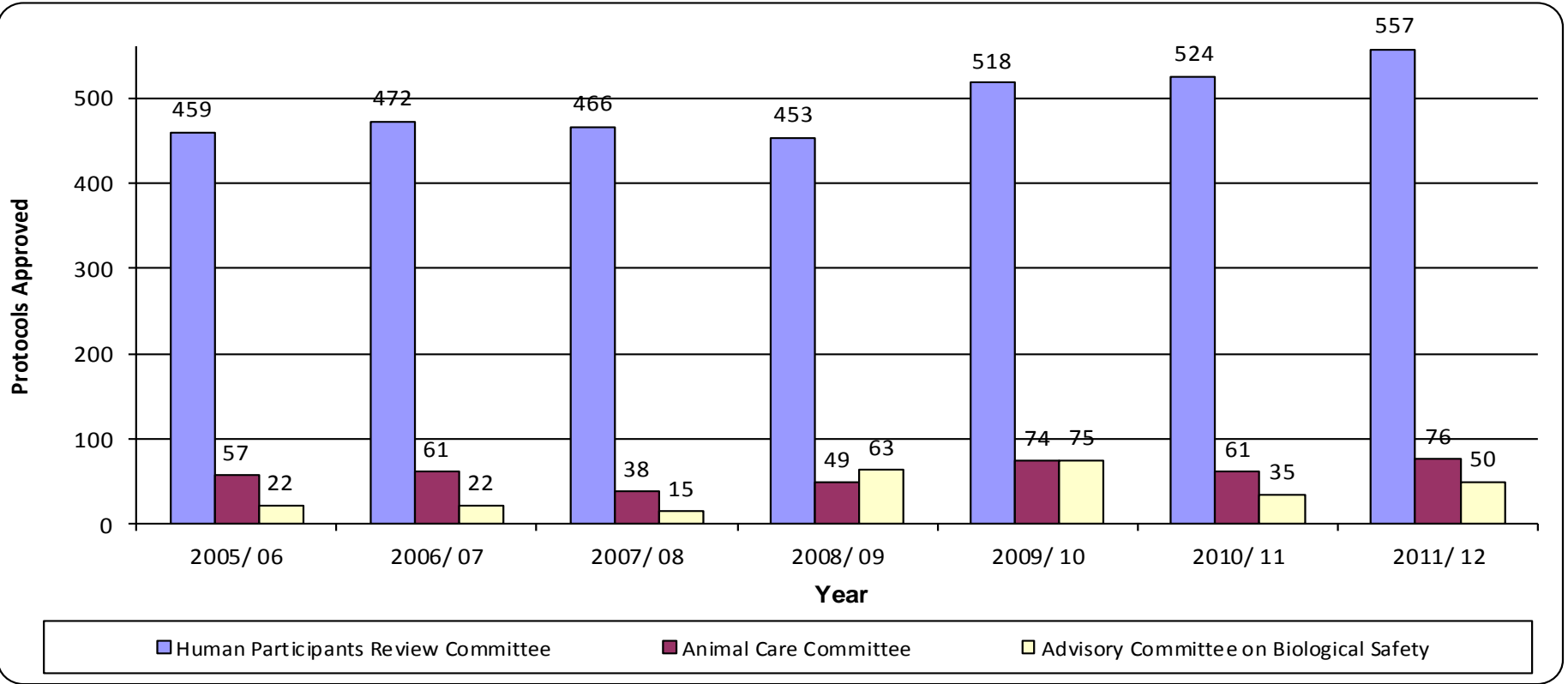
- •note: figures for ACOBS and ACC include new/renewed/amended protocols
- •figures for HPRC include NEW protocols only (faculty and student)

Knowledge Mobilization

Supporting the active, two-way exchange of research & expertise between knowledge creators & knowledge users

- **Activity Update (2006-2012)**

  - **# of collaborations brokered**   **342**

  - **Community partner funding raised**   **$1.07M**

  - **Research contract funding raised**   **$1.2M**

  - **Total KMb associated grant funding**   **$20.5M**

- **Working with the External Community:**
  - At the request of the Governor General, York is part of a steering committee with SSHRC & United Way-Centraide Canada to develop options for a renewed vision of campus community collaboration. Leadership for this initiative is under the VP Research & Innovation on behalf of the ResearchImpact group of universities

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Technology Transfer

Development & commercialization of intellectual property resulting from scientific research

