



Notice of Meeting

to be held at 3:00 pm. on Thursday, January 24, 2013
in the Senate Chamber, N940 Ross Building.

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H. Lewis, Secretary



The Senate of York University

Minutes

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

W. van Wijngaarden, Chair	P. Delaney M. Derayeh	R. Lenton H. Lewis, Secretary	R. Mykitiuk R. Nariani	J.B. Smith Y. Sorokin
M. Adriaen	S. Drummond	D. Leyton-Brown	P. Ng	B. Spotton Visano
J. Amanatides	J. Duklas	S. Ling	S. Pagiatakis	L. Stewart
M. Amegago	C. Ehrlich	K. Little	E. Perkins	M. Thomas
K. Anderson	L. Farley	L. Lo	A. Pitt	S. Thompson-Ramdoe
A. Asif	M. Figueredo	M. Lockshin	A. Pos	G. Tourlakis
M. Aubin	R. Furguele	W. Maas	S. Reid	R. Udit
P. Axelrod	S. Grace	N. Madras	M. Rioux	J. Warren
A. Belcastro	N. Habib	G. Mianda	K. Rogers	P. Wilkinson
M. Biehl	R. Haché	K. Michasiw	K. Robson	S. Winton
K. Bird	D. Hastie	P. Monahan	P. Ryan	A. Woods
D. Cappadocia	C. Heron	G. Monette	I. Saleem	L. Wrazen
D. Cohn	C. Hibbs	B. Morgan	L. Sanders	V. Xayaboun
G. Comninel	R. Hornsey	J. Morrison	S. Schoenfeld	J. Yeomans
B. Crow	K. Hudak	A. Mukherjee-Reed	B. Sellers-Young	
P. Cumming	J. Knight	D. Mutimer	M. Shoukri	
R. De Costa	J. Kowal	R. Myers	M. Singer	

1. **Chair's Remarks**

The Chair of Senate, Professor William van Wijngaarden, announced that it would not be necessary for Senate to meet in December unless unforeseen business required prompt action. The Chair drew attention to a resolution passed by the Executive Committee congratulating and thanking Vice-President Academic and Provost Patrick Monahan on the occasion of his final Senate meeting before taking up an appointment as the Deputy Attorney General of the Province of Ontario, and Senators saluted him with their applause.

2. **Minutes of the Meeting of October 25, 2012**

With a minor correction to item 6.3.2 it was moved, seconded and carried **“that Senate approve the minutes of the meeting of October 25 2012.”**

3. **Business Arising from the Minutes**

Senate Spotton Visano confirmed that she had corresponded with APPRC posing a series of questions arising from the October report of the Vice-President Finance and Administration.

4. **Inquiries and Communications**

4.2 Academic Colleague to the Council of Ontario Universities

The most recent issues update issued by the Council of Ontario Universities and furnished by the Academic Colleague was posted online with the agenda.

5. **President's Items**

President Mamdouh Shoukri paid tribute to outgoing Provost Monahan and also commented on the following:

- a successful trip to China, one highlight of which was a meeting with York alumni in Hong Kong

- his speech to the Empire Club on the topic of internationalization
- preparing the site for construction of the Pan-American and Parapan American Games stadium
- the public policy context for postsecondary education
- recent accomplishments of faculty, students, and alumni

In response to a question about a trend toward more online instruction, which has generated controversy among students, the President agreed that caution must be exercised while also noting that York is recognized leader in innovative pedagogy. The President also confirmed for a Senator that the accounting of expenses associated with federal government agency grants was under review.

6. Committee Reports

6.1 Executive

6.1.1. Establishment of an Interim Faculty Council, Lassonde School of Engineering

It was moved, seconded and *carried* **“that Senate approve the establishment of an Interim Faculty Council for the Lassonde School of Engineering.”**

6.1.2. Confirmation of Membership of the Tenure and Promotions Committee

It was moved, seconded and *carried* **“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.”**

6.1.3. Nominee for Election to Senate Committee

It was moved, seconded and *carried* **“that nominations be closed.”** As a result, Professor Dorothy de Val, Associate Professor, Music, Fine Arts was elected to the Tenure and Promotions Appeals Committee.

6.1.4 Information Items

Senate Executive provided information on the status of its Working Group on External Partnerships and a recent informal gathering of members of the Executive Committees of Senate and the Board of Governors.

6.2 Academic Policy, Planning and Research

6.2.1 Autumn Report of the Vice-President Research and Innovation

The report covered the latest Research InfoSource measures, Strategic Research Plan consultation process, and other matters of special significance to the pursuit of research goals. A survey conducted as part of the SRP consultations shows a high degree of correlation between community priorities and University Academic Plan goals – including the need to furnish graduate students and post-doctoral fellows with opportunities to participate in research. Data presented reinforced the conclusion, arrived at earlier this year by Higher Education Strategy Associates, that York’s research impact is greater when more inclusive indicators are employed.

Senators expressed special interest in proposed initiatives involving the aims and terms of Canada Research Chairs and the establishment of York Research Chairs. In response to questions, Vice-President Haché confirmed that York Research Chairs would be open to others not holding a CRC but stressed the need to move quickly toward transitional arrangements in order to retain some Tier II incumbents. He also confirmed that some new external appointments would be possible under the YRC initiative, and that worthy internal candidates could be considered for CRCs. Concerns were expressed that the recipient selection process might be at odds with unit hiring plans and that new programs could result in an internal tiering of faculty members. Vice-President Haché responded that these initiatives were intended to complement appointments planning and to assist in a

general intensification of research.

The full report was posted online with the Senate agenda.

6.2.2 Autumn Enrolment Update

Provost-Designate Lenton provided data based on the November 1 enrolment count, situating them in the context of strategic goals and the external environment. There is a significant risk to the University in the re-basing of graduate enrolments, so improvement at the Masters level, facilitated by dedicated scholarships, was a significant achievement even if targets had not been met.

The full report was posted on line with the Senate agenda.

6.2.2 Other Information Items

APPRC's report included information about the following matters:

- its concurrence with recommendations that the Board establish the Powerstream Chair (Environmental Studies) and Bergeron Chair in Engineering Entrepreneurship (Lassonde School of Engineering)
- the most recent report of the Sub-Committee on Organized Research Units
- gratitude to Patrick Monahan and congratulations to Rhonda Lenton as his successor as Provost

6.3. Academic Standards, Curriculum and Pedagogy

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

It was moved, seconded and *carried* **“that Senate approve the establishment of the degree of Master of Disaster and Emergency Management.”**

6.3.2 Establishment of a Master of Accounting (MAcc) Degree, Faculty of Graduate Studies (Statutory Motion)

It was moved, seconded and *carried* **“that Senate approve the establishment of the degree of Master of Accounting.”**

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

It was moved, seconded and *carried* **“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 Fall-Winter 2013-2014”**

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

It was moved, seconded and *carried* **“that Senate approve the establishment of a Master of Accounting program, effective Fall-Winter W 2013 – 2014.”**

6.3.5. York University-Ryerson University Co-registration Option

The item was withdrawn.

6.3.6 Consent Agenda Items

Senate *approved by consent* an ASCP recommendation to expand the Master of Conference Interpreting Degree and Diploma in General Interpreting to include training in Mandarin, Spanish and Portuguese together with supplemental admission requirements for the three new languages,

6.3.7 Information Items

ASCP advised Senate of the Summer 2014 sessional dates set by the Registrar that it had determined were consistent with Senate policy, reported its 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), and listed the following minor curriculum items that it had approved:

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

Graduate Studies:

- changes to degree requirements for PhD program in Administration

Liberal Arts and Professional Studies:

- 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

Science and Engineering:

- new rubric (COOP) for Faculty Co-operative Education Programs
- changes to degree requirements for BA and BSc programs in Computer Science
- changes to degree requirements for BA and BSC programs in Mathematics

6.5 Tenure and Promotions

Senate received the Committee's annual report for information.

7. **Other Business**

There being no further business, Senate adjourned.

W. van Wijngaarden, Chair _____

H. Lewis, Secretary _____

**York University
Board of Governors
Synopsis of the 426th Meeting
3 December 2012**

Remarks

Mrs Foster and Mr Wickham shared reflections on an orientation session for new university governors hosted by the Council of Ontario Universities.

The President commented on:

- the successful open forum on safety
- his trip to China
- his recent speech at the Empire Club on the importance of internationalism to post-secondary education in Canada
- the provincial post-secondary education landscape
- the \$2 million funding received for the new Chair in Autism Spectrum Disorders Treatment and Care Research in the Faculty of Health
- the ground-breaking ceremony commencing construction of the Pan Am Games stadium on the Keele campus
- Red & White Day held to celebrate school spirit and announce the winner of the free tuition contest
- A Memorandum of Understanding between York and the Indian Research Council to collaborate on research projects
- The successful Bryden Awards event
- The recent induction of Professors Carl James and Norman Yan as Fellows of the Royal Society of Canada.

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

The appointment of Rhonda Lenton as Vice-President Academic and Provost for a term to commence 26 November 2012 through to 30 June 2014.

Approvals

Academic Appointments

- President's report on tenure and promotion candidates
- The establishment of the *Bergeron Chair in Engineering Entrepreneurship* at the Lassonde School of Engineering
- The establishment of *PowerStream Chair in Sustainable Energy Economics*, in the Faculty of Environmental Studies

Appointments

- Iouldouz Raguimov as a CUPE 3903 nominee on the Pension Fund Board of Trustees for a three-year term, effective 1 October 2012.

Development / Capital Projects

- The revised block plan for the Pond-Sentinel student housing development which will guide the planning and detailed design of the residential-retail development project on the Keele campus

- The financial term sheet to be used by the University for negotiating the master development and leasing agreement between York and the Forum York Developments Consortium for the Pond-Sentinel development project

Financial Operations

- Adoption of new accounting rules for non-for-profit organizations, effective fiscal year 2013
- Long-term Ancillary Plan
- Minor changes to the terms of reference for the Pension Plan and Fund
- Minor change to the University's banking resolution to reflect the change in the Vice-President Academic and Provost

Reports / Presentations

- Vice-President Brewer provided a safety and security update
- Vice-President Lenton provided an enrolment update
- Dean Harvey Skinner showcased the Faculty of Health's "Agents of Change" wellness and health research focus;
- Each of the Academic Resources, Executive, Finance & Audit, Governance & Human Resources, Investment and Land & Property committees reported for information on matters discussed in their recent meetings.

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

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

Harriet Lewis, Secretary



The Productivity of the Ontario Public Postsecondary System

Preliminary Report

Higher Education Quality Council of Ontario (HEQCO)

December 2012



Cite this publication in the following format:

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With constrained resources and increased demand, Ontario's public postsecondary system must increase productivity to maintain quality.

Ontario's colleges and universities are already quite productive.

Increased productivity can result from government redesign of the postsecondary system and how it is funded, and at the institutional level by attention to faculty workload distribution.

Further critical information is required to better assess productivity and identify the most promising steps for improvement.

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EXECUTIVE SUMMARY

The fiscal situation in Ontario, coupled with continuing increased demand for postsecondary education, suggest that the postsecondary system and its institutions will have to increase productivity to sustain the same quality of education it now offers. This report presents a preliminary analysis of the productivity of the Ontario public postsecondary system to reveal where opportunities may exist to increase efficiency and productivity. We thank Colleges Ontario, the Council of Ontario Universities, and the Ministry of Training, Colleges and Universities (MTCU) for their advice and their collaboration with these analyses. This report was produced in a spirit of cooperation, giving us great optimism as we work together to address the challenges facing the Ontario postsecondary system. We also thank Statistics Canada for their valuable postsecondary databases and their assistance in the derivation of many of the inter-provincial comparisons in this report. Lastly, we thank members of the Expert Panel HEQCO assembled to guide, inform and support these preliminary analyses and preparation of this report.

There is considerable controversy about how best to measure productivity in higher education. This report uses measures generally understood to index productivity and therefore provides a set of relevant baseline measures of the Ontario system. Where possible, the productivity of Ontario's college and university sectors is compared to other Canadian provinces. This report also identifies informational and data gaps that must be addressed to provide an even better and more useful understanding of higher education productivity in Ontario.

Ontario universities have received increased absolute levels of funding and funding per student since 2002. Nonetheless, they are teaching more students per full-time faculty member with less money per student than all other Canadian provinces. They also lead Canada in research profile and output. A pilot study of four institutions suggests that full-time faculty teach approximately three and one half courses over two semesters. On average, faculty who are not research intensive, as defined by the universities themselves, teach a little less than a semester course more than those who are research active.

The data available for colleges do not typically permit inter-provincial comparisons. However, Ontario colleges are now teaching and graduating more students per faculty member with more funding per student than they were in 2002. In research competitions targeted to the college sector, Ontario receives a level of funding proportionate to the province's share of the population. There is a very detailed pan-Ontario system for distributing faculty workloads, and colleges report that the average college full-time faculty member is teaching about eight courses over two semesters.

Our analyses also suggest that the following information is necessary in the future to provide a more comprehensive and meaningful assessment of productivity in the Ontario system:

1. Measurement of the quality of education, especially the achievement of desired learning outcomes.
2. Better information on graduation rates. For this, we support MTCU's current initiative to implement universal use of the Ontario Education Number (OEN) at the postsecondary level. Ideally, a Canadian education number to track the movement of students between provinces is strongly recommended.

3. Better information from employers with their assessment of and satisfaction with the knowledge and skill sets of postsecondary graduates.
4. More detailed measurement of relevant information in the college sector, both within Ontario and across Canada.
5. A more granular description of the workloads of university faculty, organized particularly by type of faculty appointment, and linked to research output and the full range of responsibilities expected of the professoriate.

Our preliminary analyses suggest that the Ontario system is already quite productive. The opportunities for the biggest future productivity increases are likely to be derived from government changes in the design of the Ontario postsecondary system and how it is funded. For individual institutions, the greatest productivity opportunities may lie in greater flexibility in the distribution and deployment of their faculty resources, particularly in the distribution of workloads of individual faculty taking into account their relative contributions to teaching and research.

PREAMBLE

On June 27, 2012, the then Minister of Training, Colleges and Universities, Glen Murray, wrote to the Presidents and Executive Heads of Ontario's public colleges and universities about a consultation process to motivate a transformation of the province's postsecondary system. In that letter, he asked the Higher Education Quality Council of Ontario (HEQCO) "to identify specific data elements that the ministry does not currently collect from institutions, but which are needed to improve the government's ability to make effective evidence-based decisions."

Further discussion between HEQCO and the Ministry of Training, Colleges and Universities (MTCU) clarified that the government's initial interest was to identify opportunities to improve postsecondary education within the financial constraints expected for the Ontario public sector. In essence, it sought a preliminary analysis of the productivity of the Ontario public postsecondary system and, in particular, exploration of opportunities or initiatives that might enhance the output of the system given the expected financial constraints. The government appreciated that these early analyses might be limited by the absence of good data or evidence so it also requested identification of information that would be needed to conduct more in-depth future analyses.

The timeliness and importance of a productivity analysis is suggested by a summary of the enrolment and financial pressures the Ontario postsecondary system is generally believed to be facing in the next several years.

Currently, universities suggest that they face a 2 to 3% gap between the annual increase of expenses and revenues. On the revenue side, decisions on Ontario's tuition fee policy, due for 2013/14, may impact the size of the gap. On the expenditure side, to date, universities have not succeeded in flattening wage increases, the single largest inflationary pressure on their budgets. Some universities suggest that the annual change to operating budgets to redress ongoing pension deficiencies, calculated on a going concern valuation basis (more will be needed to meet obligations for current service costs) may be in the order of about 3% of operating revenues. Universities must also address the considerable challenge of a growing deferred maintenance backlog. If the scenario comes to pass, and if the rate of inflation increases by 1%, universities could face a shortfall of 6 to 8% annually, at a time when they will be expected to take more students.

Although the cost drivers for colleges are not identical to those of universities, the overall financial situation of the college sector appears to be no better than that of universities. Over the past five years, colleges report that per student costs grew by about 4 to 5% per year. Per student operating funding (grants plus tuition) is not likely to keep pace. Colleges will face the same potential pressures as universities arising from tuition policy changes and inflation. Colleges also have a substantial documented deferred maintenance challenge. So, the college sector may also face a continuing future annual revenue shortfall of about 5 to 6% at a time when it too will be expected to enrol more students.

Given the financial and enrolment realities, the key to future success is to increase productivity in ways that do not compromise quality. Both Colleges Ontario¹ and the Council of Ontario Universities² recently issued reports describing innovations in colleges and universities that have the potential to accomplish this. Innovative approaches are both necessary but also challenging given that our institutions are already efficient and cost-effective as evidenced by the number of students they accommodate and graduate, in spite of some of the lowest per student operating funding in the country. However, the magnitude of the financial pressure facing the Ontario system as described above, and the global and other challenges described in MTCU's recent discussion paper,³ collectively threaten the continued quality and competitiveness of Ontario's postsecondary system.

Bolder and broader changes will be needed if Ontario is to maintain a higher education system that students, the public and the province need and deserve. To meet current challenges, government will need to consider, among other items, broader and more systemic policy changes to increase productivity in defined directions or, as a minimum, to create a policy environment that enables and permits faster and bolder innovation at the institutional level.

The Productivity Project described herein is part of HEQCO's contribution to the analysis leading to these provincial policy changes. It is one of a set of HEQCO research projects on how to make Ontario's public postsecondary education system more productive and sustainable without compromising quality.⁴ These projects are not an exercise in institutional rankings and are not driven simply by the need to reduce costs. Rather, consistent with HEQCO's legislated mandate,⁵ they are designed to provide the evidence and data leading to a contemporary policy framework to improve higher education in Ontario, and this report should be taken in that spirit.

Measuring productivity in higher education

Fundamentally, productivity measures the relationship between the outputs of a system and its inputs. The difficulty in productivity analyses is to agree on the relevant output and input measures, and this has proven to be particularly problematic in the case of higher education.

¹ Ontario's Colleges: Leading the Transformation to an Innovation Economy. June 2012.

<http://www.collegesontario.org/outcomes/Innovation%20Report%202012.pdf>

² Beyond the Sage on the Stage: Innovative and Effective Teaching and Learning at Ontario Universities

http://www.cou.on.ca/publications/reports/pdfs/cou_beyond_the_sage_on_the_stage---teaching-and-le, and Innovative Ideas, Improving Efficiency at Ontario Universities <http://www.cou.on.ca/publications/reports/pdfs/innovative-ideas---improving-efficiency-at-ontario>

³ English: <http://www.tcu.gov.on.ca/pepg/publications/DiscussionStrengtheningOntarioPSE.pdf>. French:

<http://www.tcu.govon.ca/epep/publications/DiscussionStrengtheningOntarioPSE-FR.pdf>.