Research Agreements :
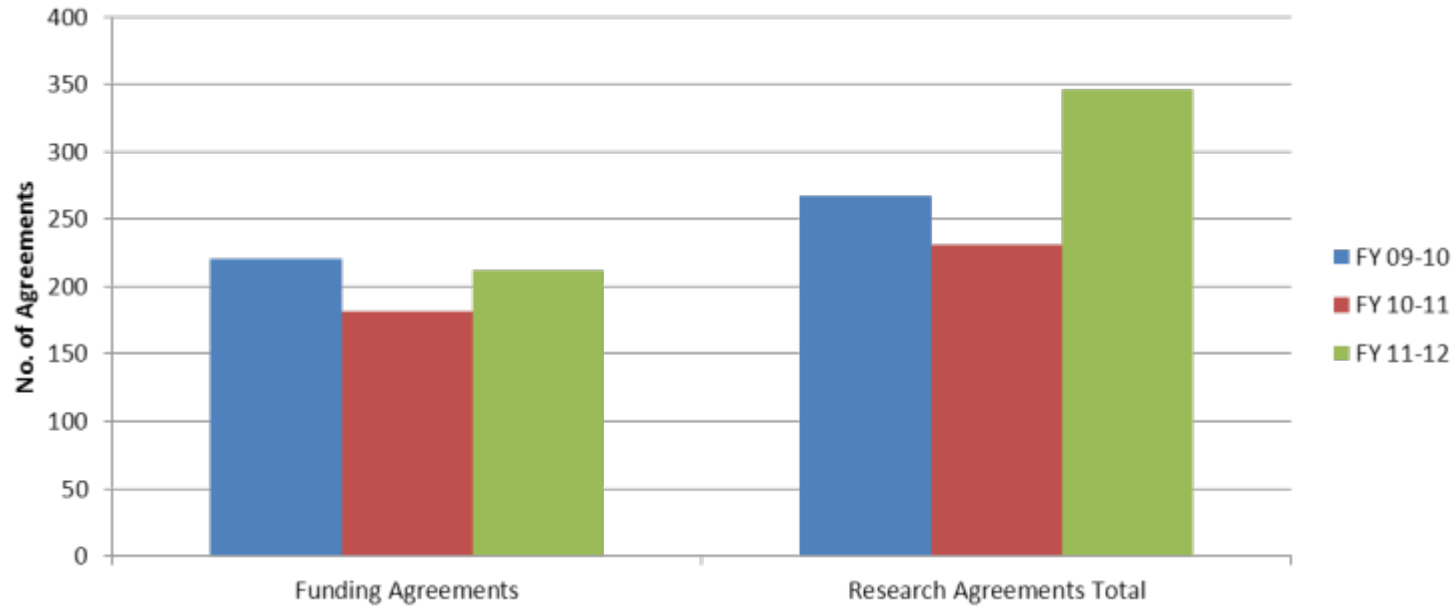
Celebrating Research

Monthly Research Celebrations – showcasing research within the Faculties:
- Glendon (Nov. 8)
- Faculty of Health (February / March 2013)
- Schulich School of Business (January 30)
- Faculty of Liberal Arts and Professional Studies (March 2013)
- Faculty of Education with Faculty of LA&PS (April 2013)
- Faculty of Environmental Studies (February 2013)
- Osgoode Hall Law School/Lassonde Research Celebration (TBC)
- Faculty of Graduate Studies (March 2013)

Research Month - Research Gala – Feb. 27
Ceremony to honour researchers who have special achievements in 2012-13

York Leadership Roundtable (Nov.19th)- Connecting York Region leaders with York U researchers and the community

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Strategic Research Plan: Engagement to date

- <u>1160+</u> community members engaged in consultations to date

  - Open Forum & Launch- 150+

  - Senate presentation and discussion- 90

  - 11 Faculty Council Visits/ 2 Dept. Meetings- 454 faculty members

  - Online Survey- 330+ respondents

  - Workshops & VPRI Community Chats- 85 participants

  - Meetings of SRP Advisory and multiple leadership groups

  - November Open Forum– 55 participants

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Strategic Research Plan: Consultation Status

- November 20th Open Forum

  - Discussion and Feedback on:
  - Consultation Report Back
    - Reflecting on what we have heard so far in the consultations
  - Draft Broad Research Themes
    - Initial thoughts on how we tell the story of research at York
      - Highlighting the research we do in 6 broad themes
      - Defining our research strengths within the themes

  - Seeking engagement on draft themes: http://srp.info.yorku.ca/

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York Research Chairs (Proposal)

➢ An internal research chairs program to be developed as the internal twin to the Canada Research Chairs Program

➢ To be rolled out over 5 years with first chairs to take effect July 1st, 2013
  – 4 Chairs per year, for a total of 20 by year 5 (10 tier I, 10 tier II)

➢ Aimed at internal candidates
  – Evaluation criteria to focus on research excellence and demonstrated research leadership
  – Also will provide potential for transition for maturing Tier II Canada Research Chairs

➢ Privileges and internal recognition to be the same as for CRC chairs

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York Research Chairs

YRC Tier:
- ➢ Tier I- open to established research leaders at the rank of Professor
- ➢ Tier II- aimed at emerging research leaders within 15 years of their first academic appointment

Allocation & Review:
- ➢ 5 year terms, renewable through open competition
- ➢ YRC nominations developed by Faculties
  - ➢ Application template to parallel CRC template
- ➢ Faculty nominations to be peer reviewed through the Strategic Projects and Opportunities Review Team (SPORT)
- ➢ Final selection by VPRI in consultation with Provost

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York Research Chairs

Supports:

➢ Tier I:
- $20K annual stipend
- $25K minor research grant
- 50% release from teaching, to a minimum expected teaching load of 1.0

➢ Tier II:
- $12,500 stipend
- $20K minor research grant
- 50% release from teaching, to a minimum expected teaching load of 1.0

Canada Research Chairs at York

➤ CRCs to be reoriented exclusively towards external recruitment

➤ CRCs to be aligned with the strategic research plan

➤ CRCs to be allocated to areas of research

➤ CRCs to be provided as add-on to approved recruitments

   – (No longer as extra positions)

➤ CRC nominations to be peer reviewed by SPORT

➤ Final internal approval CRC nominations by the VPRI in consultation with the Provost

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Canada Research Chairs

Centrally provided CRC supports to be identical to YRC (for all new chairs):

➢ Tier I:
- $20K annual stipend
- $25K minor research grant
- 50% release from teaching, to a minimum expected teaching load of 1.0

➢ Tier II:
- $12,500 stipend
- $20K minor research grant
- 50% release from teaching, to a minimum expected teaching load of 1.0

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Enrolment Update November 2012

Senate November 22, 2012

Strategic Goals

- **Strategic enrolment planning for the University is informed by the priorities set out in the White Paper, University Academic Plan 2010-2015, Integrated Resource Plans and the Strategic Mandate Agreement:**

- **Specific objectives relevant for enrolment planning include:**
  - o **Increasing Grade Point Average cut-offs for undergraduate and graduate**
  - o **Advancing internationalization including the proportion of international students**
  - o **Increasing enrolment in engineering and science, health, business and professional programs**

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External Environment

- **Enrolment plans also influenced by external context including:**
  - o **provincial goal of increasing participation level in higher education up to 70% by 2015-16**
  - o **support for growth beyond 2015-16 uncertain**
  - o **intensification of competition including online access to universities worldwide**

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Check-in Against our Plan: Total Undergraduate (Eligible + International) Enrolment

	2008/09 Actual	2009/10 Actual	2010/11 Actual	2011/12 Actual	2012/13 Prelim.	2013/14 Plan	2014/15 Plan	2015/16 Plan
Actual/Projected	40,306.0	41,662.8	43,004.5	43,468.8	43,694.0			
Budget Target					43,809.0	44,137.0	44,397.0	44,596.0

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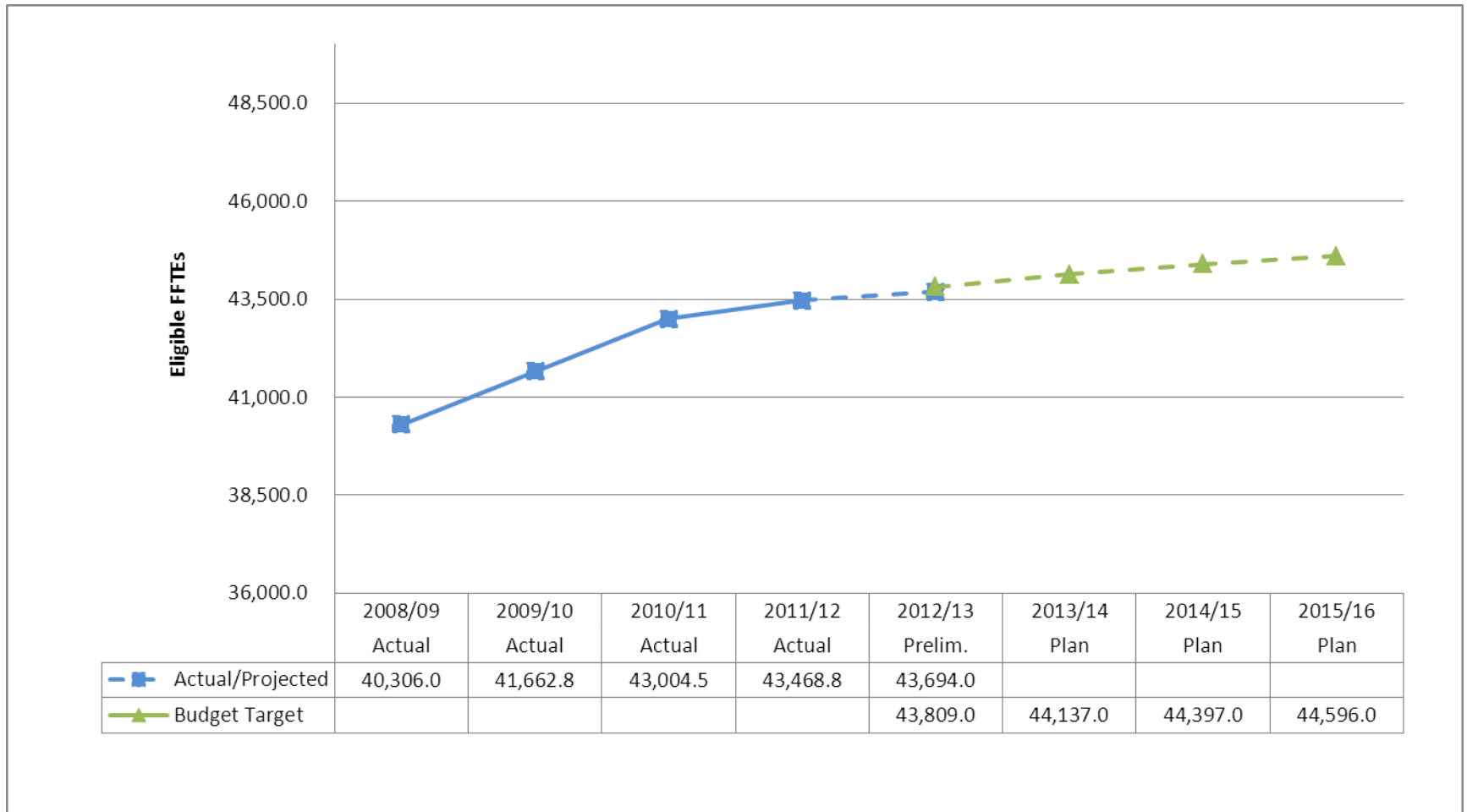
Enrolment Highlights: Undergraduate