⁴ Aside from the processes identified here, HEQCO has recently completed two contracts initiating a comprehensive analysis of the consequences of two emerging trends – the greater use of online learning and the shift to competency-based credentialing – on the productivity, quality and cost of higher education programs, institutions and systems. We have begun an investigation of the degree to which accelerating times-to-completion can improve the productivity of the postsecondary system. We are also conducting an evaluation of the use of the Collegiate Learning Assessment and the Community College Learning Assessment to measure critical thinking in college and university students and are in the process of finalizing a set of metrics that represent an evaluation of the state of Ontario's postsecondary system (the Indicators Project). For more details about these projects, link to <http://heqco.ca/en-CA/Research/Funded%20Research/Pages/Home.aspx>

⁵ Higher Education Quality Council of Ontario Act, 2005, S.O. 2005, c. 28, Sched. G.

http://heqco.ca/SiteCollectionDocuments/heqco_act_2005_EN.pdf

A recent comprehensive report from an Expert Panel convened by the National Research Council in the United States entitled, “Improving Measurement of Productivity in Higher Education”⁶ highlights the conceptual and methodological difficulties of measuring productivity in higher education. The Panel’s report contains several key messages:

1. The best productivity measures incorporate indices of both quantity and quality. As the Panel suggests, the desired and relevant productivity definition in higher education is the relationship between “quality adjusted outputs to quality adjusted inputs.” Yet, as the Panel notes, we do not yet have agreed-upon quality measures in higher education and so, in spite of its own admonition, the Panel’s paper provides a new measure of higher education productivity that ignores quality measurements. However, the Panel does suggest several ways that quality could be incorporated, however imperfectly, into current productivity analyses.
2. Different levels of aggregation and analysis (course versus department versus institution versus system) provide different conceptual and methodological challenges in measurements of productivity.
3. Higher education institutions with different mandates and missions require different productivity measures to capture inputs and outputs relevant to these distinct types of institutions.
4. Broadly speaking, and where appropriate, one can and should measure both “instructional” and “research” productivity since both represent core expectations of some postsecondary institutions. Curiously, the Panel’s own recommended measure of productivity completely ignores the domain of research.
5. Appropriate caution, context and interpretation must accompany any one-dimensional measures of productivity.
6. Any measurement regime is imperfect and can, and probably will, create incentives for gaming by institutions. Yet, the challenge of improving productivity in higher education is so acute and important that conducting the productivity analyses cannot be postponed until there is greater agreement on valid quality measures.

Other jurisdictions have attempted to measure the productivity of their postsecondary systems or institutions. These analyses are all tempered by the caveats and key messages provided by the National Academies Report. A short bibliography of some of the more informative recent analyses is provided in Appendix 1.

The HEQCO process for measuring the productivity of the Ontario postsecondary system

Given the provincial charge to us, HEQCO assembled a Panel of informed advisors from the college and university sectors and government to guide and advise on the project. Panel members are listed in Appendix 2.

⁶ National Research Council (2012). *Improving Measurement of Productivity in Higher Education*. Panel on Measuring Education Productivity: Conceptual Framework and Data Needs. Teresa A. Sullivan, Christopher Mackie, William F. Massy and Esha Sinha, eds. Committee on National Statistics and Board on Testing and Assessment, Division of Behavioral and Social Sciences and Education. Washington, DC: The National Academies Press.

The Expert Panel met twice. The distillation of key issues and advice from the Panel is as follows:

1. HEQCO is best advised to pursue this project in phases. Phase 1, to end in Fall 2012, will serve two purposes: i) to provide the government with a preliminary analysis of the Ontario system's productivity using available data (or data that can be collected by then) and, ii) to identify the data gaps impeding better productivity analyses and recommend how these data gaps could be filled. Phase 2 would launch the data collection processes that will lead to a better understanding of the productivity of the system and the generation of policy changes that would spur productivity and innovation.
2. Given the short timeline and some concerns about the interpretation of the data currently available, the Phase 1 report is advised to provide productivity measures aggregated at the system or college sector/university sector⁷ levels (i.e., specific institutions will not be identified). Given their differing mandates, there is a strong argument to report productivity separately for the college and university sectors.⁸
3. Productivity in Ontario can be assessed relative to the same measures in other jurisdictions or by revealing the change in that measure in Ontario over time. These approaches are not mutually exclusive and may be differentially relevant depending on the question being asked, who is asking it and for what purpose, and the pragmatic issue of availability of data. The most relevant comparator jurisdictions for Ontario are the other Canadian provinces.
4. A reasonable start point for time series analyses is 2002, because this allows examination of a 10-year trend and also allows the data capture to begin one year prior to the initiation of the double cohort.⁹
5. Because of the societal expectation that postsecondary institutions (universities for sure but increasingly colleges as well) will conduct research, some measures of research productivity should be included in any overall analysis of higher education productivity.
6. Quality is acknowledged to be the most difficult element to incorporate into a higher education productivity analysis. However, given current limitations in the measurement of "quality" in higher education, it will be difficult to incorporate any meaningful analysis of quality in Phase 1.

⁷ We use the term "system" to refer to Ontario's public postsecondary system that comprises 24 colleges and 20 universities. We use the term "sector" to refer to components of that system; the two largest sectors are the "college sector" and the "university sector."

⁸ Ultimately, HEQCO recognizes that productivity analysis at the institutional level is important to inform government policy direction and investment opportunities. For example, HEQCO's ongoing analysis of institutional Strategic Mandate Agreements benefits from an understanding of productivity at the institutional level.

⁹ The Ontario double cohort refers to a one-time increase in Ontario postsecondary entrants in 2003, a consequence of the elimination of Grade 13 (the "OAC" year).

The productivity of the Ontario public postsecondary system – measures

Recognizing that no single generally accepted approach has been established for measuring postsecondary productivity, we provide a series of measures to index the productivity of the Ontario public postsecondary system. These measures are presented in the categories of:

- Teaching:
 - Enrolment
 - Graduates (credentials awarded)
- Research
- Teaching workloads

For the most part, measures for the university and college sectors are presented separately. Typically, the university data permit cross-provincial comparisons, college data do not.

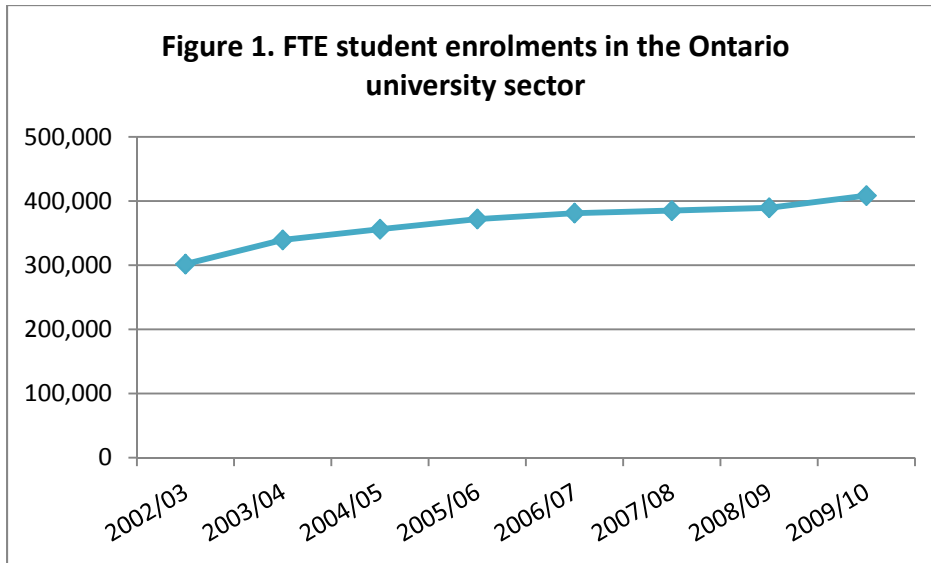
University productivity measures in this report are largely built on Statistics Canada data, as these data permit comparisons across Canadian provinces. It must be noted, however, that Statistics Canada values for many common postsecondary data may at times differ somewhat from those used by provinces, built on provinces' own administrative reporting protocols with institutions. We are confident that these differences are manageable and do not materially impact the observations or conclusions that may be drawn from an examination of the data. Explanatory notes for Figures and Tables are presented in Appendix 3.

Statistics Canada data for colleges suffer from under-reporting, and unresolved issues of aligning college mandates across the country. This report largely avoids inter-jurisdictional college comparisons, and instead uses Ontario administrative data to track trends within the college sector in the province over time.

TEACHING

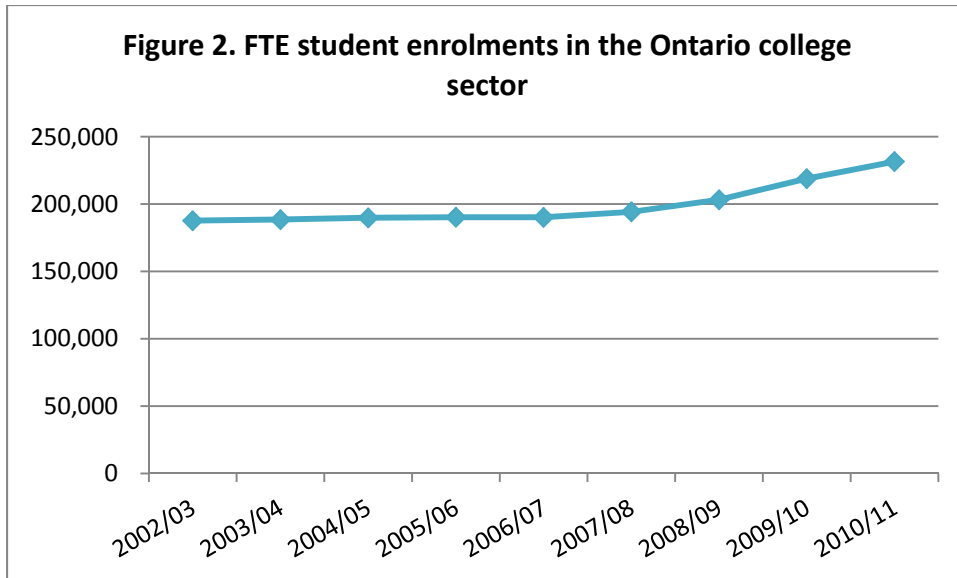
Enrolment

Figure 1 presents the increase in full-time equivalent (FTE) students in the Ontario university sector from 2002/03 to 2009/10. Over this period, university enrolment (undergraduate and graduate combined) increased by 35%.



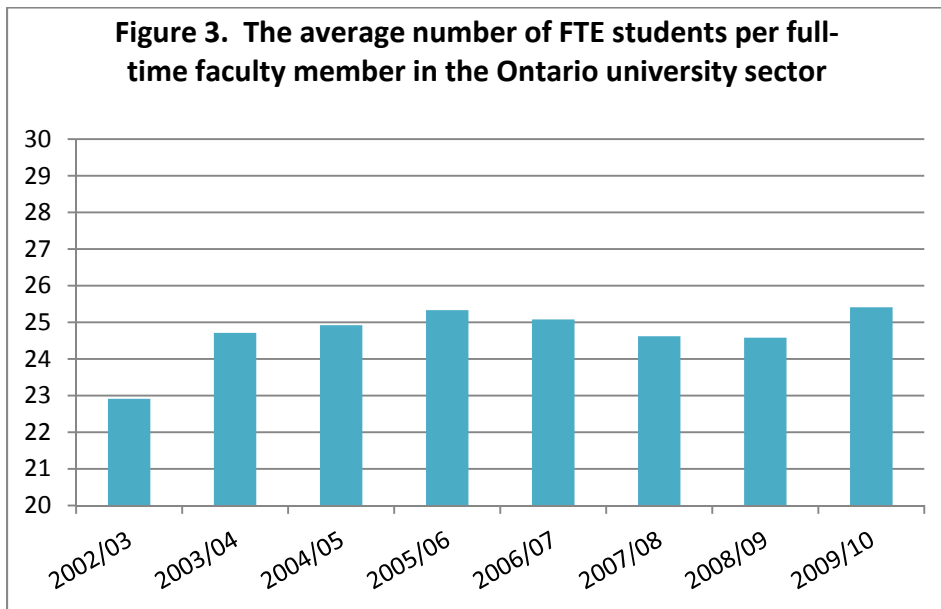
Sources: Statistics Canada, Postsecondary Student Information Systems (PSIS). Includes undergraduate and graduate enrolments.

Figure 2 shows the increase in Ontario college enrolment from 2002/03 through 2010/11. Over this period, college enrolment grew by 23% (17% to 2009/10). For the college presentation, provincial administrative data, not Statistics Canada, are used. Although there are differences in the timeframe available, both college and university data sets measure full-time equivalent provincial enrolment and validly present the overall trend over the past decade in each of these two sectors. Direct, mathematical comparisons, however, should be avoided given the choice of two data sets and slightly different timeframes.



Sources: Colleges Ontario, MTCU and Ontario College Application Service (OCAS)

In terms of productivity, Figure 3 shows the number of FTE students per full-time faculty (FTF) member in the Ontario university system. There has been a 12% increase in the number of students per faculty member in the Ontario university system from 2002/03 to 2009/10. This measure is typically referred to as the student-to-faculty ratio and is one of the standard measures used to assess the workload of faculty.



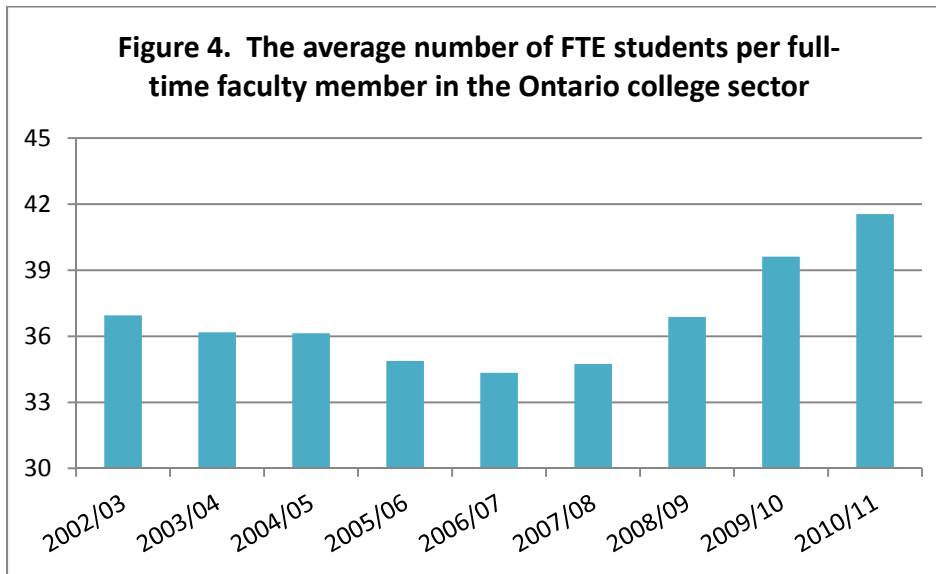
Sources: Statistics Canada, PSIS and University and College Academic Staff System (UCASS)

Table 1 reveals that Ontario has the highest student-to-faculty ratio among all Canadian provinces. It should be noted that the ratio does not incorporate the contribution of part-time faculty, which varies between institutions and would have some additional impact on overall student-to-faculty ratios across Canada. Data for part-time faculty are not available.

Table 1. A comparison of the university student-to-faculty ratio in Canadian provinces in 2009/10

Rank	Province	FTE/FTF
1	ON	25
2	QC	22
3	AB	21
4	BC	21
5	MB	20
6	NS	17
7	SK	17
8	NB	17
9	NL	16
10	PE	16

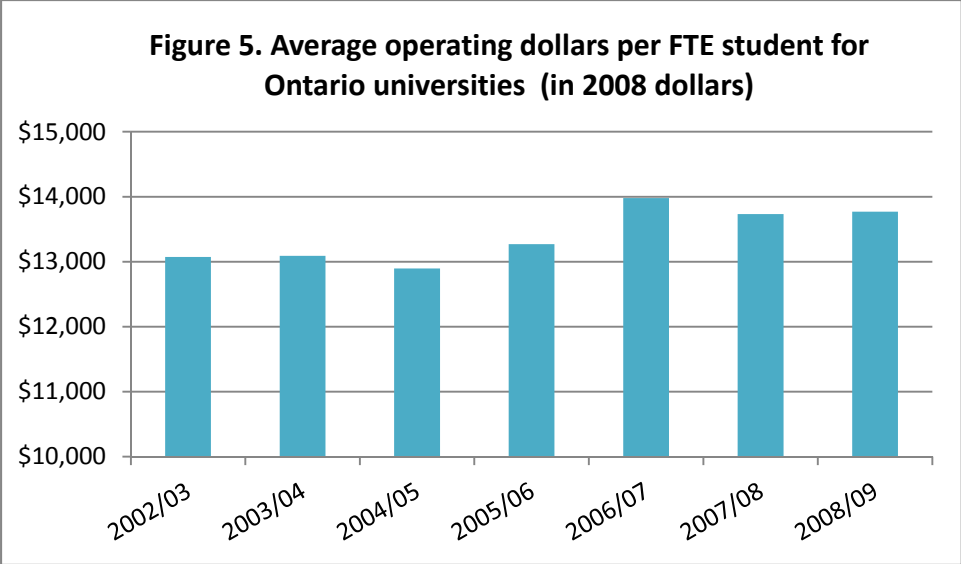
Figure 4 reveals the change in FTE student per FTF ratios in the Ontario college sector from 2002/03 to 2010/11. Over this time period, colleges experienced a student-to-faculty ratio increase of approximately 12%.



Sources: Colleges Ontario, MTCU, OCAS and College Employer Council (estimates have been made using CEC data)

Figure 5 shows the operating dollars¹⁰ per student available to Ontario universities. All time series financial data in this paper are shown in real terms, adjusted to reflect constant 2008 dollars. Dollars per student has increased modestly by 5% from 2002/03 to 2008/09 (in real terms – inflation adjusted). Table 2 reveals that Ontario receives the least operating dollars per student among all provinces. For those wishing to examine funding per student over time, Appendix 3 includes a table showing the ranking of provincial operating dollars (grants and tuition) per FTE for university systems, over seven years.

¹⁰We have defined operating dollars as the sum of the two principal sources of revenues available to institutions across Canada to support their teaching and learning functions: provincial operating grants, and student tuition net of scholarship amounts. Health funding, research funding, ancillary and all other revenues are excluded.