- **As of November 1st, 2012:**
  - o **Tracking to undergraduate intake target for 2012-13**
  - o **Total undergraduate intake up by ~ 300 heads over 2011-12**
  - o **Total undergraduate FFTEs up by ~ 226 FFTEs over 2011-12 (about 110 FFTEs less than planned growth)**
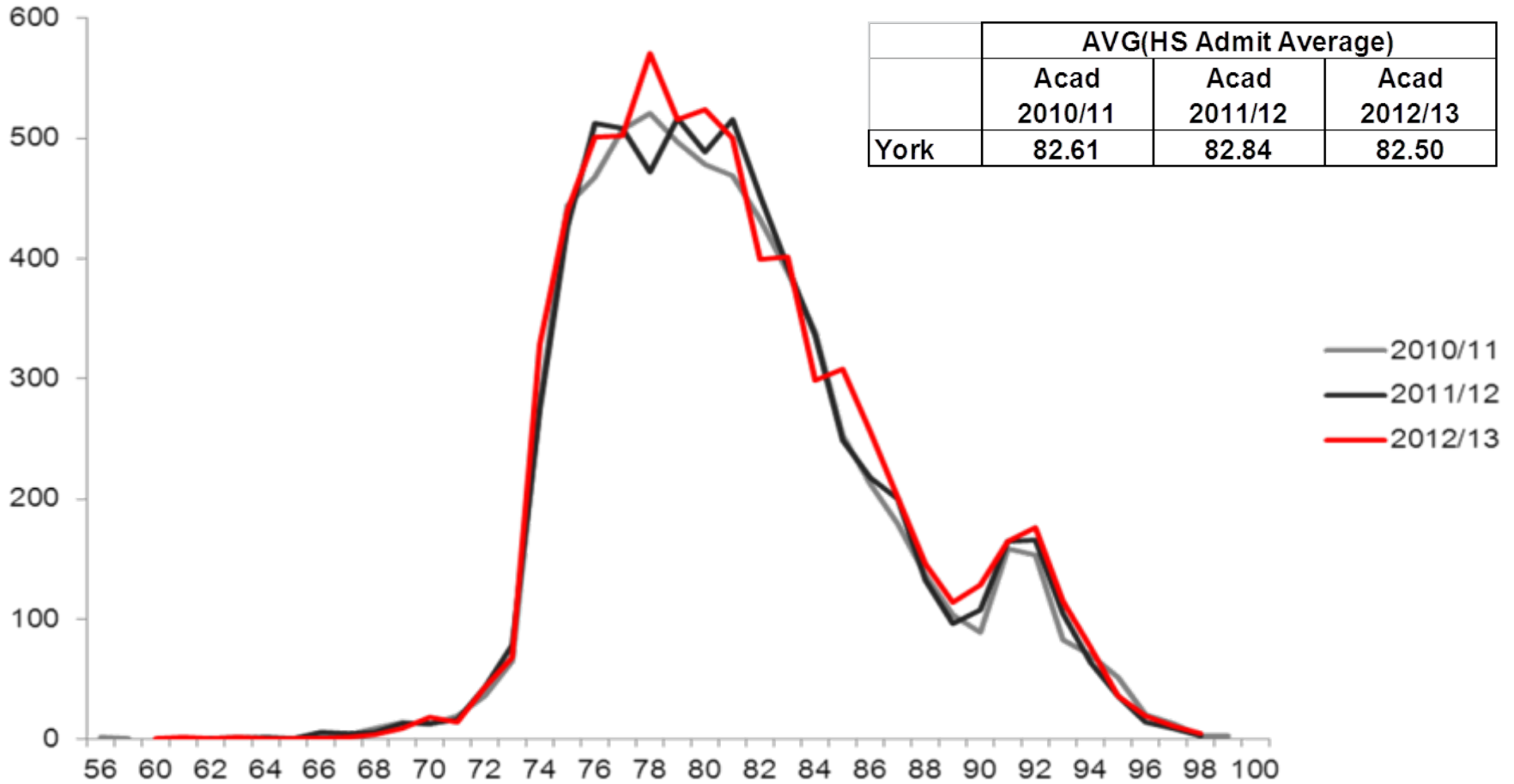 - o **Summer enrolment is significant**

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Enrolment Highlights: Graduate

- **As of November 1st, 2012:**
  - **Masters – on track to meet planned eligible growth for 2012-13 (about 12 FFTEs less than expected for Fall 2012, but up over last year by about 79 FFTEs)**
  - **Doctoral – tracking close to planned eligible growth for 2012-13 (about 61 FFTEs less than expected for Fall 2012 and down by about 72 FFTEs over last year)**
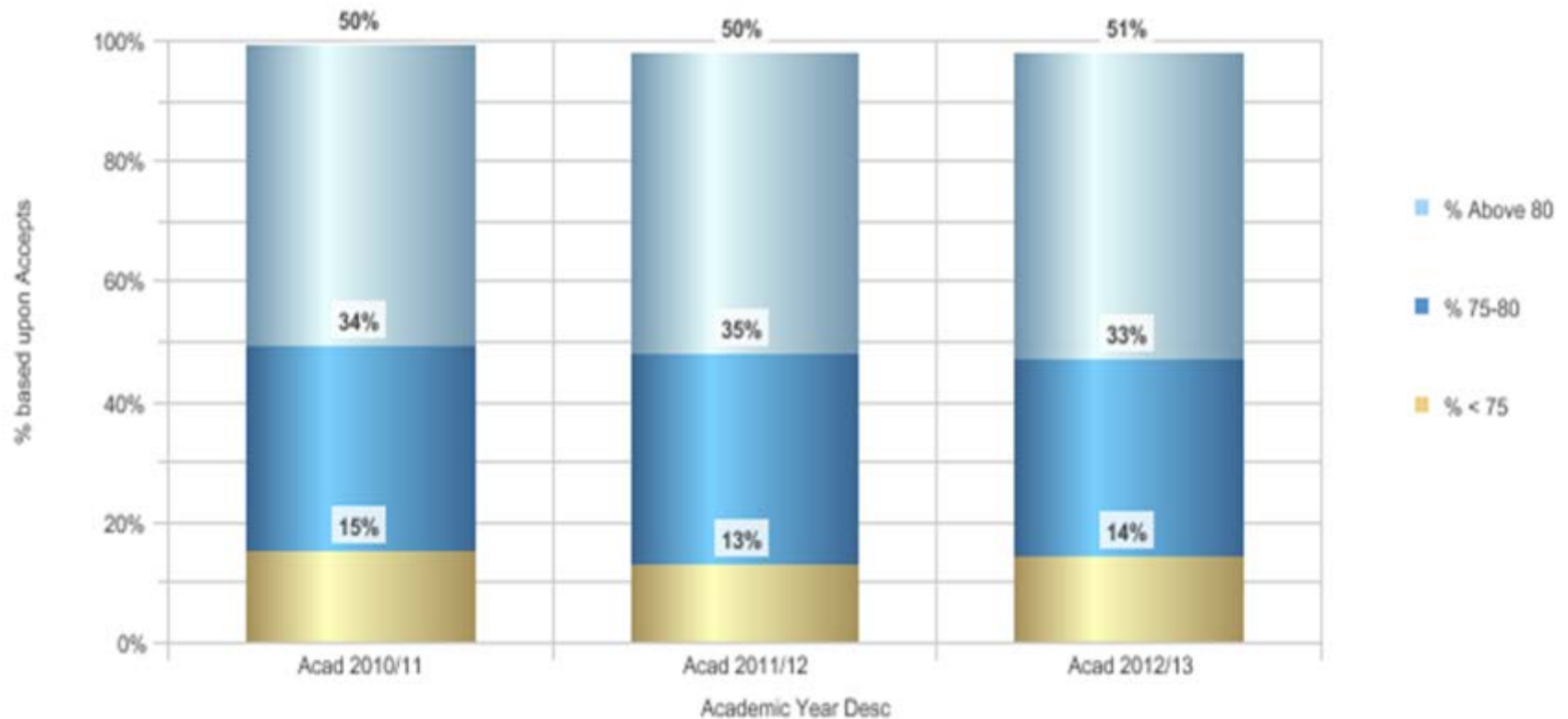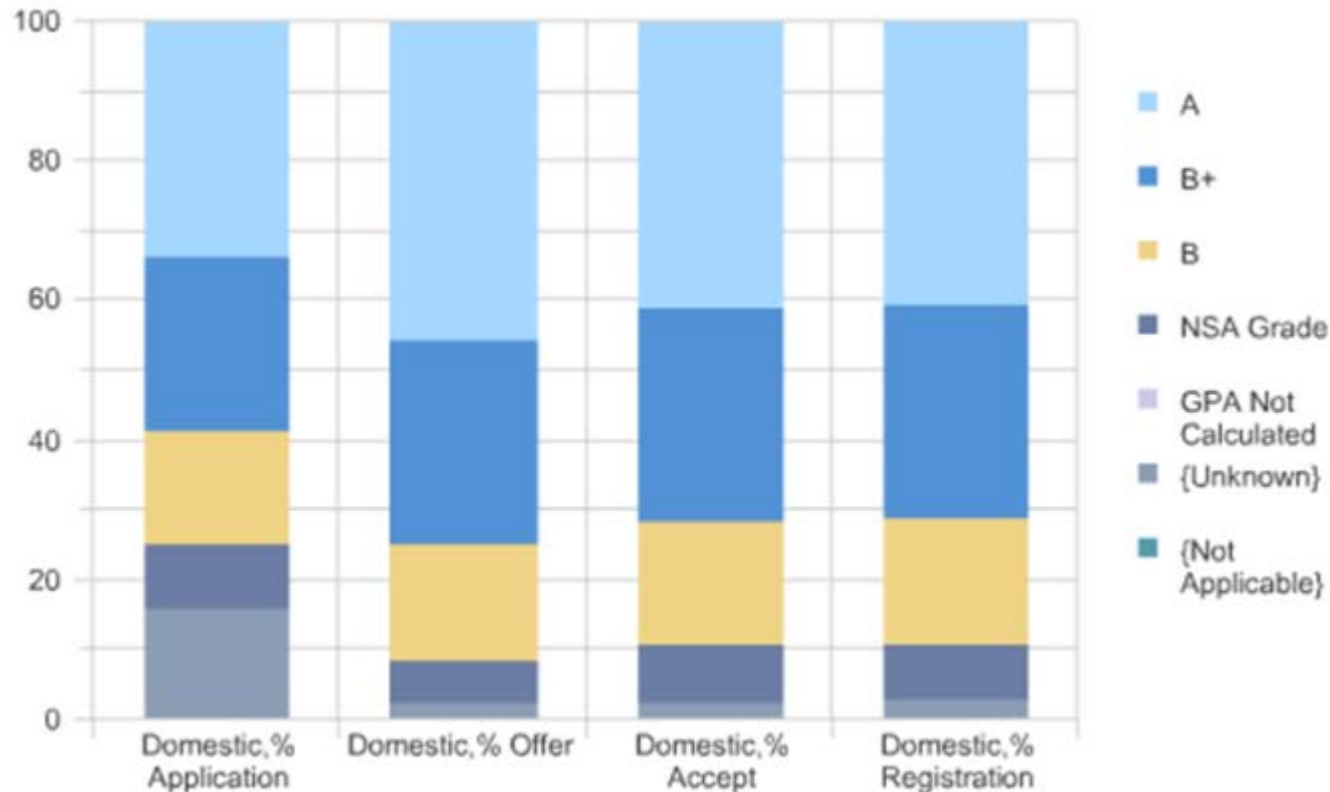 - **Potential for further graduate growth in 2013-14**

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Questions

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Appendix

High School Average for Direct Entry 101s

	AVG(HS Admit Average)		
	Acad 2010/11	Acad 2011/12	Acad 2012/13
York	82.61	82.84	82.50

Legend:
- 2010/11
- 2011/12
- 2012/13

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Student Quality by Range for 101s