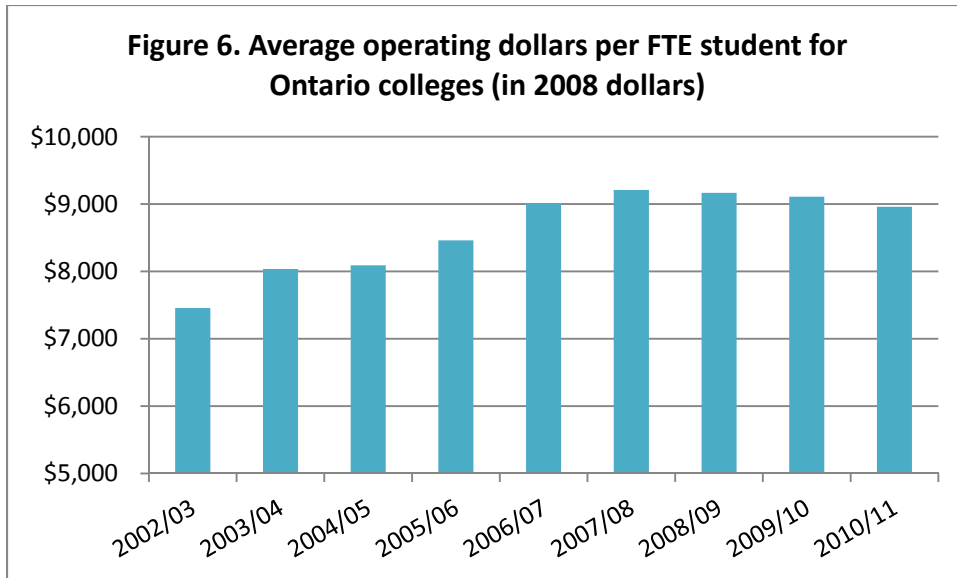
Sources: Statistics Canada, Canadian Association of University Business Officers (CAUBO) and PSIS

Table 2. A comparison of university operating dollars per FTE student in Canadian provinces in 2008/09

Rank	Province	Operating \$/ FTE
1	PE	\$19,368
2	AB	\$18,968
3	NL	\$18,232
4	SK	\$15,971
5	BC	\$15,660
6	NB	\$15,285
7	NS	\$14,947
8	MB	\$14,684
9	QC	\$14,099
10	ON	\$13,770
Canada		\$14,779

Figure 6 shows that inflation adjusted operating dollars per FTE student in the college sector has increased by 20% from 2002/03 to 2010/11. No robust data are available to permit a comparison of this level of funding to that of other provinces.¹¹

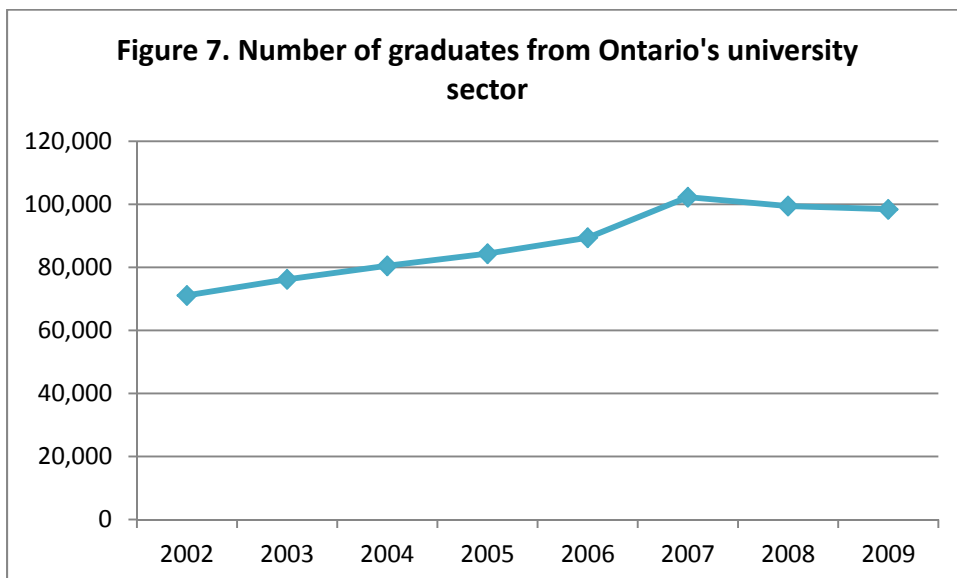
¹¹ However, Colleges Ontario, in its 2012 Environmental Scan, has conducted an informal survey of cross-Canada funding per student, suggesting that Ontario colleges are relatively efficient on this measure. http://www.collegesontario.org/research/2012%20Environmental%20Scan/CO_EnvScan_12_College_Resources_WEB.pdf



Sources: Colleges Ontario, MTCU and OCAS

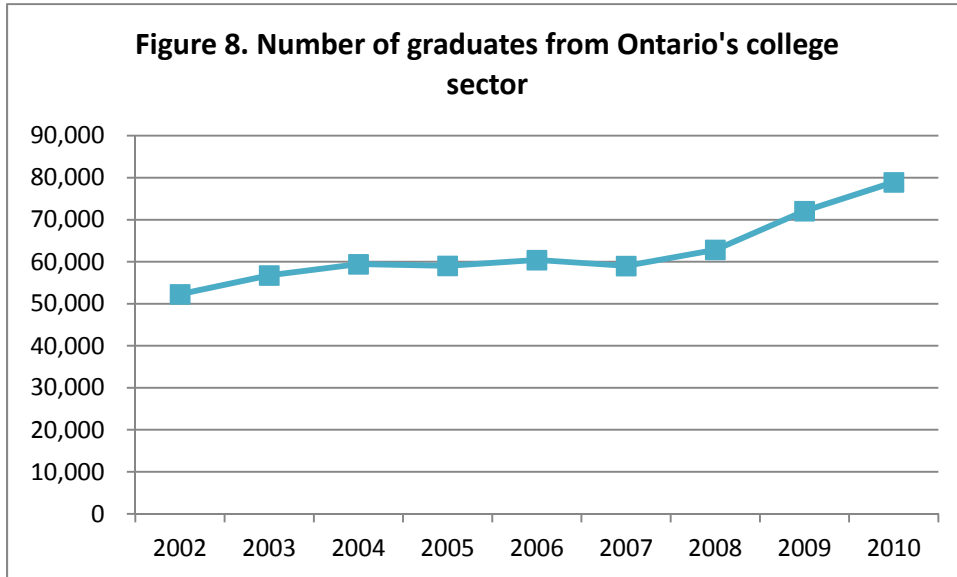
Graduates

Although participating in even some postsecondary education is seen as a benefit, the number of graduates from the system is a better output measure than enrolment simply because it captures those who successfully achieved the credential they entered postsecondary studies to attain. Figure 7 shows that Ontario universities increased the number of graduates, as measured by Statistics Canada, by 38% from 2002 to 2009. (The dramatic peak and subsequent dip in university graduates at 2007 represents the graduation of the “double cohort” of 2003 high school entrants.)



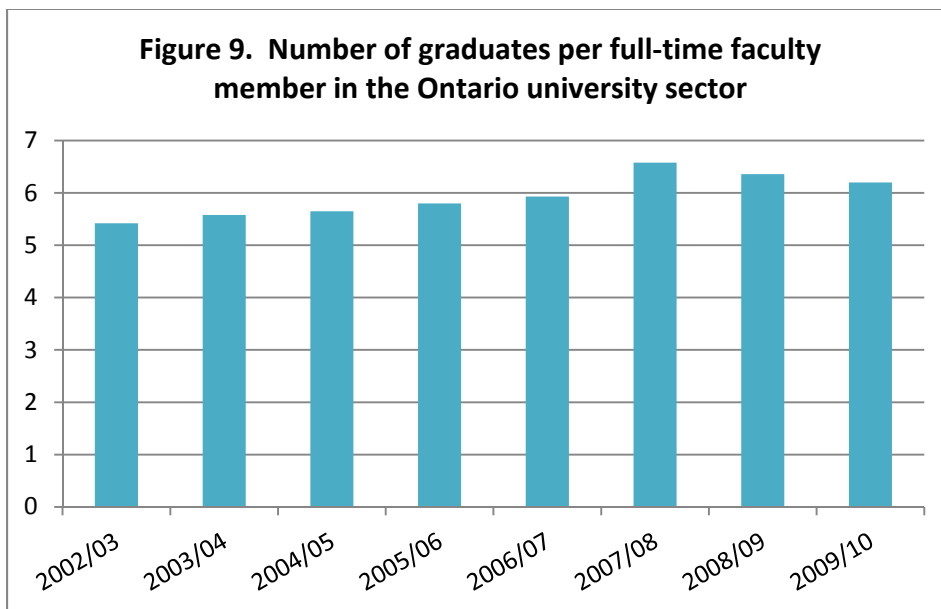
Sources: Statistics Canada, PSIS

Figure 8 shows that the number of Ontario college graduates, based on provincial administrative data, increased by 38% from 2002 to 2009, and by 51% from 2002 to 2010.



Sources: Colleges Ontario, MTCU

In terms of productivity, Figure 9 and Table 3 show that the number of university graduates per full-time faculty member has increased since 2002/03, and that Ontario is third among all provinces in Canada for producing the most graduates per faculty member.



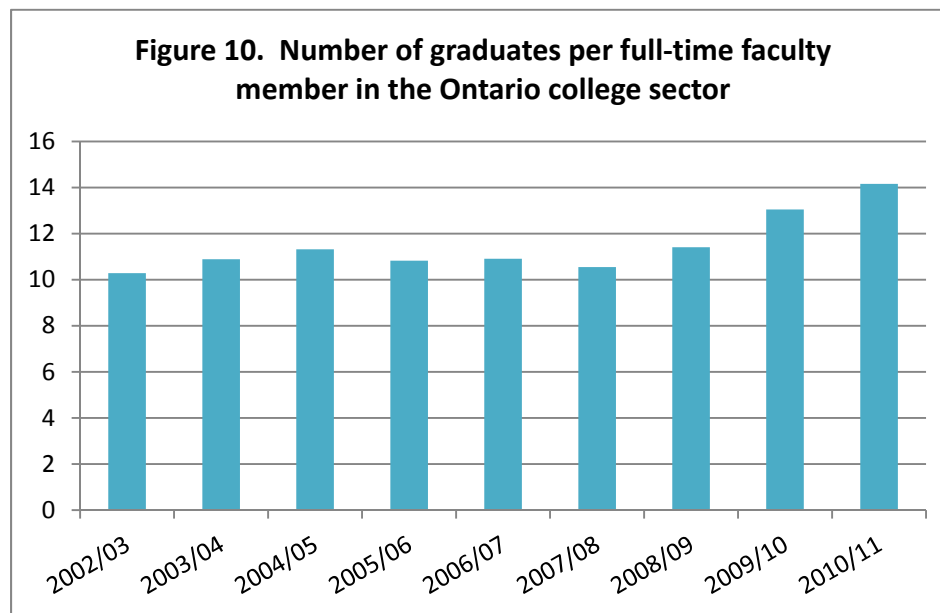
Sources: Statistics Canada, PSIS and UCASS

Table 3. Provincial ranking of number of university graduates per full-time faculty member in 2009/10

Rank	Province	Graduates/FTF
1	QC	7.2
2	BC	6.4
3	ON	6.2
4	NS	4.5
5	AB	4.4
6	MB	4.4
7	NB	4.2
8	SK	3.8
9	PE	3.7
10	NL	3.7
Canada		5.9

Figure 10 shows that the number of graduates per full-time faculty member in the Ontario college sector increased from about 10 to about 14 from 2002/03 to 2010/11.

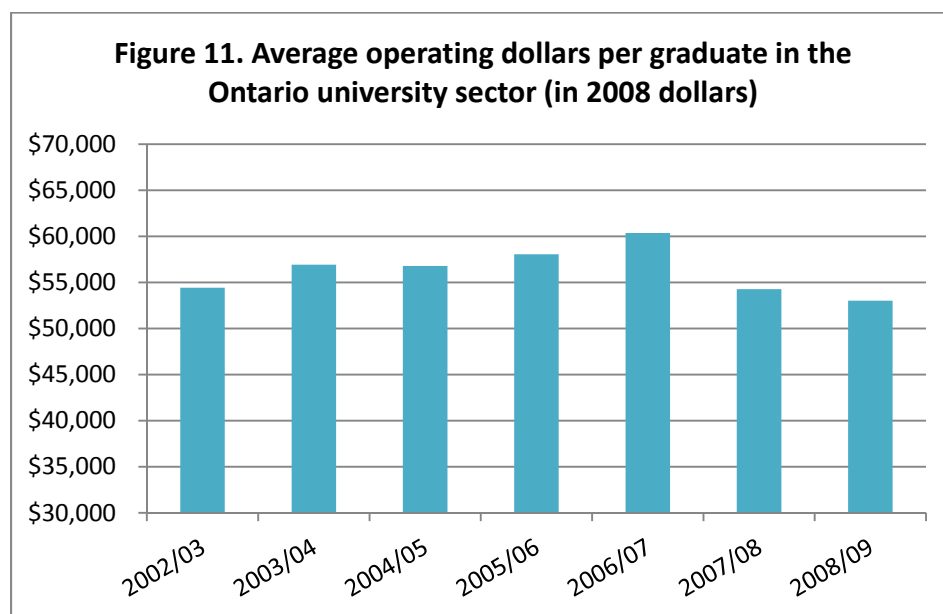
Due to data limitations, only full-time faculty are included in these analyses, and the contributions of part-time faculty are not reflected in the calculation of graduates per faculty member.



Sources: Colleges Ontario, MTCU and College Employer Council (estimates have been made using CEC data)

An “outcomes” focussed measure of fiscal productivity is that of operating dollars per successful graduate. Examination of Figure 11 and Table 4 reveals that the university sector saw almost no net

change in constant 2008 operating dollars per graduate from 2002/03 to 2008/09. Ontario ranks eighth among Canada’s 10 provinces in receiving the least funding per graduate.



Sources: Statistics Canada, CAUBO and PSIS

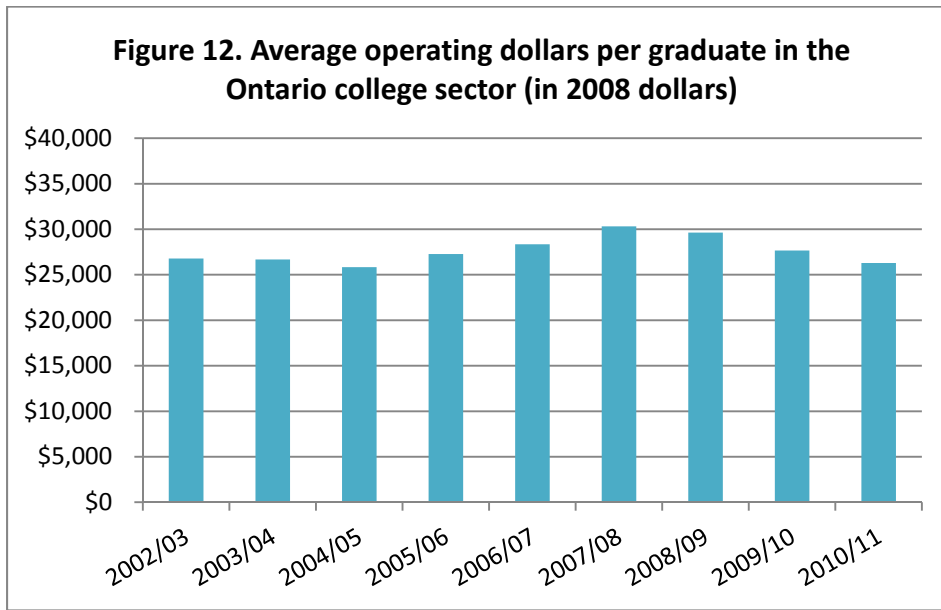
Table 4. Provincial ranking of the average operating dollars per graduate in 2008/09 in the university sector

Rank	Province	Operating \$/ Graduate
1	PE	\$82,357
2	NL	\$76,972
3	AB	\$74,704
4	SK	\$73,438
5	MB	\$65,691
6	BC	\$58,505
7	NB	\$57,431
8	ON	\$53,019
9	NS	\$52,988
10	QC	\$43,861
Canada		\$54,395

Figure 12 reveals that the operating funding per graduate that the college sector received in 2010/11 is 3% lower than what it received in 2002/03.

These are rough comparisons, as it was not possible to factor in differences in average program length across the country, or to meaningfully adjust for differences in annual funding levels over the multi-year time span students spent at the included institutions. Nonetheless, they represent a valuable first step

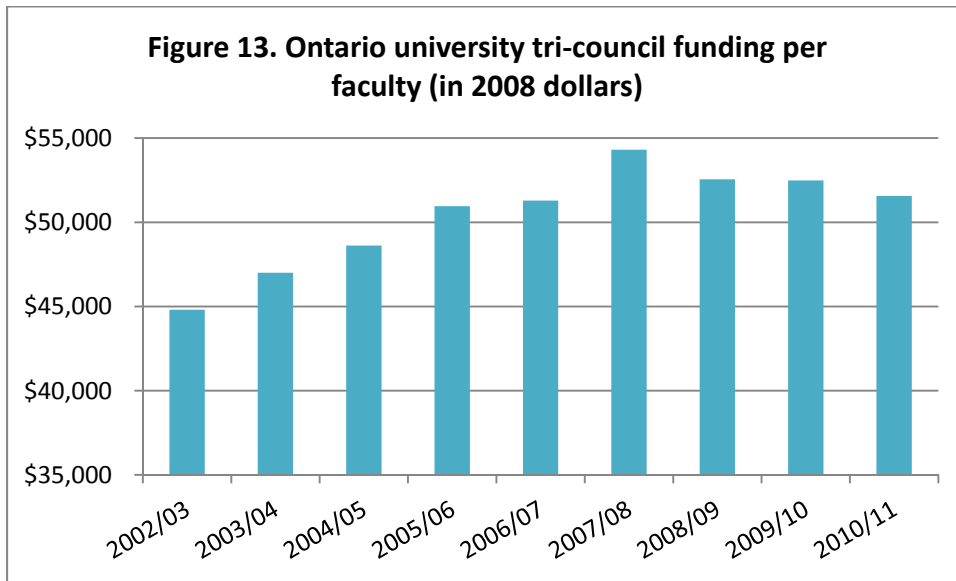
in analysing the productivity of the system from the perspective of one of its central objectives – bringing students to successful program completion.



Sources: Colleges Ontario, MTCU

RESEARCH

Figure 13 shows that tri-council funding per faculty member in the Ontario university sector has increased by 15% from 2002/03 to 2010/11, in real (inflation adjusted) dollars. Table 5 shows that in 2010/11 Ontario ranked second only to Quebec in tri-council funding per faculty member. For completeness, Ontario ranked fourth in Canada between 2002 and 2004, third between 2005 and 2008, and second between 2009 and 2010.



Sources: CIHR Search Engine, NSERC Search Engine, SSHRC Search Engine and Statistics Canada. Table 477-0018 - Number of full-time teaching staff at Canadian universities, Canada, Provinces, annual, CANSIM database.

Table 5. Ranking of Canadian provinces in tri-council funding per university faculty member in 2010/11, in actual dollars

Rank	Province	Funding per Faculty	Percentage Share of Funding	Percentage of Canadian Population	Total Funding
1	QC	\$58,404	26%	24%	\$562.4M
2	ON	\$52,648	40%	38%	\$858.5M
3	BC	\$50,113	14%	13%	\$306.9M
4	AB	\$39,820	9%	11%	\$193.0M
5	SK	\$33,958	3%	3%	\$56.4M
6	NS	\$28,656	3%	3%	\$62.2M
7	MB	\$27,513	2%	4%	\$48.9M
8	NL	\$24,043	1%	2%	\$22.7M
9	NB	\$18,710	1%	2%	\$23.0M
10	PE	\$12,808	0%	0%	\$3.2M
Canada		\$47,561	100%	100%	\$2,137.1M

Source: CIHR Search Engine

Research is not a primary expectation of college faculty. However, recently, more colleges have been engaged in applied research and there have been several tri-council grant competitions targeted specifically to the college sector. Table 6 shows that in 2010/11 competitions of this kind by NSERC, Ontario colleges secured 35% of the total available funding, approximately Ontario's share of the Canadian population (38% in the 2011 Census).

Table 6. Provincial ranking of share of funding received in college-targeted NSERC grant competitions in 2010/11 relative to each province's share of Canadian population, based on the 2011 Census

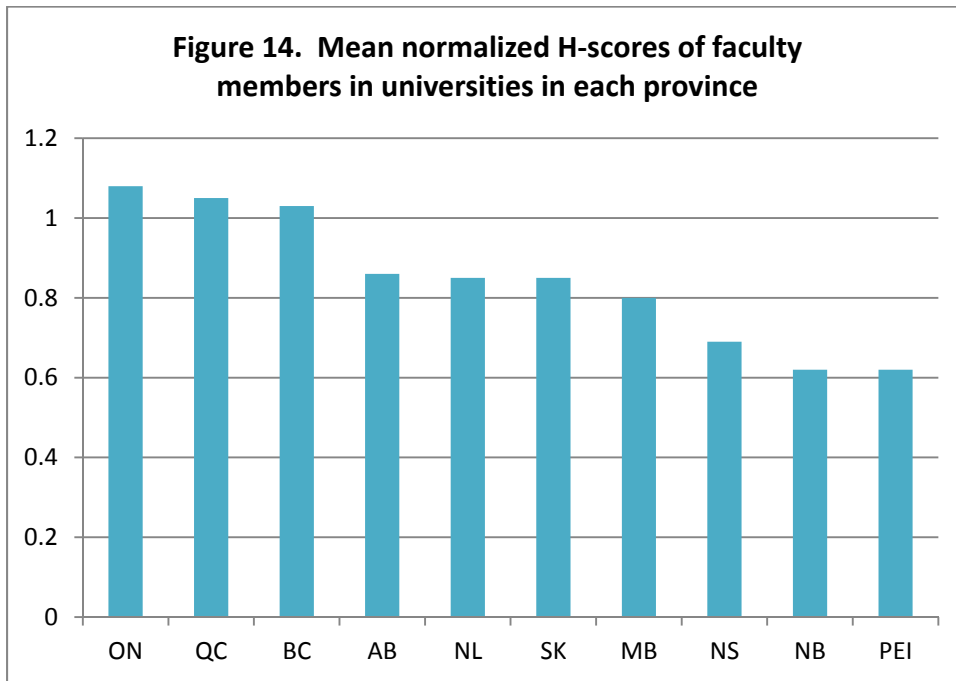
Rank	Province	Share of Funding	Percentage of Canadian Population	Total Funding
1	QC	39%	24%	\$11.0M
2	ON	35%	38%	\$9.9M
3	AB	14%	11%	\$3.8M
4	BC	6%	13%	\$1.6M
5	MB	2%	4%	\$0.6M
6	NB	2%	2%	\$0.5M
7	NS	1%	3%	\$0.4M
8	NL	1%	2%	\$0.1M
9	SK	0%	3%	\$0.1M
10	PE	0%	0%	\$0
Canada		100%	100%	\$28.0M

Source: CIHR Search Engine

While it is challenging to measure research productivity across postsecondary institutions, Hirsch-index scores can be used to measure the research impact and output of faculty across Canada. Hirsch-index scores, more commonly referred to as the H-index, are designed to measure both the quantity of faculty research publications and their impact as measured by the number of times these publications are cited by the Google Scholar database. Produced by Higher Education Strategy Associates, Canadian H-index scores are calculated for university faculty members who have both a research and teaching role. Faculty members from academic disciplines (not including medicine) who are professors, assistant professors, deans/associate deans, chairs/associate chairs, research chairs, lecturers, and instructors are included. The types of research publications that are included in the H-index score are: peer-reviewed articles, conference proceedings, books, and scholarly articles. The scores are then standardized to account for disciplinary differences in publication output. Appendix 4 provides a more detailed description of how H-scores were generated for Canadian faculty members and the ways in which these numbers were normalized and standardized.

Figure 14 and Table 7 present a provincial comparison of H-scores of faculty members across Canada. These data suggest that Ontario's university faculty complement has the highest research output and/or impact among all provinces. Ontario has the third lowest percentage of faculty who, by this measure, are non-productive in research as represented by an H-score of zero. Ontario also has the third highest percentage of "research stars" as demonstrated by H-scores greater than 2, where a score of 1 is the

normalized national average (that places them in the top 12% of faculty members across the country, normalized for discipline).



Source: Higher Education Strategy Associates

Table 7. Mean normalized H-scores of faculty in universities in each province

Rank	Province	Mean Standardized H-Score	% of faculty with a score of 0	% of faculty with a score > 2
1	ON	1.08	16%	13%
2	QC	1.05	15%	14%
3	BC	1.03	25%	14%
4	AB	0.86	28%	11%
5	NL	0.85	20%	7%
6	SK	0.85	20%	9%
7	MB	0.80	26%	9%
8	NS	0.69	30%	7%
9	NB	0.62	30%	4%
10	PEI	0.62	15%	6%
Canada		1.00	20%	12%

Source: Higher Education Strategy Associates

FACULTY WORKLOAD

This is an area where the college data are more robust than those of universities. Table 8 shows the following information for Ontario college faculty workloads: the total average workload per week, including preparatory time, teaching, marking and complementary duties assigned; the total average teaching hours per week; and the average course load of college faculty, over two semesters. It also shows that college faculty on average teach eight courses over two semesters.¹²

Table 8. College full-time faculty workload

Ontario College Full-Time Faculty Workload	
Average Total Workload Hours per Faculty per Week	41.1
Average Total Teaching Hours per Faculty per Week	12.8
Average Course Load per Faculty per Year	7.9

Source: Ontario Ministry of Labour 2007/08 CAAT Academic Workload Survey, revised October 2010

Table 9, based on 2010/11 data compiled from a pilot study at four Ontario universities, identifies a total average university faculty teaching course load¹³ of three and one half courses per year. Faculty who are research active, as identified by the receipt of an external grant or publication output, teach just under one course less than those who are not.¹⁴ It is important to note that these data report faculty teaching hours – they do not speak to other teaching activities such as the supervision of graduate students and unassigned time with students or preparing for class, and they do not measure the time faculty spend on the research or service dimensions of their employment responsibilities.

Table 9. University full-time faculty workload

Ontario University Full-Time Faculty Workload – Pilot Study			
	Sciences	Humanities and Social Sciences	Total
Research Active faculty average course load per year	2.6	3.4	3.0
Non-Active faculty average course load per year	3.4	3.9	3.8
Total average course load per faculty per year	2.7	3.7	3.4

Source: Pilot study by four Ontario universities (Guelph, Queen’s, Wilfrid Laurier and York)

¹² College faculty workloads shown in Table 8 represent the combined and averaged workload of all full-time faculty at the 20 colleges surveyed, including faculty with coordinator duties (who average 10.5 teaching hours per week) and those without (who average 13.7 teaching hours per week).

¹³ For all of the college and university faculty workload data shown in this report, a one semester course is counted as one course. So, a faculty member who teaches two courses in each of the two semesters would be counted as having a workload of four courses.

¹⁴ University course load data include assigned classes, excludes graduate supervision and unassigned time with students.

DATA GAPS

Quality measures: The most obvious data gap is the absence of an acknowledged and accepted measure of the quality of the educational experience and of system graduates. No productivity evaluation is complete without incorporating the quality element and, at this time, as noted by other reports, there is no generally accepted measure of the quality of higher education. Some tests exist that purport to measure generally acknowledged elements of quality, such as critical thinking skills, but the use and interpretation of these tests are controversial. Other proxies, such as student engagement, and graduate satisfaction surveys and employment rates, are used in a variety of jurisdictions including Ontario.

One way to address the quality issue is to pursue, in a rigorous and systematic way, the use of learning outcomes assessment. While we are encouraged by the progress Ontario has made in the articulation of learning outcomes and the development of credential frameworks, the ability to assess in valid and reliable ways whether these learning outcomes are being achieved, and at what rate and to what degree, remains a critical challenge for the Ontario system. HEQCO's research program has begun to address this issue and, in collaboration with Ontario colleges and universities, our research will extend to the investigation of processes and measures to evaluate and document achievement of learning outcomes in the Ontario system.

Graduation rates: We have reported on graduates per faculty and operating dollars per graduate, as important measures of comparative productivity. Graduation rates, measuring the proportion of students who graduate and ideally also the time it takes them to do so (time to completion), drives productivity on these measures.

We do not report on graduation rates,¹⁵ because we are not convinced that the processes that are currently used to measure graduation rates give us a true picture of the flow through and transfers of students through the system and, therefore, that they provide a sufficiently complete measure of graduation rates. Many of these interpretative challenges would evaporate if the OEN were used throughout the Ontario postsecondary system. We support work underway, led by MTCU, to drive its immediate introduction across the sector. Looking further ahead, and given the significant movement of students between provinces, some form of a Canadian education number, or other mechanism to accurately track the movement of students between provinces at the individual student level, would be a logical additional step to facilitate a better understanding of the entire educational experience within Canada.

¹⁵ We use "graduation rate" as it used by the province, to measure the percentage of starting students in a defined cohort who complete a program of study within a prescribed timeframe. We do not use it as it is defined by the OECD, to measure the postsecondary attainment rate of the adult population. We recognize that Ontario universities participate in the Consortium for Student Retention Data Exchange, which allows for cross-jurisdictional benchmarking, and that colleges in Ontario measure graduation rates using a standardized methodology provided by MTCU. However, neither of these systems is able to successfully capture the movement of students between provinces and institutions, an increasingly important component of student retention and success.

Employer surveys: The dominant reason students pursue a postsecondary education, and a primary reason for public support of higher education, is for students to receive the education and credentials they require for a good job. As such, a metric one might wish to include in a productivity assessment is graduate success in obtaining employment and the satisfaction of employers with the graduates they employ. The province currently conducts a survey of employers of fresh (six months out) college graduates. There is no equivalent on the university side. The college data are likely favourably skewed because the graduate's consent is required to contact the employer. They are nonetheless an important first step, and other approaches to measuring employer satisfaction should be examined. Broader surveying of employers, with questions that probe both the generic learning and cognitive skills and job/discipline specific competencies of graduates, could provide an important feedback loop for policy makers and educators across the system.

College data: At least with respect to some data important for productivity measures, the college sector does not appear to have as robust a reporting regime as do universities. There appear to be at least two contributing issues for this. First, the teaching mandate of colleges is quite varied and includes a significant volume of non-postsecondary activities such as academic upgrading, English-as-a-Second Language and in-school apprenticeship that do not lead to a provincial certificate, diploma or degree. Second, the source of funding for these different types of programs also varies – academic programs are typically supported by the provincial grant to the college while some non-academic programs are supported by special envelope funding. These distinctions sometimes complicate direct attribution of operating dollars, students and faculty to postsecondary activities, and calculations based on certain assumptions are often the only way of estimating the relevant numbers, and excluding the irrelevant ones. Given the diverse mandates of colleges, particularly if the range of college activities is to diversify and evolve further, we suggest that Colleges Ontario and MTCU revisit the data that would be most meaningful and capture most accurately the information needed for some of these analyses.

College data are also limited in the ability to make meaningful inter-provincial comparisons. This arises, again, because of the varied structures, missions and mandates of colleges in the different provinces. It is not within the capacity of Ontario alone to solve this problem. Universities have obviated this challenge by using Statistics Canada as the repository of cross-provincial data, and this has allowed the inter-provincial analyses in this report. A parallel infrastructure for reporting college data exists at Statistics Canada, as part of the Postsecondary Student Information System (PSIS). However, until all colleges report nationally and appropriate approaches are developed to deal with differences in provincial college systems and mandates, we will have to rely, as we do in this paper, on analyses of changes over years in some measures within the Ontario college system.

Faculty workload data in the university sector: Faculty workload is an area where college data are superior to those of universities. This results, no doubt, because of the importance of these data in pan-provincial collective bargaining. The university faculty workload data presented in this paper are some of the first attempts to capture and present these data at a university sector level.

We applaud the four participating Ontario universities for the pilot faculty workload study. Although the data are likely a reasonable estimate of the actual teaching loads of the entire system, the data are tentative until a larger sample of universities is included. We understand that more universities in Ontario have agreed to provide faculty workload data. It seems reasonable to us that this reporting requirement be extended to all Ontario universities to ensure that we have a complete understanding and appreciation of these data. We will also need more comprehensive reporting of all of the elements of faculty workloads including an analysis of workload by rank and type of appointment, appropriate recognition for administrative duties assigned to faculty that may reduce their teaching load, and the ability to measure the proportion of the institutional teaching load carried by part-time and sessional employees. Lastly, a complete understanding of faculty workload must speak to the time faculty spend on their research and service responsibilities.

Appendix 1. Select bibliography of interesting reading about defining and measuring productivity in higher education

- Entrepreneurship in Higher Education Retreat. (2011). *College 2.0: An Entrepreneurial Approach to Reforming Higher Education: Overcoming Barriers and Fostering Innovation*.
http://www.kauffman.org/uploadedFiles/entrepreneurial_approach_to_higher_ed_reform.pdf
- Lumina Foundation Focus. (2012). *College, Rewired: Innovative approaches help higher education connect to productivity*.
<http://focus.luminafoundation.org/summer2012/>
- Lumina National Productivity Conference. (2010). *Navigating the "New Normal"*.
http://www.luminafoundation.org/publications/Navigating_the_new_normal.pdf
- Middaugh, M.F. (2002). *A Consortial Approach to Assessing Instructional Expenditures' or Presentation: 'You've Got Questions We've Got Answers -- The National Study of Instructional Costs and Productivity'*.
<http://www.udel.edu/IR/cost/>
- Musick, M.A. (2011). *An Analysis of Faculty Instructional and Grant-based Productivity at The University of Texas at Austin*.
http://www.utexas.edu/news/attach/2011/campus/32385_faculty_productivity.pdf
- National Research Council. (2012). *Improving Measurement of Productivity in Higher Education. Panel on Measuring Education Productivity: Conceptual Framework and Data Needs*. Teresa A. Sullivan, Christopher Mackie, William F. Massy and Esha Sinha, eds. Committee on National Statistics and Board on Testing and Assessment, Division of Behavioral and Social Sciences and Education. Washington, DC: The National Academies Press.
http://www.nap.edu/catalog.php?record_id=13417
- Vedder, R., Matgouranis, C., Robe, J. (2011). *Faculty Productivity and Costs at The University of Texas at Austin: A Preliminary Analysis*. Center for College Affordability and Productivity.
http://www.centerforcollegeaffordability.org/uploads/Faculty_Productivity_UT-Austin_report.pdf

Appendix 2. List of Panel members and their affiliations

Paddy Buckley, Ministry of Training, Colleges and Universities
Glenn Craney, Council of Ontario Universities, York University
Lindsay DeClou, Higher Education Quality Council of Ontario
Fiona Deller, Higher Education Quality Council of Ontario
Rani Dhaliwal, Colleges Ontario, Humber College
Peter Gooch, Council of Ontario Universities
Alan Harrison, Council of Ontario Universities, Queen's University
Martin Hicks, Ministry of Training, Colleges and Universities (Chris Monahan came to the first meeting and Martin to the second)
Steve Hudson, Colleges Ontario, Niagara College
Ruth MacKay, Colleges Ontario, Humber College
Maureen Mancuso, Council of Ontario Universities, University of Guelph
Barry McCartan, Ministry of Training, Colleges and Universities
Chris Monahan, Ministry of Training, Colleges and Universities
Bonnie Patterson, Council of Ontario Universities
Andy Potter, Deloitte
Adel Sedra, Council of Ontario Universities, University of Waterloo
Bill Summers, Colleges Ontario
Ema Thuraijah, Deloitte
Harvey Weingarten, Higher Education Quality Council of Ontario

Appendix 3. Explanatory notes for figures and tables

Figure 1. Re: full-time equivalent (FTE) student enrolments in the Ontario university sector

- All
 - PSIS data represent program by program headcounts, leaving the possibility for double counting if students are enrolled in more than one program.
- Saskatchewan
 - For the University of Saskatchewan, the definition of full-time and part-time has changed. The registration status for enrolments as of 2008/09 refers to the September to December period. In the previous years, it referred to the September to April period.
 - For the University of Saskatchewan, residency enrolments in the health-related programs are not included as of 2008/09 for enrolments.
 - Data for the University of Regina (2005-2008) are estimates.
- Alberta
 - The following institutions, previously colleges, changed to university status. As of the 2004/05 reporting year: Alberta College of Art and Design (Alberta); as of the 2009/10 reporting year: Grant McEwan University and Mount Royal University (Alberta).
- British Columbia
 - The following institutions, previously colleges, changed to university status. As of the 2005/06 reporting year: University College of the Cariboo and Open Learning Agency (British Columbia); as of the 2008/09 reporting year: Capilano College, Malaspina University College, Emily Carr Institute of Art and Design, Kwantlen University College and University College of the Fraser Valley (British Columbia).
- Ontario
 - PSIS data includes a number of affiliates and non-publicly-funded institutions. Their collective enrolments do not materially impact the analyses.

Figure 2. Re: full-time equivalent (FTE) student enrolments in the Ontario college sector

Subset of Category “Full System FTE” (all reported college activity, including apprenticeship, academic upgrading, nursing, and other unfunded activity). Postsecondary funded FTEs and international headcount for all three semesters converted to FTEs. Due to missing data, international FTEs for 2001/02 and 2002/03 are projections based on the average per cent change from 2003/04 to 2005/06.

Figure 3 and Table 1. Re: The average number of FTE students per full-time faculty member in the Ontario university sector

- All
 - PSIS data represent program counts and not headcounts leaving the possibility for double counting if students are enrolled in more than one program.
 - FTEs are calculated for institutions included in both PSIS and UCASS.
 - The same provincial notes from FTEs apply.
- UCASS includes only full-time faculty and the ratio of full- to part-time faculty varies by institution. Thus, the estimates provided for the number of FTEs per FTF are not a comprehensive reflection of FTEs per faculty.

Figure 4. Re: The average number of FTE students per full-time faculty member in the Ontario college sector

- Subset of Category “Full System FTE” (all reported college activity, including apprenticeship, academic upgrading, nursing, and other unfunded activity). Postsecondary funded FTEs and international headcount for all three semesters converted to FTEs. Due to missing data, international FTEs for 2001/02 and 2002/03 are projections based on the average per cent change from 2003/04 to 2005/06.
- Full-time faculty refer to funded faculty and exclude librarians and counsellors. Estimates the ratio of postsecondary and international FTEs to full FTEs is calculated for each year (approximately .83) and then applied to category 5 (Faculty). Prior to 2005/06 it is based on the average ratio from 2005/06 to 2010/11 due to missing data.