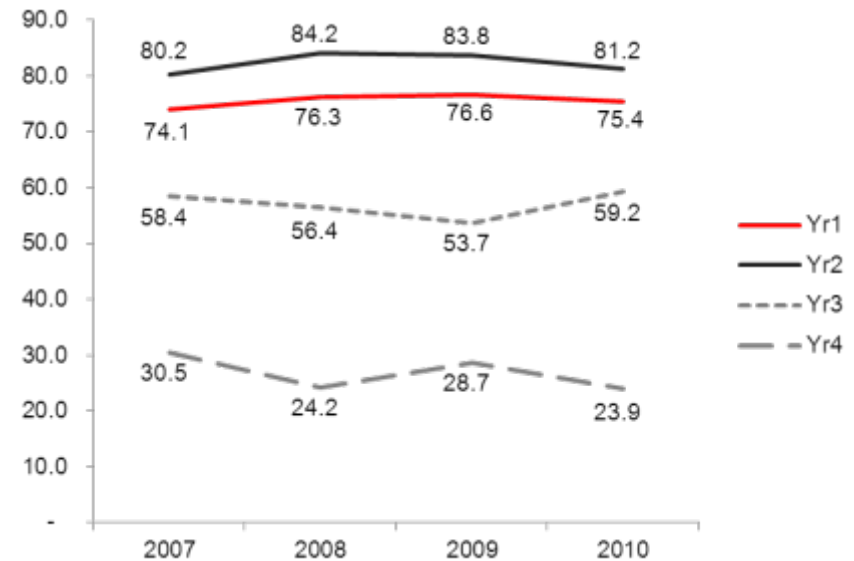# Fall 2012 Domestic Master Entering Grades