Figure 5 and Table 2. Re: Average operating dollars per FTE student for Ontario universities (in 2008 dollars)

- PSIS data represent program counts and not headcounts leaving the possibility for double counting if students are enrolled in more than one program.
- FTEs are calculated for institutions included in both PSIS and CAUBO.
- The same provincial notes from FTEs apply.
- Dollars are expressed as constant 2008 dollars, using Statistics Canada Consumer Price Index data.
- Provincial rank (in descending order) of operating funding (grants plus tuition) over seven years is provided below for additional information:

Provincial ranking of operating \$ / FTE over time

Province	2002/03	2003/04	2004/05	2005/06	2006/07	2007/08	2008/09
NL	5	4	4	4	3	3	3
PE	1	1	1	1	1	1	1
NS	10	10	9	8	9	8	7
NB	7	7	8	6	6	6	6
QC	6	6	7	10	10	10	9
ON	8	9	10	9	8	9	10
MB	2	5	6	7	7	7	8
SK	9	8	5	5	5	5	4
AB	3	2	2	3	2	2	2
BC	4	3	3	2	4	4	5

Figure 6. Re: Average operating dollars per FTE student for Ontario colleges (in 2008 dollars)

- Subset of Category “Full System FTE” (all reported college activity, including apprenticeship, academic upgrading, nursing, and other unfunded activity). Postsecondary funded FTEs and international headcount for all three semesters converted to FTEs. Due to missing data, international FTEs for 2001/02 and 2002/03 are projections based on the average per cent change from 2003/04 to 2005/06.

- Operating dollars: MTCU college funding allocation and domestic tuition and international tuition.

Figure 7. Re: Number of graduates from Ontario’s university sector

- The same provincial notes from FTEs apply.
- Graduates are calculated by calendar year, not academic.

Figure 8. Re: Number of graduates from Ontario’s college sector

- Graduates, including international students, from funded PSE programs. Graduation year, not reporting year.

Table 3 and Figure 9. Re: Number of graduates per full-time faculty member in the Ontario university sector

- Data has not been time shifted.
- Graduates are calculated by calendar year and UCASS data are for the academic year.
- Graduates are calculated for institutions included in both PSIS and UCASS.
- UCASS includes only full-time faculty, and the ratio of full- to part-time faculty varies by institution. Thus, the estimates provided for the number of graduates per FTF are not a comprehensive reflection of graduates per all faculty teaching at institutions.
- The same provincial notes from FTEs apply.
- Quebec
 - The graduate counts for the Quebec institutions up to and including 2008 do not include micro programs and attestations however, as of 2009, these are included.

Figure 10. Re: Number of graduates per full-time faculty member in the Ontario college sector

- Graduates, including international students, from funded PSE programs. Graduation year, not reporting year.
- Full-time faculty refer to funded faculty and exclude librarians and counsellors. Estimates; the ratio of postsecondary and international FTEs to full FTEs is calculated for each year (approximately .83) and then applied to category 5 (Faculty). Prior to 2005/06 it is based on the average ratio from 2005/06 to 2010/11 due to missing data.

Figure 11 and Table 4. Re: Operating dollars per graduate in the university sector (in 2008 dollars)

- Graduates are calculated for institutions included in both PSIS and CAUBO.
- The same provincial notes from FTEs apply.
- Graduates are calculated by calendar year and CAUBO data are for the fiscal year.
- Quebec
 - The graduate counts for the Quebec institutions up to and including 2008 do not include micro programs and attestations however, as of 2009, these are included.
- Statistics Canada, which provided the data behind this figure, prefers an alternative method of calculation, using a four year moving average of operating dollars to “match” the attributed time span a graduate may have spent at the institution. HEQCO has selected the simpler method of matching operating dollars in the year of graduation, in recognition that

time frames to graduation may vary across provinces, and could not be factored into the production of this ratio.

Figure 12. Re: Operating dollars per graduate in the Ontario college sector (in 2008 dollars)

- Note that graduation and funding years are not offset. Funding changes will not normally affect graduation numbers until two to three years after the change, which is not directly captured in this ratio.
- Graduates, including international students, from funded PSE programs. Graduation year, not reporting year.
- Operating dollars: MTCU college funding allocation and domestic tuition and international tuition; fiscal year basis.

Table 6. Re: Provincial ranking of share of funding in college-targeted NSERC grant competitions

- A total of grants provided by the Natural Sciences and Engineering Research Council of Canada: Applied Research and Development, Applied Research Tools and Instrument, College-University Idea to Innovation, Industrial Research Chairs for Colleges, Innovation Enhancement and Technology Access Centre.

Figure 14 and Table 7. Re: Mean normalized H-scores of faculty members in universities in each province

- See Appendix 4

Table 8. Re: College Full-Time Faculty Workload

- College full-time faculty workload parameters are prescribed in a province-wide collective agreement, and documented on a “standard workload form” used by all colleges. Data presented here are from a 2007/08 survey by the Ontario Ministry of Labour, updated in 2010, in which 20 of the 24 colleges participated. The data is still relevant today, as the workload provisions in the collective agreement have not been materially amended in subsequent rounds of bargaining. In addition to student contact (classroom teaching) parameters, the collective agreement sets out parameters for assigning preparation, marking, and non-teaching duties.

Table 9. University full-time faculty workload

- Pilot data from 2010/11. Includes the workloads of all faculty members who have some expectation of teaching.
- Research intensiveness identified by evidence of research contracts and grants, and other research activity such as book publishing, publication record, creative activities, editing a journal or presenting at a peer adjudicated conference. The universities in the pilot study were not able to develop a comprehensive measure of the research activity of faculty. The measures used in the pilot study may underrepresent the number of faculty actively engaged in research.
- The data in Table 9 include only assigned classes. University faculty are engaged in other

teaching activities not captured – most notably, the supervision and training of graduate students and unassigned teaching of undergraduates (including supervision of undergraduate research projects and student advising), and development of curriculum and learning outcomes.

- The workload of university faculty relating to research and service to the university and the community are also not captured in the workload data presented.

Appendix 4. Description of H-scores

Hirsch-index scores, more commonly referred to as the H-index, are designed to measure both the quantity of faculty research publications and their impact as measured by the number of times these publications are cited by the Google Scholar database. Produced by Higher Education Strategy Associates, H-index scores are calculated for faculty members who have both a research and teaching role. Faculty members from academic disciplines (not including medicine) who are professors, assistant professors, deans/associate deans, chairs/associate chairs, research chairs, lecturers, and instructors are included. The types of research publications that are included in the H-index score are: peer-reviewed articles, conference proceedings, books, and scholarly articles. The scores are then standardized to account for disciplinary differences in publication output.

Mean Standardized Score: Every academic in the HiBAR database is given a standardized score, which is simply their own H-index score divided by the national average H-index score for that discipline. These normalized scores are then averaged across all academics at a given institution. A score above 1 means that the average academic at an institution has a higher h-index score than the national average.

%>2%: This represents the fraction of the academic staff with an H-index score more than twice the average for their discipline, which is a very rough way of measuring researchers who could be considered as “highly-cited” or “expert.”

%=0: This represents the fraction of the academic staff with no published, cited papers in the Google Scholar database.

EXECUTIVE COMMITTEE
Report to Senate
at its Meeting of January 24, 2013

FOR INFORMATION

1. Additions to the Pool of Prospective Honorary Degree Recipients

The Committee concurred with recommendations from its Sub-Committee on Honorary Degrees and Ceremonials and, as a result, six individuals have been added to the pool of prospective recipients of honorary degrees.

2. Working Group on External Partnerships

Senate Executive has agreed to extend the mandate of the Working Group on External Partnerships up to the end of March for the purpose of completing its report and recommendations. The Working Group was asked to submit a final document in the autumn of 2012, but has asked for this additional time to conclude deliberations that began last spring.

3. Sub-Committee on Equity

The Vice-Chair reports that the Sub-Committee on Equity held its first meeting of 2012-2013 and is in the process of developing a work plan. The primary focus for the Sub-Committee this year is academic support for students with disabilities, and consultations are underway that will help determine how best to proceed. The Sub-Committee advises that this issue is sufficiently important that it may require longer-term study and action.

4. Committee Membership Vacancies

There are three committee vacancies for Faculty-designated seats: APPRC (Health) and Senate Executive (Fine Arts and Glendon). Faculties are urged to fill these vacancies as soon as possible. In recent weeks two vacancies have arisen for committee members elected by Senate: Appeals (1 full-time faculty member) and Tenure and Promotions (1 full-time faculty member, rank of Associate or higher with experience on a T&P Committee at any level). Individuals interested in nominating themselves or another individual should contact Robert Everett of the University Secretariat (beverett@yorku.ca). A new round of full nominations will begin in March.

5. Welcome to New Member

The Committee has approved the membership of Professor Marcia Rioux, nominated by the Faculty of Graduate Studies, on Senate Executive.

6. President's Items, Senate Meeting of January 24

Dr Shoukri identified matters he will address at Senate, including the HEQCO report entitled "The Productivity of the Ontario Public Postsecondary System" that has been provided to Senators under the Academic Colleague's item.

William van Wijngaarden, Chair

Report to Senate
at its meeting of January 24, 2013

NOTICE OF STATUTORY MOTION

1. **Establishment of Departments in the Lassonde School of Engineering (Statutory Motion)¹**

It is the intention of APPRC to put before Senate a statutory motion recommending:

that Senate approve the establishment of Departments of Mechanical Engineering, Civil Engineering and Chemical Engineering in the Lassonde School of Engineering effective May 1, 2013 or thereafter; and recommend approval of the Departments by the Board of Governors.

Rationale

The creation of these new departments was foreshadowed in the documents supporting the establishment of Lassonde by Senate and the Board of Governors in the Spring. Mechanical and Civil Engineering will become fully operational on May 1, 2013 to coincide with the launch date for the School. Chemical Engineering's official start-up will follow.

APPRC is satisfied that academic and resource planning for the new Departments has been thorough and sophisticated. Bringing a notice at this time will permit the completion of the formal approval processes of Senate and the Board by February.

APPRC continues to monitor the overall implementation phase for Lassonde. Recent discussions have included attention to key planning assumptions (such as the concept of Renaissance Engineering and its impact on prospective students), enrolment forecasting and recruitment, and the development of inter-Faculty curriculum initiatives (which have been highlighted in plans for the Engineering Faculty).

Documentation is attached as Appendix A.

FOR INFORMATION

1. **York Research Chairs Approval Process**

In response to questions raised by Senators, APPRC confirms that the York Research Chairs initiative described by Vice-President Haché at Senate in November requires approval according to the Board of Governors-Senate *Policy on Endowed Chairs and Professorships* and its associated *Procedures*. That is, the Provost will seek APPRC's concurrence with a recommendation to establish

¹ Departments are formally established by the Board of Governors following approval by Senate of a statutory motion, the first stage of which is notice.

the Chairs, after which the Board will be asked to formally approve the Chairs on advice from its Academic Resources Committee. However, given the intense interest in the YRCs of Senate and the community in the Chairs, Senate should be afforded an opportunity to discuss revised terms of reference for the Chairs before the initiative is brought back to APPRC for action. The Committee will arrange a discussion when other preliminary discussions have concluded and revised terms of reference are readied. Application of the current Policy ensures a role for Senate – delegated to APPRC – in the process leading to implementation of the YRCs.

2. Recent Inquiries and Communications

APPRC and the Tenure and Promotions Committee received a communication from the outgoing Provost on tenure and promotions matters just prior to his departure. It may be appropriate as a next step to arrange a joint session with the Tenure and Promotions Committee or to invite the Co-Chairs of the Tenure and Promotions Committee to attend a meeting of APPRC. Both of these suggestions have been forwarded to that Committee, which is expected to take up the communication later in the month of January. Provost Lenton will consult with the Deans and Principal about the issues raised and report to the Committee on the outcome.

Senator Spotton Visano has posed a number of questions about the budget context for academic planning arising from Vice-President Brewer's report to APPRC and Senate. The Provost will coordinate a response to Professor Spotton Visano which will be shared with APPRC.

3. Report of the Sub-Committee on Organized Research Units

APPRC has received the most recent report of its Sub-Committee on ORUs, which is attached for information.

Documentation is attached as Appendix B.

4. Documentation for APPRC Meetings

The Technical Sub-Committee was informed that the chairs of Senate committees expressed a strong desire that all documents – including PowerPoint presentations, memoranda, and background papers – be distributed in advance of Senate committee meetings. The Technical Sub-Committee endorses this view, and ex officio members of APPRC who serve on the Sub-Committee agreed that they will furnish materials prior to meetings.

5. Welcome to New Member

APPRC is pleased to welcome Professor Lorna Wright as the new member from the Schulich School of Business. The Committee expressed its appreciation to her predecessor, Professor Ric Irving, in December. He will continue to serve on the budget modeling group of PRASE, which has two members drawn from APPRC.

David Mutimer, Chair

CREATION OF NEW DEPARTMENTS IN THE LASSONDE SCHOOL OF ENGINEERING



CREATION OF NEW DEPARTMENTS IN THE LASSONDE SCHOOL OF ENGINEERING

As the next formal process in a series of steps in the implementation of the new Lassonde School of Engineering (LE), and the expansion of engineering at York, comes the proposal to create the academic departmental structures for the new programs that will be offered in LE. As outlined in the new Faculty proposal last spring, the Lassonde School of Engineering will be home to the re-named department of Electrical Engineering & Computer Science and the department of Earth & Space Science & Engineering and their respective programs. In addition to the existing units, the following is a proposal recommending the creation of three new academic departments: Mechanical Engineering, Civil Engineering and Chemical Engineering.

The same academic programs to be offered by each of these units are currently under development and will be coming forward for Senate's approval early in Spring 2013. It is therefore timely to be creating the academic administrative homes and structures in which these programs will be housed.

DEPARTMENTAL STRUCTURE(S)

Aligned with the tradition of academic departmental structures within engineering in the province and across the country, York has chosen to adopt the same structure for its Faculty. Each of the new departments will include the typical full range of academic activities and supports encompassing teaching, learning, research, and related academic supports for our students and faculty in a specified area of engineering.

The proposed organization of department disciplines are akin to the main branches of engineering that are customarily described within the profession of engineering. Familiar local examples of Faculty of Engineering constructs are seen at Queen's, Toronto and McMaster universities. At these institutions the common departmental naming conventions are as follows:

McMaster

- Chemical Engineering
- Civil Engineering
- Computing & Software
- Electrical & Computer Engineering
- Engineering Physics
- Materials Science & Engineering
- Mechanical Engineering

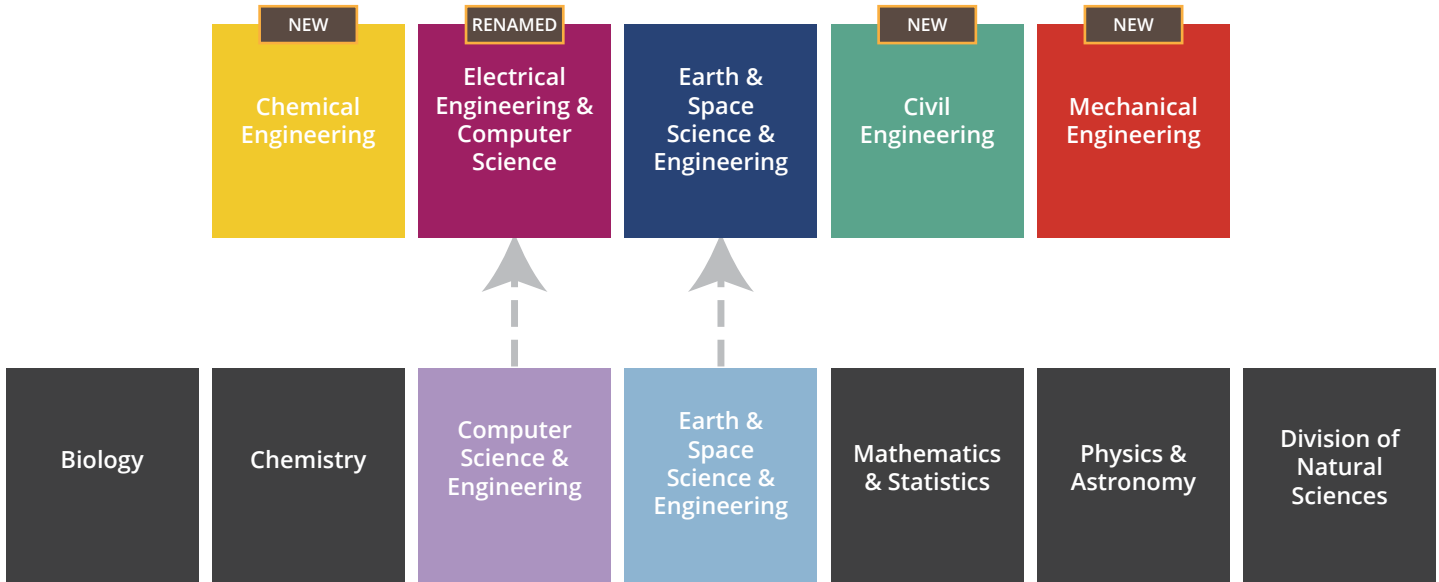
Queen's

- Chemical Engineering
- Civil Engineering
- Electrical & Computer Engineering
- Mechanical Engineering & Materials
- Mining

University of Toronto

- Chemical Engineering & Applied Chemistry
- Civil Engineering
- Electrical & Computer Engineering
- Mechanical & Industrial Engineering
- Materials Science & Engineering
- Division of Engineering Science
- Division of Environmental Engineering & Energy Systems
- Institute for Aerospace Studies
- Institute of Biomaterials & Biomedical Engineering

Lassonde School of Engineering (Proposed Unit Structure)



Faculty of Science & Engineering (Current Structure)

CURRENT DEPARTMENTAL STRUCTURES

The opportunity to expand our engineering programs at York in the disciplines of Civil, Chemical, Electrical and Mechanical Engineering are welcome additions to our new family in the Lassonde School of Engineering. Our house of engineering is proud and prepared to be introducing these four main branches. The creation of new departments through this expansion plans for net new departments in Civil Engineering, Mechanical Engineering and Chemical Engineering. The exception here is the branch of Electrical Engineering, which has aligned itself with the already existing programs in Computer & Software Engineering. The other three branches will take root and evolve as individual departments under the names of the respective disciplines. While the department structures may follow a rather conventional construct, it should be said that York's approach to engineering will grow to differ from the traditionalist approach of engineering. Through cutting edge design and innovation in its pedagogical delivery and the introduction complementary core thematic foci within the curriculum, LE will become a leader in the field by producing tomorrow's Renaissance Engineers™.

The proposal is to create three new departments as follows:

DEPARTMENT OF CIVIL ENGINEERING

It is the expectation that the Civil Engineering department in LE will be the unit that will be responsible for leading the next generation of designers that will construct and maintain sustainable infrastructures in both the public and private sectors with a level of both environmental and social consciousness. The department of Civil Engineering will emphasize environmental sustainability in the core program, and

will offer a strong environmental option. A natural extension of the Civil Engineering program would be offerings in collaboration with environmental science (in FS) and/or environmental studies (with FES).

DEPARTMENT OF MECHANICAL ENGINEERING

The department of Mechanical Engineering is a broad based discipline based in materials science, mechanics, power and energy systems, additional programs such as Mechatronics Engineering (bearing synergies with Electrical and Space Engineering) and Materials Engineering are envisioned.

DEPARTMENT OF CHEMICAL ENGINEERING

The department of Civil Engineering, like Chemical Engineering, has both a rich history and a modern interpretation. In its modern form, Chemical Engineering encompasses fields such as nanotechnology, molecular self-assembly, and bio-materials. In collaboration with the Departments of Chemistry and Biology, York University's Chemical Engineering program will emphasize these progressive disciplines.