Fall 2012 Domestic Doctoral Entering Grades
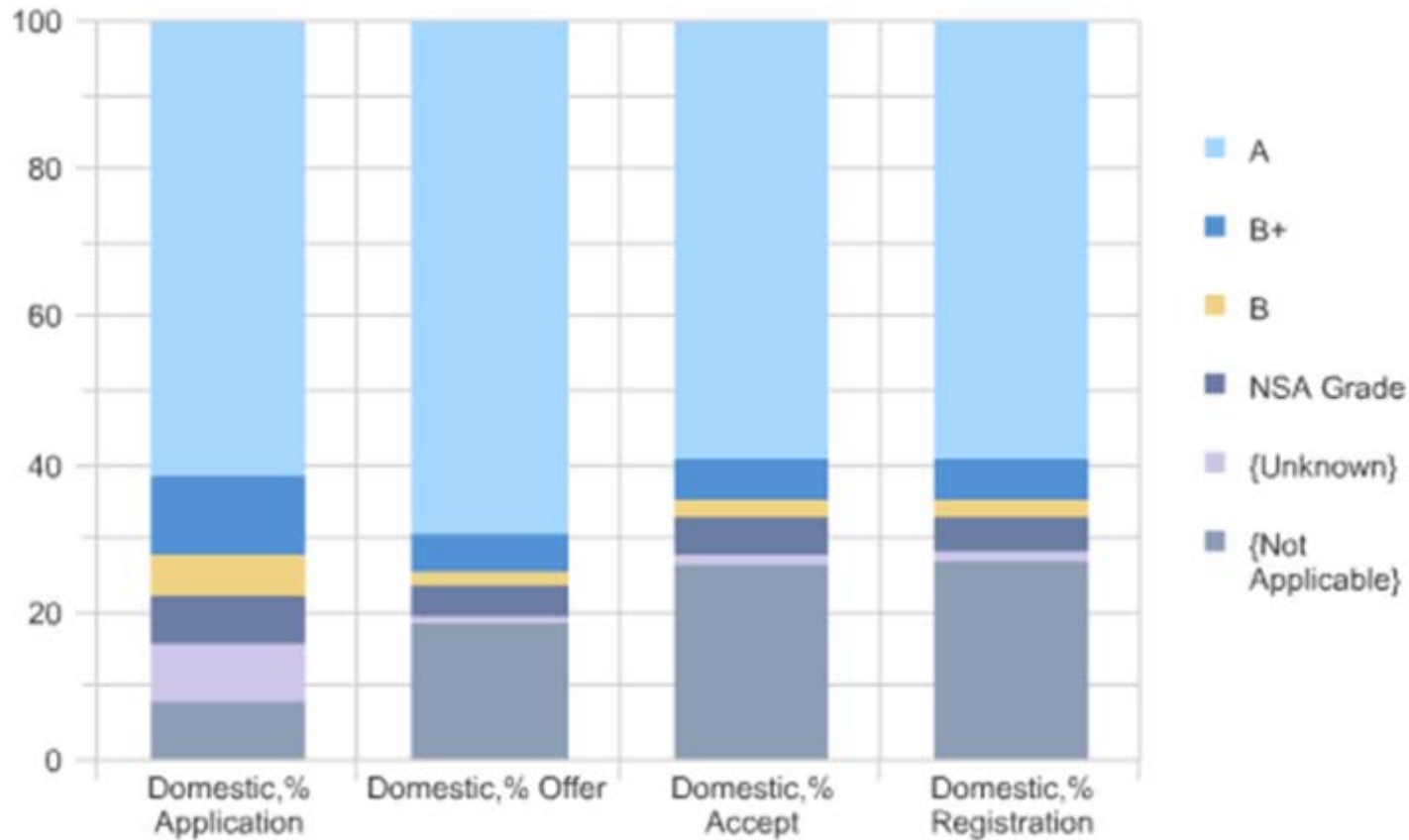
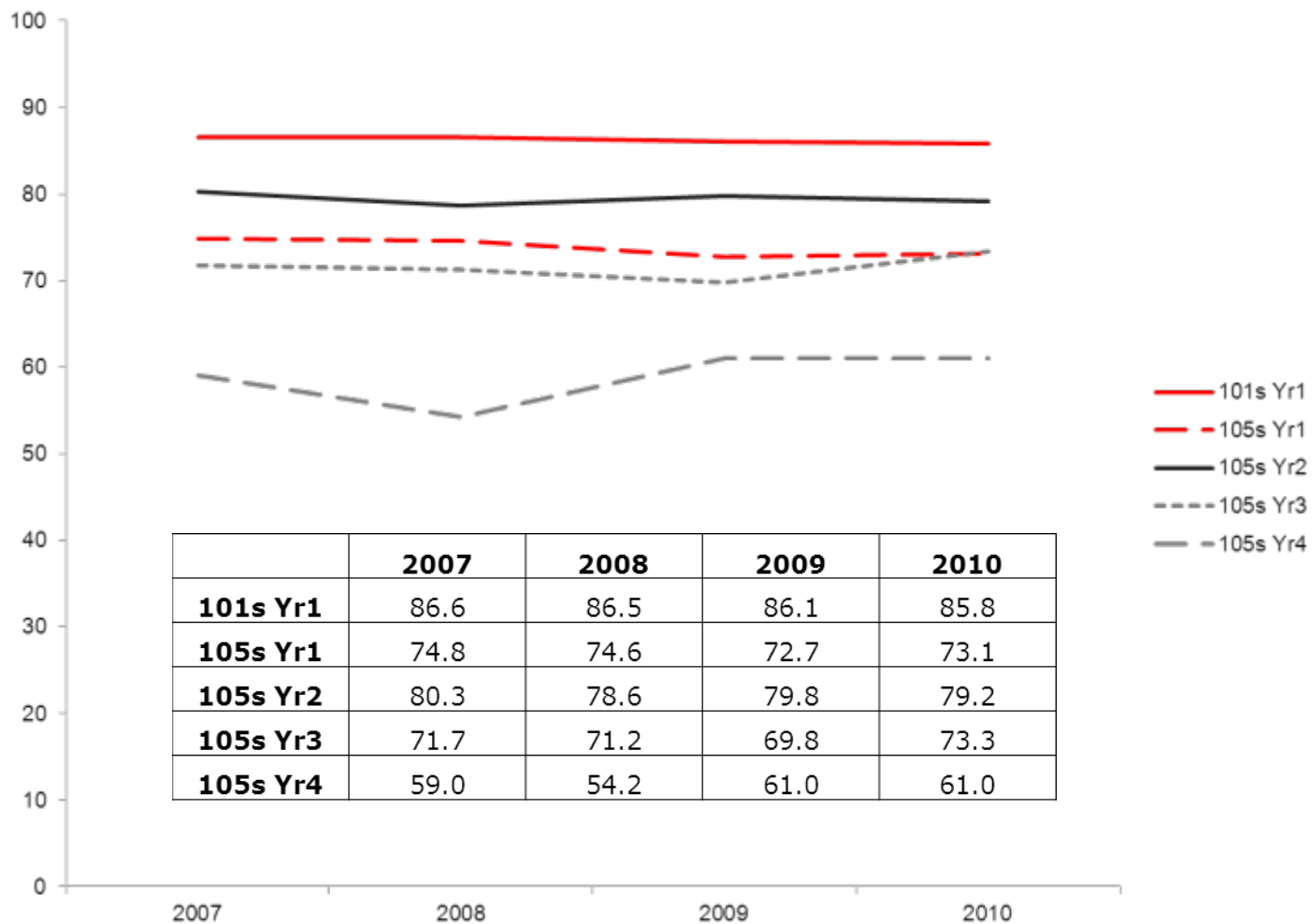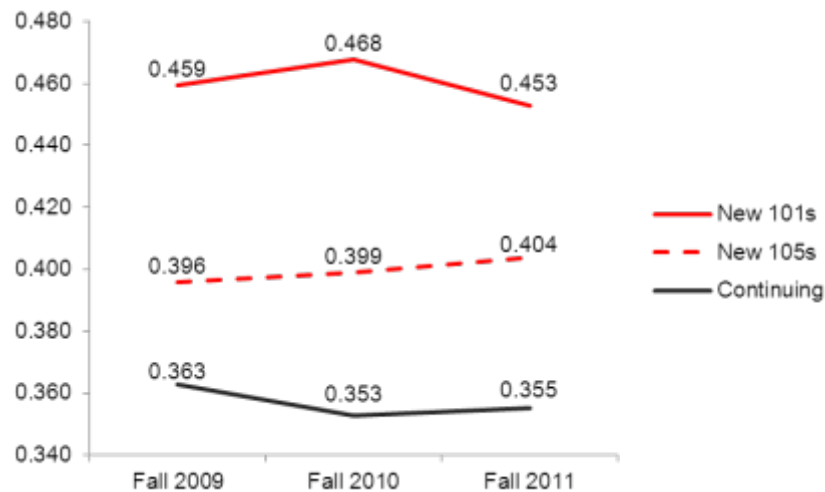# Retention Rates (%) for Direct Entry Fall Undergrads 1 Year Later
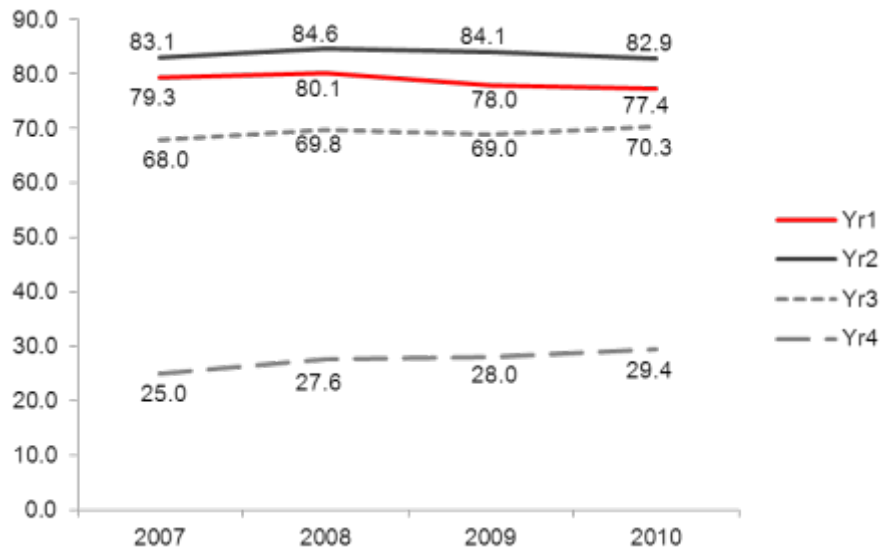
Retention Rates (%) for New Eligible Direct Entry Fall Undergrads 1 Year Later