Ultimately, it is probable that LE will offer programs in both Chemical Engineering and Bio-Engineering. The new programs to be offered by the departments of Civil, Chemical and Mechanical engineering are currently being developed by a team that includes a number of new faculty hires. The undergraduate programs in Civil and Mechanical engineering are planned to commence in 2014-15, with Chemical engineering expected to come online beginning in 2017-18.

DEPARTMENT STUDENT ENROLMENT, FACULTY & STAFF COMPLEMENT

FACULTY COMPLEMENT

As noted in the Faculty proposal, "The expansion of Engineering realizes a significant priority in academic appointments planning over the course of the next decade. The forecasted appointments plan for the period 2012-13 through to 2021-22, anticipates approximately 65 tenure stream appointments will be required to keep pace with the planned enrolment growth and expansion of the new program areas in engineering. The appointment planning will continue to follow the academic plans and enrolments, and to the extent existing and new programs in the Faculty of Engineering grow, the appointments of faculty members and librarians will be allocated to support that growth. At the same time, appointment planning must also take into account other university planning priorities and the needs of the units to make appointments to maintain the overall integrity of their programs and responds to students' interests, including maintaining a high level of quality and standards as set out by the accreditation requirements and quality assurance framework established for each of our programs."

ACADEMIC AND ADMINISTRATIVE DEPARTMENTAL STRUCTURES

The academic administrative structures and reporting lines will share the equivalent structures taken up within the university, being akin to those in the existing departments of Electrical Engineering & Computer Science, along with Earth & Space Science & Engineering.

Over the start-up phase it is anticipated that there will be a period of time where it will be necessary to

share administrative, technical and general operational support amongst the new departments. It is expected that as the new departments grow to their steady-state size, that a commensurate staffing complement will be put into place to appropriately support the departmental activities and operations. The staffing complement illustrated in the tables below are reflective of the dedicated staffing requirement for the specific departmental support, in addition to the staffing support that is planned to be housed within the Faculty to provide service and support to both our students and faculty members within the LE community.

It is anticipated that the existing academic and administrative departmental structures will closely align to the existing structures of the university, including the academic administrator roles held by faculty members such as Chair, Undergraduate Program Director, and Graduate Program Director, etc. The Interim Faculty Council/Faculty Council will work with the committees of Senate and the Provost's Office over the coming months to collegially develop and define both the governing and administrative structures for the Lassonde School of Engineering and its departments.

DEPARTMENT OF CIVIL ENGINEERING

Enrolment & Complement Plan - Civil Engineering	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Undergraduate Students	-	-	50	106	159	205	247	283	310	330
Graduate Students	-	5	10	19	39	50	60	65	69	82
Faculty Complement Plan	2.0	4.0	6.0	9.0	11.0	12.0	13.0	14.0	16.0	17.0
Staff Complement Plan	1.0	2.0	3.0	4.5	5.5	6.0	6.5	7.0	8.0	8.5

DEPARTMENT OF MECHANICAL ENGINEERING

Enrolment & Complement Plan - Mechanical Engineering	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Undergraduate Students	-	-	50	106	159	205	247	283	310	330
Graduate Students	-	3	8	16	35	46	55	60	69	76
Faculty Complement Plan	1.0	3.0	5.0	8.0	10.0	11.0	12.0	14.0	15.0	16.0
Staff Complement Plan	0.5	1.5	2.5	4.0	5.0	5.5	6.0	7.0	7.5	8.0

DEPARTMENT OF CHEMICAL ENGINEERING

Enrolment & Complement Plan - Chemical Engineering	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Undergraduate Students	-	-	-	-	-	40	92	130	165	198
Graduate Students	-	-	-	-	-	9	15	25	40	51
Faculty Complement Plan	0.0	0.0	0.0	0.0	2.0	3.0	5.0	8.0	10.0	11.0
Staff Complement Plan	0.0	0.0	0.0	0.0	1.0	1.5	2.5	4.0	5.0	5.5

FINANCIAL & BUDGETARY FRAMEWORK

A new budgeting regime is being developed for the Lassonde School of Engineering. The budgeting framework for the School and the new departments has been designed as a revenue-based budget model, and is the structure that will become the budgetary platform LE in the near future.

The budgetary framework of the two existing units Electrical Engineering & Computer Science (EECS), and Earth & Space Science & Engineering (ESSE) whose budget structures are currently defined by the historical incremental budgetary model used in the Faculty of Science Engineering will eventually move to this new model. The current funding that supports the existing activities (salaries and operating expenses) are embedded in the current Faculty of Science & Engineering budgetary framework are being transferred to LE.

As the new programs come online, the appropriate faculty, staff and operational resources will be allocated to correspond with the enrolment projections for each department, to ensure that the resources align with the commensurate support and activities of the unit. Based on the revenue-based budgetary model, the forecasted expenditures in 2021-22 for each of the new units is currently projected to be:

Expenses	Mechanical	Civil	Chemical
Salaries + Benefits	\$4,413,989	\$4,749,140	\$3,093,894
Operating	\$1,236,471	\$1,239,911	\$828,041
Total Expenses	\$6,887,348	\$7,229,379	\$4,750,242

The Provost's Office is working with the Lassonde School of Engineering in defining the details around the revenue-based budgeting model for the school and the new units. It is important to note here that there are a number of Faculty-funded central support activities that will be provided through the Dean's Office to support and assist faculty, staff and students associated with these departments, programs and the School, including: Faculty Council; Student Advising; Human Resources; Computing and Technology; Laboratory Services; and Research.

Toward this goal, a detailed assessment of the actual activities and functions is being carried out by various offices/units based on the proportion to the populations being served as defined by the student FTEs, majors, staff and faculty members. Allocations will be made in a manner that supports the plans envisioned for expansion of the Lassonde School of Engineering.

Consultation with the units are now beginning, applying the methodology of the 2011-12 and 2012-13 budget years, in preparation for setting the 2013-14 budget framework and plans for the integration of the two budget models to unify the structures for the benefit of the future departments and overall financial health of LE.

PHYSICAL SPACE FOR THE NEW DEPARTMENTS

The new 165,000 square feet engineering building, scheduled for completion in 2015, will be home to the first wave of engineering expansion, including the new departments in Mechanical, and Civil Engineering, while the new electrical program will join the department of Computer Science and Engineering in the Lassonde Building. It is expected that the new department of Chemical Engineering may begin in the new building, but will require that a unique new facility be built to accommodate the special needs and infrastructure demands of the program.

With the department of Electrical Engineering & Computer Science (EECS) already located in the Lassonde Building (LAS, formerly CSEB), there is an expectation that some of the growth realized in Electrical Engineering will be accommodated in the new building scheduled to come online in 2015. The existing department of Earth and Space Science and Engineering (ESSE) will continue to reside in the space it currently enjoys in the Petrie Science and Engineering (PSE) building. The Lassonde School of Engineering will continue to share access to the Steacie Library and plan with the University Librarian to expand the necessary resources to support our faculty and students. Our intention is that these units will remain in their present facilities.

In addition to teaching laboratories and classrooms, the new engineering building will contain substantial student study and common-room space, areas for student project work, food facilities and workshops. The new building will be designed around core principles of excellent student facilities, a professional environment, innovative collaborative spaces, and state-of-the-art equipment. The engineering building will also accommodate offices for faculty and staff, student support services, research laboratories, and the Decanal and Departmental offices. The site has been identified, just overlooking the pond on the south-west side of the university, on the parking lot site adjacent to the Scott Library/Arboretum. The architects are currently working with our Project Planning team to finalize the design for the new building. It is with great anticipation and excitement that the new facility and space that will showcase the new designs of engineering at York will also raise the profile and reputation of the university as a whole, including increasing its prominence in the academic arena as a comprehensive institution -- a new reason to put York on the map.



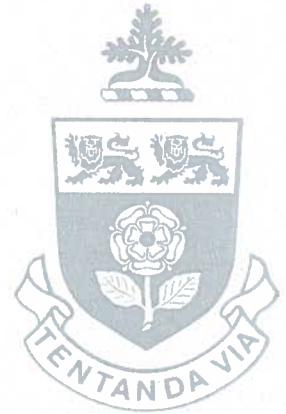
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Memorandum

To: David Mutimer, Chair, Senate APPRC
 From: Rhonda Lenton, Provost
 Date: December 4, 2012
 Subject: Proposal for Creation of New Departments in LSE



I am writing in relation to the proposal to create three new departments in the Lassonde School of Engineering: the Department of Civil Engineering, the Department of Mechanical Engineering, and the Department of Chemical Engineering. These units will join the Department of Earth and Space Science and Engineering and the (renamed) Department of Electrical Engineering and Computer Science, which will transfer from the Faculty of Science to LSE as of May 1, 2013. This proposal for the creation of three new departments provides the structural framework for the planned growth and broadening of the range of engineering programs offered at York as envisioned in institutional planning documents (the UAP and the White Paper) and in the proposal to establish the Lassonde School. It is therefore the next stage in the implementation of plans for the School.

Discussions with regard to the detailed financial, enrolment, and complement planning for the School are ongoing involving my office and colleagues in LSE. While some faculty appointments have been authorized in order to support program development, the general assumption underlying planning is that faculty and staff complement will be phased in as the programs to be offered in the Departments come on line and grow, and that projected enrolment revenues will cover the costs associated with their operation. A number of central supports and services will be provided through the Dean's Office of LSE, as is the case with other Faculties. This analysis is also proceeding.

I am pleased to record my support for this proposal.

Cc: Dean J. Kozinski
C. Underhill for ASCP

MEMO

FROM THE OFFICE OF THE DEAN AT THE
LASSONDE SCHOOL OF ENGINEERING



150 ATKINSON BUILDING - 4700 KEELE STREET
TORONTO, ONTARIO, CANADA M3J 1P3

TO: David Mutimer, Chair, Academic Policy, Planning & Research Committee
Bob Everett, Secretary, Academic Policy, Planning & Research Committee

FROM: Janusz A. Kozinski, Dean

SUBJECT: Support for the New Departments in the Lassonde School of Engineering

DATE: November 28, 2012

It is with great enthusiasm and support that I write to you with my recommendation for APPRC to seek Senate's endorsement for the creation of the three new academic departments in the Lassonde School of Engineering. The attached proposal includes the description and rationale for the Faculty's desire to move toward this academic organizational structure. We see that bringing this proposal forward at this time is the next logical phase in preparing the foundation and home for the three new academic programs that will launch in Lassonde in the imminent future.

As we actively hire new faculty and staff to build the new programs in the areas of Civil, Mechanical and Chemical Engineering, it is only befitting that we establish the departmental homes that our students, faculty and staff will take up residence in. The new departments will enable each of these respective academic areas to profile and characterize their identities and functional uniqueness, a place to where the teaching, learning and research character of the departments can thrive within a larger Faculty and university framework.

Regards,

A handwritten signature in blue ink, appearing to read 'J. Kozinski'.

Sub-Committee on Organized Research Units

Report to the Full Committees December 2012

The Sub-Committee met November 15 with all members in attendance, and submits the following report to the full Committees.

1. Proposed ORU Reviewers

One ongoing role for the Sub-Committee involves commenting on individuals suggested as external reviewers. At the November 15 meeting additional proposed reviewers for the Centre for Feminist Research review were identified, and the Sub-Committee expressed satisfaction with all of the named possibilities.

2. Landscape Review Recommendations:

The Sub-Committee took note of an updated Implementation Plan for dealing with recommendations contained in the Report of External Review Committee on Organized Research Units at York University.

Documentation is attached as Appendix A.

3. ORU Governance Guidelines

The Committee received a discussion paper on ORU Governance prepared by the Office of the Vice-President Research and Innovation. Members suggested a number of refinements during the course of discussing the document. The Sub-Committee agreed that advisory boards should not be mandatory, but recommended the formulation "of normally expected, but not required." The Sub-Committee also explored the number and composition of "Oversight Boards" (agreeing that another title may be more suitable), and, in general, shares the view that a more streamlined structure -- whereby a single body works with multiple ORUs as appropriate -- is worth examining. It may be helpful for the document to stipulate that there should be minutes of Executive Committee meetings so as to reinforce collegiality, transparency, and accountability. Members also offered other editorial suggestions.

Documentation is attached as Appendix B.

4. Chartering Process and Timelines

The Sub-Committee noted that most applications have been received by the due date, but that some applicants have been granted additional time to complete the necessary documentation. The Sub-Committee welcomed the update about chartering processes and was pleased to hear that different ORUs are on track according to previously agreed timelines.

5. Transitional Provisions for Existing ORUs

It was reported noted that the VPRI is facilitating discussions involving ORUs with charters ending in 2013 that have decided not to proceed with an application and / or are still considering options. The Sub-Committee agrees that it is appropriate to continue to furnish support for these ORUs beyond their charter expiration date during a wind-up phase or until their future is more clearly resolved.

6. Director Search Update

The Sub-Committee received a confidential update on the status of searches / renewals for ORU directors.

Anna M. Agathangelou, Chair

**Report of External Review Committee on
Organized Research Units at York University**

Draft Implementation Plan

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

This Discussion Paper builds on the Report of the External Review Committee on Organized Research Units (ORUs) at York University (September 6, 2012) and specifically its recommendations for strengthening ORU governance. It suggests how the University might best go forward to implement the principles expressed in the Report which emphasized the need for:

- consistent, transparent, commensurate and effective governance processes that provide defensible, fair and justified decisions;
- flexibility to accommodate particular ORU needs; and
- governance processes that facilitate input from appropriate stakeholders (p.12).

The section of the Report dealing with ORU governance is set out in full in the Appendix to this Discussion Paper. For convenience we set out its formal recommendations here:

C. ORU Governance

Four Recommendations:

9. *The VPRI should, in collaboration with Deans, initiate a broad, consultative process to establish membership and terms of reference for an oversight committee to account for the disbursement of pooled funds for basic director and administrative support of chartered ORUs.*

Priority

10. *The VPRI should lead a discussion to develop and implement appropriate*

oversight bodies for ORUs. For institutional ORUs, oversight bodies are likely to be chaired by the VPRI and include leadership from the participating Faculties whereas bodies for Faculty-based ORUs likely will be more Faculty-focused.

11. *The Review Committee recommends that all ORUs ensure that their governance models include appropriate advisory bodies that can assist them in external outreach.*

12. *Annual reports of ORUs should include a projected budget of the following year along with a dashboard-styled checklist and associated projected activities for that following year that would function as a formative review of the ORU.*

The Office of the VPRI has received comments and reactions to the Report from a range of individuals and bodies including the Council of Research Directors, the ORU Sub-Committee of APPRC, Deans and Associate Deans Research, and the Strategic Projects and Opportunities Review Team (SPORT). We have benefited greatly from this input. With respect to governance, several key themes have emerged from these conversations.

First is the need to preserve space for collegial decision making processes and cultures at the ORU level. This is considered important both to accommodate the diverse nature of ORUs and to foster a sense of ownership among members. A second key point is that governance mechanisms should

enable Faculties to better understand the impact of their investment in ORUs, and to better coordinate and communicate the priorities of multiple participating Faculties. Third, we have clearly heard the need to avoid excessively time consuming bureaucratic processes. The overriding goal of new guidelines should be to enable more research activity and therefore hopefully to streamline governance to be more efficient and less time consuming for Directors and ORU staff. This again underlines the need for flexibility so that governance processes can be scaled up or down and tailored so that time and effort is well spent to meet the needs of a particular ORU. At the same time, there is broad support for the view that consistent and transparent oversight and management is critical to the success of ORUs in achieving their individual and collective mandates as defined in the Senate Policy.

With all of this in mind we propose that the principles and recommendations in the Report can best be realized through a tri-level governance structure that would ensure a consistent quality of oversight and support for ORU Directors, while leaving operational management to the ORU's own Executive Committee, and strengthening external engagement where feasible. The details of this proposal are set out below. We note that it does not incorporate the Report's recommendation for a pan-University pooled fund of resources for ORUs. We will be addressing the resourcing model for ORUs in a later discussion paper.

A Tri-Level Framework for ORU Governance

A common governance framework for ORUs should establish clear lines of responsibility for oversight, operational management, and external advice, while leaving the details of how each component will function to be worked out in the context of individual ORUs. The purpose of the common framework should be to set baseline expectations for sound planning and decision making processes needed to achieve the aspirations laid out in the Senate Policy on ORUs.

I. Oversight Body

We propose that every ORU should have an Oversight Board. Its role would be to approve major decisions related to the budget, leadership and strategic plans of the ORU, to support the ORU Director in addressing challenges and pursuing opportunities, and to evaluate the ORU's progress in fulfilling its mandate.¹ The membership of the Oversight Board should at a minimum include representatives of sponsoring Faculties and the VPRI. This is consistent with the Senate Policy under which the Faculties and VPRI share responsibility for resourcing ORUs that advance strategic objectives. These resource decisions need to be based on a good understanding of the membership and activities of an ORU and how they impact on the quality and reputation of research and teaching at the University.

The Oversight Board would be established and chaired by the lead sponsoring Faculty or Faculties (in the case of Faculty based ORUs), or by VPRI (in the case of Institutional ORUs). Depending on the ORU and its goals the Oversight Board might also include Chairs or Directors of key academic units, representatives of other administrative areas such as Advancement or Graduate Studies, or other members of the University community who can bring relevant knowledge or experience to guide the ORU or assess its performance.

The role of the Oversight Board would build on the ORU annual report process which has been well received as a productive means of strengthening input and feedback to Directors. Annual reports are submitted in early May following the close of the fiscal year. They provide information about the size and disciplinary mix of the ORU's active membership, summarize the ORU's progress in fulfilling

¹ Currently these functions are performed by the VPRI alone or in concert with Deans offices.

its mandate during the year just completed, and set out plans and objectives for the coming year as well as a proposed budget (the current annual report template can be found here: [post online]). Between May and September 2012 VP Robert Haché and AVP Lisa Philipps met with the Director of each Institutional ORU to discuss their annual report, following up with a letter to summarize major opportunities, challenges, and priorities for the coming year. Faculties were asked to meet with Directors of Faculty-based ORUs in a similar manner.

We propose that in future the Oversight Board would become the body to receive and respond to an ORU's annual report. It would also approve the budget submitted with the report and would invite the Director to meet and discuss the report. Following this meeting the Oversight Board would be responsible to provide feedback and advice, normally in the form of a letter. The Oversight Board itself would determine in consultation with the Director the timing and agenda for any other meetings as needed. At the time when an ORU applies for a new Senate charter, the Oversight Board would be asked to indicate its support for the application.

While further discussion would be needed to work out the details of the proposed Oversight Board and its interaction with other University and ORU bodies, its basic purpose would be to strengthen the engagement of key internal stakeholders responsible for resourcing and supporting the ORU, and for assessing its ongoing contribution to strategic priorities.

II. Executive Committee

The governance framework should retain the local Executive Committee as a well understood and valuable means of engaging an ORU's most immediate community in supporting the Director's work and approving management decisions. ORUs should continue to have substantial freedom to design their own decision making rules regarding operational matters such as approving new members and annual reports. However there is a role for the VPRI in setting expectations that every ORU should have a functioning Executive Committee that conducts its business transparently in a manner that promotes sound management and accountability to members and other stakeholders.

We would like to receive input on whether a governance framework should, for instance, require that Executive Committees be chaired by someone other than the Director, or alternatively where the Director chairs that another member be named as Vice-Chair. Similarly there may be some value in formalizing guidelines about the minimum size and composition of the Executive, the term of appointments, the minimum number of meetings per year, or the need for Executive Committee approval of annual reports or other matters.

We recognize that some ORUs have elaborated their governance structures to create additional committees or caucuses for example to represent particular constituencies within the membership, to manage membership issues, or to spearhead various initiatives. Here again the governance framework should leave ample scope for ORUs to define these additional structures to suit their own needs and priorities, provided that the structures are transparent and consistent with the principles of sound management and accountability underlying the governance framework.

III. Advisory Board

The third level of the proposed governance framework is the recruitment of an external Advisory Board to provide input and advice to the Director on strategic planning, outreach and partnerships. The rationale for an Advisory Board is based on the Senate Policy on ORUs which clearly establishes the need for all ORUs to be externally engaged and to show leadership in building external recognition and profile for York research and researchers. ORUs are expected to be responsive to

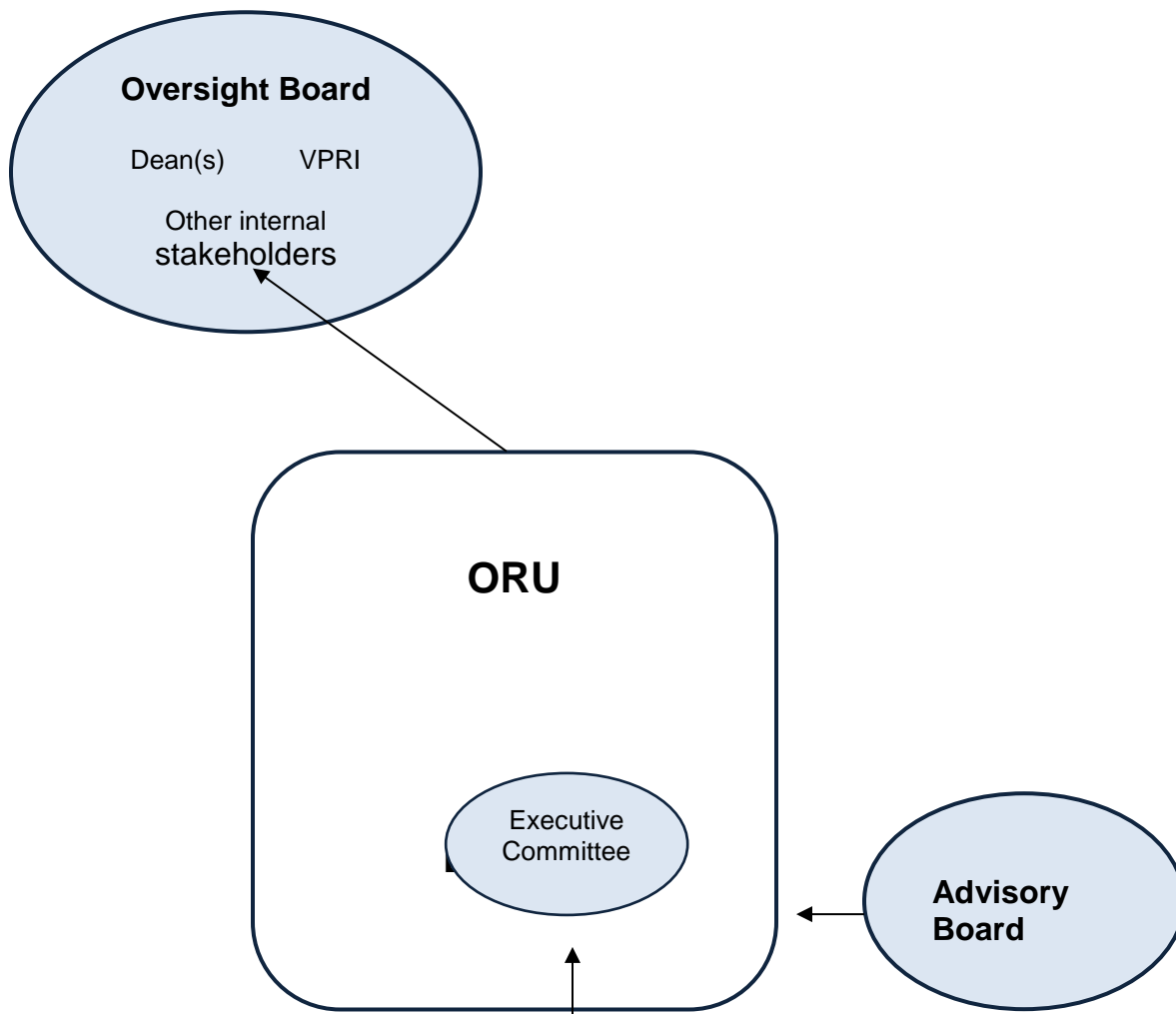
external funding opportunities and to facilitate external research collaborations, community engagement, and knowledge mobilization or translation. They are expected to “attain at least national leadership and international recognition in the relevant area of research.”

An Advisory Board can be an effective means of gaining perspective on an ORU’s current reputation and opportunities for leadership, as well as a means of expanding the ORU’s network of connections into relevant communities. At the same time, we recognize that some ORUs may at a particular stage in their development identify other, more efficient ways to advance outreach objectives. For example a major funded research program may incorporate structured interactions with external partners, or community engagement may be pursued through organization of events or other focused initiatives.

We propose that the governance framework would encourage, but not strictly require, every ORU to discuss with its Oversight Board the advantages and disadvantages of establishing an Advisory Board. Where an ORU chooses not to do so it should clearly identify what alternative strategies or structures it is using to promote external collaboration, engagement and reputation building.

Concluding Summary and Next Steps

The graphic below summarizes the tri-level or tri-partite governance framework being proposed here to implement the principles and recommendations in the External Review Report. The Office of the VPRI welcomes reactions and input from the community on this Discussion Paper and will be consulting actively with a variety of bodies before finalizing a new governance framework for ORUs.



COMMITTEE ON ACADEMIC STANDARDS, CURRICULUM AND PEDAGOGY

Report to Senate
at its meeting of 24 January 2013

Documentation for information items is posted online with the agenda.

FOR ACTION

6.3.1. Establishment of a BA Program in United States (US) Studies • Faculty of Liberal Arts & Professional Studies

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

that Senate approve the establishment of a BA program in US Studies, Department of Humanities, Faculty of Liberal Arts & Professional Studies, effective FW 2013-2014.

Rationale

The full proposal is attached as Appendix A. The proposed program is a multi- and interdisciplinary program that integrates the University's teaching and research strengths in the core fields of US history, English literature and political science. The degree options to be offered include: 90-credit BA; Honours BA; Specialized Honours BA; Honours Minor; and Honours Double Major. Existing course offerings across three Faculties, a new introductory level course and an upper-level capstone course are brought together in a coherent structure to provide students a focused program of studies. In addition to the two required courses, students will complete credits in each of the three areas of (1) literature; (2) history, political science, sociology or social; and (3) humanities, music dance, film or art to ensure breadth of disciplinary knowledge in the degree program. Additionally, temporal breadth will be achieved by required credits in both the pre-1900 and post-1900 periods.

The proponent carefully responded to the external reviewer's feedback on the initial proposal (February 2012). The advice was taken to create the capstone course, enhance the coherence of the program through the breadth requirements, and incorporate the intellectual currents in the field of US Studies in the structure of the capstone course. Additionally, representatives from the three core areas of history, English and political science will serve on an advisory council to ensure the thematic coherence of the program is sustained.

The program requirements are aligned with the pan-university BA degree structure. The Senate Committee is satisfied that the degree level expectations and the program learning outcomes have been articulated and that the program requirements support the learning outcomes.

High enrolments in the component courses of the program signal a strong student interest in a US Studies program. The decanal statement confirms the Faculty's support for the new program and its alignment with the objectives of the Faculty's strategic plan. There is also a commitment to provide the modest resources necessary to offer the program. The Vice-President Academic & Provost also recorded her support for the new program.

With Senate's approval, the new program proposal will be submitted to the Ontario Universities Council on Quality Assurance (the Quality Council) for approval to commence.

Approved: LA&PS Faculty Council October 2012 • ASCP December 2012 • APPRC Concurrence January 2013

6.3.2. Establishment of a Certificate in Managing International Trade and Investment • Schulich School of Business

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

that Senate approve the establishment of a cross-disciplinary Certificate in Managing International Trade and Investment, Schulich School of Business, effective FW 2013-2014.

Rationale

This is a proposal for a new cross-disciplinary undergraduate Certificate in Managing International Trade and Investment, offered by the Schulich School of Business. It will be an option for BBA and iBBA students to pursue concurrently with their degree program, with individual streams for each cohort of students. The purpose of the Certificate is to provide students theoretical knowledge and applied skills to prepare them for employment in the investment management field. The Certificate has been developed as part of the School's partnership agreement with Export Development Canada, and a strength of the certificate program is the exchange and internship component for students.

The Certificate meets the minimum standards defined by the Senate undergraduate certificate legislation; the specific requirements for both BBA and iBBA streams are set out in the proposal, attached as Appendix B. The learning outcomes are articulated in considerable detail and very clearly mapped to the certificate requirements.

The proposed Certificate will help advance the School's mission, and is expected to enhance the Business Administration programs' competitiveness for top students. Dean Horváth strongly supports the initiative and has confirmed that the necessary resources to support it are in place.

Approved: SSB Faculty Council June 2012 • ASCP November 2012 • APPRC Concurrence December 2012

6.3.3 Closure of the Certificate in Business Fundamentals • School of Administrative Studies • Faculty of Liberal Arts & Professional Studies

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

that Senate approve the closure of the Certificate in Business Fundamentals offered by the School of Administrative Studies, Faculty of Liberal Arts & Professional Studies, effective FW 2013-2014.

Rationale

In recent years very few students have enrolled in the Certificate in Business Fundamentals program. Upon review, the Faculty concluded that the design of the Certificate did not support its objectives, and students did not respond well to it. It was primarily targeted to students in the Business & Society (BUSO) program. The required courses were designed specifically for the Certificate, but have suffered from limited enrolment from students in BUSO, or from other programs as well.

The Minor in Administrative Studies is proving to be a more attractive option for students than the Certificate. Additionally, the Faculty is developing Minor degree options in Marketing and in Human Resources Management that are expected to better serve students' needs and interests than the Certificate. The resources to support the Certificate are better directed to support these new options.

The Senate Committee concurs with the Dean and the Faculty that the Certificate program should be closed. Arrangements have been made for the few students in the Certificate to complete its requirements by September 2014. Documentation is attached as Appendix C.

Approved: LA&PS Faculty Council November 2012 • ASCP December 2012

6.3.4 Closure of the Joint JD/JD and JD/LLM Programs between York University and New York University (NYU) • Osgoode Hall Law School

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

that Senate approve the closure of the NYU-Osgoode JD/JD program and the NYU-Osgoode Combined LLM/JD Program, effective immediately.

Rationale

The establishment of the NYU-Osgoode JD/JD program was approved by Senate in March 2006 (as the then JD/LLB program), and the JD/LLM program was approved in May 2007. Consistent with the *Memorandum of Agreement* between York and NYU, the success of the joint programs was reviewed after a five-year period. Upon that review, both Osgoode Hall Law School and the NYU School of Law mutually reached the conclusion that the programs have not attracted sufficient student interest to warrant their continuation. Both law schools have determined that the administrative costs of operating the programs outweigh their benefits given the very small number of students who ultimately enrol. Moreover, the ongoing liberalization of lawyer mobility across the Canada-US border strongly indicates that the market need for a double JD credential is likely to shrink rather than grow in the coming years.

Dean Sossin has confirmed his support for the closure of the programs, and the Senate Committees concur. The one student currently enrolled in the JD/JD program will be able to complete the requirements of the program. Documentation is attached as Appendix D.

Approved: Osgoode Council November 2012 • ASCP December 2012 • APPRC Concurrence December 2012

FOR INFORMATION

1. 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) LA&PS

- Minor changes to degree requirements for Bachelor of Public Administration program

(b) Science & Engineering

- Minor changes to degree requirements for BA and BSc programs in Computer Science – Software Development Stream
- Minor change to degree requirements for BSc programs in Biology – Biomedical Science Stream

George Tourlakis
Chair, Academic Standards, Curriculum & Pedagogy

York University
New Program Brief
of the
B.A.
in
US Studies

Submitted: December 14, 2012

1. Introduction

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

This submission presents the case for a new undergraduate BA degree program in United States Studies. The Faculty of Liberal Arts & Professional Studies, York University, will offer this program.

“United States Studies,” the term used throughout this proposal, is often called in US schools, “American Studies,” and scholars in this field meet as members of the “American Studies Association.” But here in Canada, “American Studies” is fraught with ambiguity, since all countries from Argentina and Chile to Canada are part of the Americas. “United States Studies” (hereafter referred to as US Studies) is clearer. It must also be understood as dealing with developments before 1776 in the area that became the United States.

1.2. *N.A. – for graduate programs*

1.3 *Provide a brief description of the method used of the development and preparation of the New Program Brief, including faculty and student input and involvement.*

This program is put forth after extensive consultations over the course of several years. Initial discussions took place in April 2009 in meetings that brought together Dean Robert Drummond and Vice President Sheila Embleton, both of whom strongly supported this initiative. At this time a memo was sent to all departments and divisions asking for the names of those involved in US courses. Based on those responses a distribution list was established. Further discussions took place in October 2009 with the new dean, Martin Singer, and Associate Dean Kim Michasiw.

The next step in January 2010 involved consulting widely with interested faculty members from the many disciplines involved in the US Studies. That gathering helped further shape the program. All agreed on the importance of a common introductory course and a breadth requirement. In a meeting in February with Patrick Taylor, the chair of the department of Humanities, all agreed that Humanities would be the best “home” for this program. [See item 1.4 below for a fuller discussion of why US Studies is properly located in Humanities.]

Twelve chairs of relevant departments were presented with a preliminary draft of this proposal, and their comments were invited.

In anticipation of the program’s launch a foundation course, AP/HUMA 2325. 6.0A, “Introduction to U.S. Studies,” was created. Two knowledgeable professors taught this course in 2011-12, and again in 2012-13.

Consistent with the requirements of the York University Quality Assurance Procedures, Professor Rick Halpern, Bissell-Heyd Chair of American Studies & Dean and Vice Principal (Academic) University of Toronto Scarborough, was selected as the external review of the program proposal. Professor Halpern submitted his review of the program, February 20, 2012.

As a result of the external review, four important changes were made to the US Studies Proposal. They are (1) the addition of a 3000-level capstone course. (2) strengthening the intellectual coherence of this program by emphasizing the primacy of three fields (history, political science, and English); (3) underscoring in the capstone course the need to look at subaltern groups and the role of the US in the world; (4) the addition of a governing council to assist the Program Director.

In October 2012 the Faculty Council of York's Liberal Arts & Professional Studies faculty unanimously approved this program.

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

U.S. Studies will be housed in the department of Humanities. Why this decision, when there is general agreement that the three principal fields of US Studies are history, English literature, and political science? In fact, the multidisciplinary nature of US Studies strongly argues against privileging any one subfield. At York, Humanities is typically the home for these multidisciplinary programs. Other area programs with their home base in Humanities include Canadian Studies, East Asian Studies, European Studies, Hellenic Studies, and Latin American and Caribbean Studies.

2. General Objectives of Program.

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

United States Studies will provide students with an intellectually coherent program that balances breadth and concentration. At the heart of this program (as of most US/American Studies programs in the US and Canada) are the disciplines of history, English, and political science. The prominence of these three areas of study is reflected in the makeup of both the introductory and capstone courses. These mandatory courses will take an emphatically interdisciplinary approach. In addition, both the introductory and capstone courses will highlight the role of minority, oppressed, and "subaltern" groups as well as the US in the World/the World in the US. As the External Appraiser noted, these themes are ones that are common to most US/American Studies programs.

The program will be *multi*-disciplinary as well as *inter*-disciplinary. The breadth and multidisciplinary nature of US Studies comes from the requirement that students take courses from three areas. They are (1) literature; (2) history, political science, sociology, or social science; and (3) humanities, music, dance, film, and art. Students could satisfy this requirement, for example, by taking a US literature course, a seminar on the American political system, and a course on American filmmakers. Students also have to display a temporal breadth: some courses must deal with the period before 1900, and others the more modern era. The appendix lists courses by temporal category, indicating also how courses that cover the years both before and after 1900 are treated.

The program will also foster an interdisciplinary approach. The required introductory course (AP/HUMA 2325 6.00) provides an overview of the many component fields that comprise US Studies. The introductory course also encourages students to build on the natural dialogue among their courses. This course is now being taught with very positive results. The capstone course, AP/HUMA 3920. 6.0 ("Themes in US Studies: Theories and Cases"), will further reinforce the intellectual coherence of the program. Like the introduction, it will emphasize the three core fields of history, literature, and political science. In addition, the first third of the year will examine the bodies of theories that form the "toolkits" for these disciplines. The final two-thirds will be devoted to three "case studies." These will vary by year, but all will be interdisciplinary. At least one of the case studies will focus on minority,

oppressed, or “subaltern” groups (such as slaves or women), while one will treat the US in the World/the World in the US. As noted, those fields are now at the forefront of US/American studies.

Broadly viewed, the program will provide students with an important new set of options. Right now our undergraduates may find exciting a particular US history course. They might feel passionately about a music seminar on rock ‘n’ roll, or a political science colloquium examining the States. But they are unlikely to know about – or enroll in -- collateral courses in other departments. If they are thinking about a career in law, politics, business, or an academic discipline, and wanted to broaden their knowledge of the US, they would have to work hard to assemble a suitable set of courses.

The US Studies program will provide a platform for a range of activities such as a speakers’ series and occasional conferences. These initiatives will help build a sense of community among the students and faculty in the program, and also be open to other interested individuals at the university. Future plans include a US Studies student association and an active, content rich program web site. Support by the US consulate has already resulted in a grant that will make possible a conference accompanying the launch of this program.

Finally, the establishment of an advisory council to assist the program director will reinforce the intellectual coherence of this course, and make certain that this program reflects the best practices in all the supporting disciplines. The advisory council will periodically examine the guidelines for US Studies students, and also review the methodology and substance of the two mandatory courses.

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

The US Studies program strongly reinforces the goals set forth in the Strategic Plan developed by the Faculty of Liberal Arts & Professional Studies and in the White Paper that Senate endorsed on April 22, 2010. The Strategic Plan notes that “On the research front, we are too modest about our accomplishments which are very significant. We too often come across as less than the sum of our parts.” The Plan recommends that “We [as a faculty] do a better job of communicating the diversity and range of our teaching and research activities across the Faculty” (8.1). The document continues: “Faculty members are expected to foster intellectual interaction and collegiality” (9.0) and emphasizes “The Faculty is committed to providing its students with diverse programs in the Humanities, Social Sciences and Professional Studies” (16.0)

A US Studies program will promote these goals, and also the international outreach that the Strategic Plan lauds: “Cross-cultural and international encounters are integral parts of high quality university education” (19.0). Indeed, the Plan further notes that “The incorporation of global context and content into teaching and research is integral to the pursuit of excellence” (21.0). Few countries have had more impact on global events than the United States.