	2007	2008	2009	2010
101s Yr1	86.6	86.5	86.1	85.8
105s Yr1	74.8	74.6	72.7	73.1
105s Yr2	80.3	78.6	79.8	79.2
105s Yr3	71.7	71.2	69.8	73.3
105s Yr4	59.0	54.2	61.0	61.0

Legend:
— 101s Yr1
– – 105s Yr1
— 105s Yr2
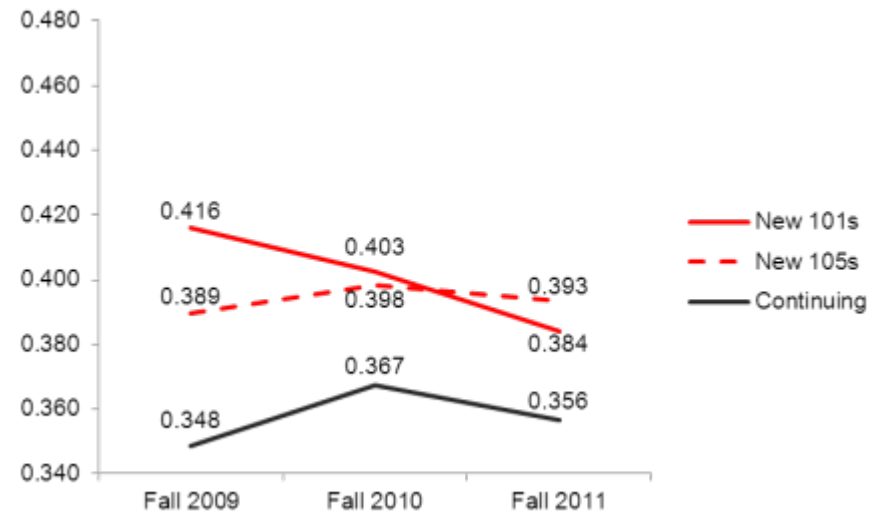---- 105s Yr3
– – 105s Yr4

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Average Fall Term Course Loads for Year 1 Direct Entry Undergraduate Students
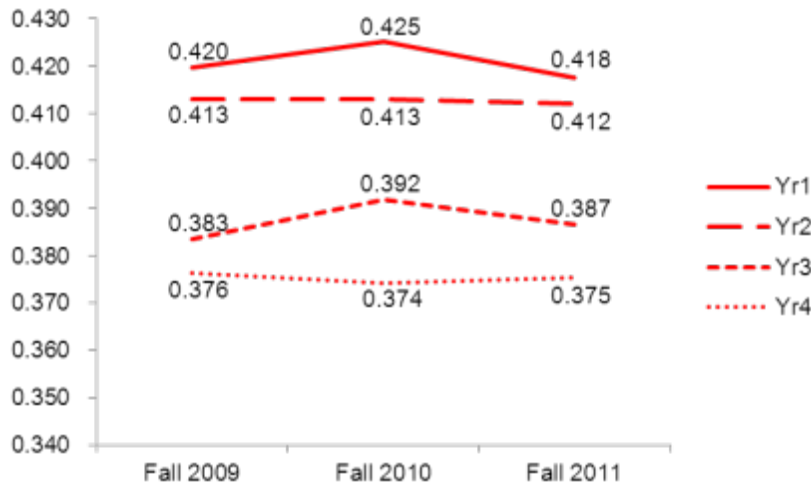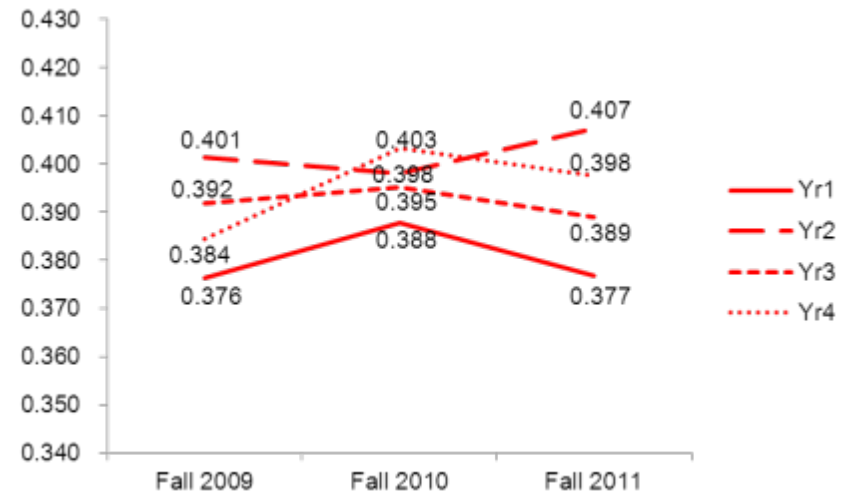
Average Fall Term Course Loads (% of Full Year Load) for Direct Undergraduate Students

Eligible Students

Visa Students

Median Years to Doctorate for Students Who Graduated in 2008, 2009, 2010 and 2011

	AP	ED	ES	FA	HH	LW	SB	SC	Total
2008	6.7	7.2	6.4	7.7	6.5	5.8	6.3	5.7	6.0
2009	6.8	6.0	6.9	10.7	5.7	5.0	5.0	5.7	6.0
2010	7.3	5.7	6.4	6.7	6.7	5.0	5.8	6.2	6.7
2011	6.7	6.0	6.3	4.3	6.0	4.7	5.0	5.7	6.0

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