This initiative also fits well with the plans mapped out in the university White Paper, approved in April 2010. That document notes, “It is important not to lose sight of the many existing strengths of York University, and the importance of protecting and building on those strengths in the years ahead.” With those goals in mind, the White Paper emphasizes: “We will seek to leverage more extensive pan-university research collaborations and further develop mutually beneficial innovation networks and clusters – furthering the momentum of promising initiatives, leading to further sustainable institutional programs, and enhancing York’s reputation.”

The US Studies program will be an important step in helping to implement the principles spelled out in the White Paper. It will build on the university's considerable strength in the social sciences and humanities and promote cooperation across a range of disciplines.

3. Need and Demand

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

York lags behind many Canadian universities in showcasing its American studies talent. This initiative had its origins, in part, in a June 2005 conference on US Studies organized by the Fulbright Foundation. Representatives from most universities across Canada attended this meeting in Montreal. What quickly became clear to those attending from York, was that most other institutions had a formal US (or occasionally, a "North American") studies program. Among the universities with such offerings are Alberta, British Columbia, Brock, Carleton, Concordia, Ottawa, McMaster, Montreal, PEI, Toronto, Waterloo, Western, and Winnipeg.

If these programs exist at other universities, why is it urgent that one be launched at York? With its 48,000 undergraduates (and 6,000 graduate students) York is the third largest university in Canada. Despite the university's size and strengths, current students interested in the United States are not as well served as they should be by the existing curriculum. The US Studies program will provide this large student body with an important degree option not currently available to them. It will allow them to pursue a coherent interdisciplinary and multidisciplinary approach to studying the United States – and to develop strong ties to professors and other students with the same goals. It will also strengthen the intellectual life of the campus by bringing together scholars who may not at present be aware of each other's work.

Finally, this program (which requires neither additional library resources nor new faculty) will build upon York's existing strengths. The recent Times Higher Education Survey ranked York's history department as one of the best in North America, and gave the university high marks for its "international outlook." The scores in that category place York above such well known institutions as UCLA, University of Pennsylvania, Northwestern University, and Duke University. These singular strengths will be further energized by the creation of a US Studies Program. Many of the professors who will teach in the US Studies program are extraordinarily well known in their field. For example, any student with an interest in Herman Melville, rock 'n roll, gay rights in the US, recent black literature, the American Civil War – to name but a few topics – would find York's courses equal to if not surpassing any offerings elsewhere in Canada..

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

The demand for US Studies is clear from the enrolment in the component courses in history, English, and political science, from student interest in these topics, and from the strong response to the introductory course, AP/ HUMA 2325, which is now being taught. Although short of a scientific survey, discussions among the professors teaching US subjects make clear that students are keenly interested not only in the particular subjects, but also in the politics and lifestyles of Americans. The recent US election elicited many comments from students in our classes.

US Studies will enhance the employment prospects of the undergraduates who complete the program. Like many programs at York it will teach a broad range of skills that are crucial in an economy where the ability to learn and communicate are cardinal virtues. But in addition, the specifics

taught in the program will help anyone considering a career in government, business (since the US is Canada’s largest trading partner), teaching, or law.

4. Program Content and Curriculum

4.1 Describe the program requirements, including the ways in which the curriculum addresses the current state of the discipline or area of study. Identify any unique curriculum or program innovations or creative components. All students in US Studies must take both the introductory 6-credit course AP/HUMA 2325 and the 6-credit capstone course AP/HUMA 3920.

All US Studies students must also satisfy the following breadth requirements.

- Students must take at least 6 credits from each of the following three areas: 1. Literature 2. History, Political Science, Sociology, or Social Science. 3. Humanities, Music, Dance, Film, Art. A list of courses is appended to this submission. It also should be emphasized that the introductory and capstone courses, which are based in Humanities, do not satisfy the third category.
- Students cannot concentrate all their US Studies courses before 1900 or after that date. They must enroll in at least 12 credits in each time period. A list of courses by time period is appended to this document. Those courses that touch upon both periods can be taken to fulfill the requirement for either time period – but not both. These courses are also clearly marked in the appendix.

Discussions are underway to make certain that space is reserved in upper-level (particularly 4000-level) courses for US Studies majors. This approach has much precedent at York, and no problems are anticipated. Since the first cohort will not enter the program before 2013-2014, the question of admission to 4000-level seminars will not arise for several years.

The following are the requirements for each degree option:

Program	Total credits required	Required credits in US Studies	Credits required at 4000-level in US Studies
Specialized Honours BA	120	54	12
Honours BA	120	42	12
Honours Double Major	120	42	6 (18 in all at 4000 level)
Honours Double Major Interdisciplinary (Linked)	120	36	12
Ordinary Program BA	90	30 (including at least 12 credits at 3000-level)	N/A
Honours Minor BA*	120	30	6

*US Studies students, taking an Honours Minor BA, may combine the program with any approved Honours BA program that offers a major/minor option in the Faculties of Environmental Studies, Fine Arts, Health, Liberal Arts and Professional Studies, or Science.

All students in the US Studies program also must meet the general education and residency requirements for the Faculty of Liberal Arts and Professional Studies. That is, they have to take 24 credits of general education chosen from approved courses in humanities, modes of reasoning, natural and social sciences, including a minimum of six credits in each of humanities, natural science and social science. To satisfy residency requirements, a minimum of 30 course credits and at least half (50%) of the course credits required in each undergraduate degree program major/minor must be taken at York University.

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

List of Courses:

AP/CH 3810 3.00 Chinese-American Diasporic Literature

The course studies Chinese-American literature from its origins in the mid-nineteenth century to recent times, focusing on fiction and biography. It examines its literary developments, as well as its representative writers and works. Both literary characteristics and socio-historical values of some representative works will be explored in the course.

Course credit exclusions: None.

AP/CLTR 3610 6.00 (cross-listed to AP/HUMA 3903 6.00) Popular Expression in North American Music

A survey of North American musical idioms from their Indigenous, European and African antecedents to the present. Selected styles and creators are situated within their immediate contexts of commerce, identity, and aesthetic norms. Note: AP/CLTR 3610 3.00 (AK/CLTR 3610 3.00 prior to Fall 2012) and first half of AP/CLTR 3610 6.00 (AK/CLTR 3610 6.00 prior Fall 2012) conclude at 1950.

Course credit exclusion: AP/CLTR 3610 3.00.

PRIOR TO FALL 2012: Course credit exclusions: AK/CLTR 3610 3.00, AK/CLTR 3610 6.00.

AP/COMN 3700 3.00 Advertising: The Growth of a Twentieth Belief System

This course reviews the historical development of advertising. Careful attention is placed on the economic shift from production to consumption; the culture of consumption and other contributing factors.

Course credit exclusion: AP/COMN 3315 6.00 (prior to Fall 2012).

PRIOR TO FALL 2012: Course credit exclusion: AS/SOSC 3315 6.00.

AP/COMN 3701 3.00 Advertising, Culture and Society

This course examines the place of advertising within culture and society. It will focus on the analysis of advertising; the cultural triumph of the image; the democratization of luxury; the aesthetics of mass culture and the place of advertising within contemporary culture and society.

Course credit exclusion: AP/COMN 3315 6.00 (prior to Fall 2012).

PRIOR TO FALL 2012: Course credit exclusion: AS/SOSC 3315 6.00.

AP/EN 2230 6.00 Introduction to American Literature

This course provides a broad but selective overview of American literature from the European encounter to the present. It introduces students to the major concepts, issues, contexts, events, and writers necessary for future study in the field.

AP/EN 2306 3.00 Comics and Cartoons I: 1900-Cold War in the United States

From the Yellow Kid to Captain America (1900-Cold War) this course explores the growth of comics and cartoons: creative conflicts, contexts and themes (outsiders, war, ethnicity), Bugs Bunny, Superman, superheroes and Disney, and how they account for their times.

Course credit exclusions: None.

PRIOR TO FALL 2012: Course credit exclusion: AS/EN 2270 3.00.

AP/EN 2307 3.00 Comics and Cartoons II: Cold War – Today in the United States

From Road Runner to The Simpsons, this course explores trends in post-war comics and cartoons: vigilantism, paranoia, national insecurity, normality and abnormality, Peanuts and MAD, the counterculture, R. Crumb, Spiderman, X-Men and new directions.

Course credit exclusions: None.

PRIOR TO FALL 2012: Course credit exclusion: AS/EN 2271 3.00.

AP/EN 3310 6.00 Poetry of the United States

A critical examination of the major achievements of American poets writing in the 20th century against the background of earlier poets who may be said to have established the foundations of an American poetic tradition.

Course credit exclusions: None.

PRIOR TO FALL 2012: Course credit exclusions: AS/EN 3320 6.00.

AP/EN 3315 6.00 Modern American Women Poets

This course is about American women poets from Emily Dickinson (b. 1830) to Riat Dove (b. 1952). Of many ethnic, racial, and religious backgrounds and with diverse understandings of gender, they all renew inherited traditions of poetry.

Course credit exclusions: None.

PRIOR TO FALL 2012: Course credit exclusions: AS/EN 3430E 6.00 (prior to Fall/Winter 2003-2004), AS/EN 3437 6.00.

AP/EN 3320 6.00 Literature of the US: 1800-1865*

A reading of selected works by Cooper, Poe, Emerson, Thoreau, Hawthorne, Melville and others.

Course credit exclusion: AP/EN 3322 6.00.

PRIOR TO FALL 2012: Course credit exclusions: AK/EN 3762 6.00, AS/EN 3310 6.00.

AP/EN 3321 6.00 American Literature: 20th Century

A study of representative works by major American writers of the 20th century.

Course credit exclusion: AP/EN 3321 6.00 (prior to Fall 2012), GL/EN 3470 6.00.

PRIOR TO FALL 2012: Course credit exclusions: AS/EN 2330 6.00, GL/EN 3470 6.00.

AP/EN 3322 6.00 American Literature: 19th Century

Selected works of Emerson, Thoreau, Melville, Hawthorne, Dickinson, Stowe and Whitman.

Course credit exclusion: AP/EN 3320 6.00.

PRIOR TO FALL 2012: Course credit exclusions: AK/EN 3560 6.00 (prior to Fall/Winter 1994-1995), AS/EN 3310 6.00, AS/EN 3762 6.00.

AP/EN 3370 3.00 American Drama

Through selected texts, this course studies American drama and theatre. Please consult the departmental supplemental calendar for a detailed course description.

Course credit exclusions: AP/EN 4370 3.00 (prior to Fall 2012), AP/EN 4370 6.00 (prior to Fall 2012), AP/EN 4371 3.00.

PRIOR TO FALL 2012: Course credit exclusions: AS/EN 4210B 6.00 (prior to Fall/Winter 2003-2004), AS/EN 4216 6.00.

AP/EN 3390 6.00 Style & Rhetoric: American Oratory*

This course examines the stylistic features of oral and written forms of expression, including all three types of oratory (ceremonial, judicial, deliberative), and their use of logic, rhetoric, and diction.

Course credit exclusions: None.

PRIOR TO FALL 2012: Course credit exclusion: AS/EN 3011 6.00.

AP/EN 4331 3.00 Nathaniel Hawthorne

Hawthorne is one of the greatest 19th-century American writers of fiction. This course involves a consideration of his major works as well as a selection of the minor ones.

Course credit exclusions: None.

PRIOR TO FALL 2012: Course credit exclusions: AS/EN 4210A 3.00 (prior to Fall/Winter 2003-2004), AS/EN 4211 3.00.

AP/EN 4332 3.00 Edgar Allan Poe*

Applying various critical approaches, the course examines Poe's tales of horror, his detective fiction, his one novel, his lyric poetry, and his critical theories about the short story and poetry.

Course credit exclusions: None.

PRIOR TO FALL 2012: Course credit exclusion: AS/EN 4219 3.00.

AP/EN 4333 3.00 Herman Melville

We study a handful of Melville's many novels, short stories, and poems. Characteristic topics include cultural relativism, the nature of the universe, slavery, the bachelor (the man of naïve "half-vision"), paradise lost and regained, the monomaniac, feminist issues, and Transcendentalism as a movement and an epistemology. Additionally, we consider aspects of Melville's prose style and techniques involving symbolism and allegory.

Course credit exclusions: None.

AP/EN 4335 3.00 Henry James*

The course examines representative fiction of Henry James, probably the most influential novelist of the late 19th century. James pioneered the international theme, bridging the gap between American and European cultures, as his narrative experiments bridge male and female consciousnesses.

Course credit exclusions: None.

PRIOR TO FALL 2012: Course credit exclusions: AS/EN 4210H 3.00 (prior to Fall/Winter 2003-2004), AS/EN 4212 3.00.

AP/EN 4341 3.00 Wharton & Cather

This course examines the contributions to early 20th-century American fiction of two influential women writers, Edith Wharton and Willa Cather. Each in her own way subverted or radicalized what had been a canonical male-dominated tradition in 19th-century America.

Course credit exclusions: None.

PRIOR TO FALL 2012: Course credit exclusions: AS/EN 4210E 3.00 (prior to Fall/Winter 2003-2004), AS/EN 4213 3.00.

AP/EN 4350 6.00 Harlem Renaissance*

This course provides an introduction to the Harlem Renaissance, a period of unprecedented African-American cultural production in the 1920's and early 30's, fundamental for understanding later 20th century American and African-American literature.

Course credit exclusions: None.

PRIOR TO FALL 2012: Course credit exclusions: AS/EN 4210J 6.00 (prior to Fall/Winter 2003-2004), AS/EN 4214 6.00.

AP/EN 4352 3.00 F. Scott Fitzgerald

This course studies novels, selected short stories and essays by F. Scott Fitzgerald. Some of the notebook entries, letters, juvenilia and memoirs relating to his theories of writing and his own fiction in particular are considered.

Course credit exclusions: None.

PRIOR TO FALL 2012: Course credit exclusions: AS/EN 4260J 3.00 (prior to Fall/Winter 2003-2004), AS/EN 4267 3.00.

AP/EN 4390 6.00 Contemporary American Gothic

This course considers the ubiquity of the ghostly, the resonances of a haunted past, in recent American literature. It examines psychoanalytic, deconstructive, and social theories of gothic and considers persistences of traditional gothic motifs.

Course credit exclusions: None.

PRIOR TO FALL 2012: Course credit exclusion: AS/EN 4218 6.00.

AP/HIST 1005 6.00 Evolution of Urban Black America

This course focuses on the development of urban black communities in the northern US in relation to the immense changes that took place from 1830 to 1940, especially the complex reasons which lead African Americans to leave the South.

Course credit exclusions: None.

PRIOR TO FALL 2012: Course credit exclusions: AS/HIST 1000A 6.00 (prior to Fall/Winter 2003-2004), AS/HIST 1005 6.00.

AP/HIST 1076 6.00 Gender and Sexuality in North American History

Introduces students to the discipline of history using examples from the history of sex, gender, and sexuality in North America. The course emphasizes critical analysis of primary and secondary sources, historical research methods, and historiography. The content addresses change and continuity in the cultural meanings and lived experiences of manhood, womanhood, masculinity, femininity, cross-sex sexuality, same-sex sexuality, and other possibilities.

Course credit exclusions: None.

AP/HIST 1080 6.00 Growing up in North America

This course examines what it meant to be young in different times and places in the United States and Canada, and explores the interplay of cultural and material circumstances that shaped ideas about childhood and children's actual lives.

Course credit exclusions: None.

PRIOR TO FALL 2012: Course credit exclusion: AS/HIST 1080 6.00.

AP/HIST 2600 6.00 United States History

An overview of the United States from pre-colonization to the present. First term examines Native/European encounters, American Revolution, slavery, westward expansion, and Civil War. Second term traces the rise of the U.S. as an economic and military superpower, and the struggle for civil rights. Themes include race, immigration, religion, federal power, gender and the impact of social movements.

Course credit exclusion: GL/HIST 2570 6.00.

PRIOR TO FALL 2012: Course credit exclusions: AK/HIST 2310 6.00, AS/HIST 2600 6.00, GL/HIST 2570 6.00.

AP/HIST 3601 6.00 Indigenous and Colonial American History to 1776

Analyzes change and continuity in indigenous and colonial America, beginning with indigenous cultures before the European invasions, tracing the rise of British, French, and Spanish colonies in North America, focusing on the emergence and expansion of African American slavery, and concluding with the Declaration of Independence and the establishment of the United States in 1776.

Course credit exclusions: None.

AP/HIST 3602 6.00 US History from the Revolution to the Civil War and Reconstruction

Analyzes change and continuity in early U.S. history, beginning with the American Revolution, highlighting U.S. expansion and development in the early nineteenth century, and concluding with the Civil War and Reconstruction in the 1860s and 1870s.

Course credit exclusions: None.

AP/HIST 3610 6.00 19th-Century United States Social History

America's transition from an agricultural to a predominantly industrial society will be viewed through the lives of ordinary people, using biographies and group studies.

Course credit exclusions: None.

Prior TO FALL 2012: Course credit exclusion: AS/HIST 3610 6.00

AP/HIST 3620 6.00 History of Sexuality in the United States

This course explores the history of sexual attitudes, desires, behaviours, identities, communities and movements. Among the topics covered are reproduction, birth control and abortion; prostitution and

commercialized sex; sexually-transmitted diseases; interethnic sexualities; and same-sex and cross-sex sexualities.

Course credit exclusions: None.

AP/HIST 3622 3.00 The US Civil War: Causes, Clashes and Consequences

This course, which focuses on the years from 1840 to 1877, explores the causes of the U.S. Civil War, military strategy, and the aftermath of this conflict. Topics examined include slavery, politics, military history and the era of Reconstruction.

Course credit exclusions: None.

Prior TO FALL 2012: Course credit exclusion: AS/HIST 3622 3.00.

AP/HIST 3625 3.00 Constitutional Law and Equal Rights

This course examines the history of major US Supreme Court rulings dealing with equal rights. The focus is on decisions dealing with economic, ethnoracial, sex/gender, and sexual equality, as well as the rights of immigrants, in the 20th century.

Course credit exclusions: None.

PRIOR TO FALL 2012: Course credit exclusion: AS/HIST 3625 3.00.

AP/HIST 3630 6.00 Family and Gender in African American History

This course examines how African-American views regarding gender and family have evolved over time and how these views have been represented or misrepresented in popular culture.

Course credit exclusions: None.

PRIOR TO FALL 2012: Course credit exclusion: AS/HIST 3630 6.00.

AP/HIST 3660 3.00 US Economic and Business History to 1880

This course explores the inception, rise, development and maturing of the US economy and the changing nature of business organization. Connections with political and social change will also be emphasized.

Course credit exclusions: None.

PRIOR TO FALL 2012: Course credit exclusions: AS/ECON 3089 3.00, AS/HIST 3660 3.00.

AP/HIST 3670 3.00 US Business History Since 1880: The Origins and Consequences of Managerial Capitalism

This course explores the inception, rise, development, maturing and present state of the US economy and the changing nature of business organization. Connections with political and social change will also be emphasized.

Course credit exclusions: None.

PRIOR TO FALL 2012: Course credit exclusions: AS/ECON 3099 3.00, AS/HIST 3670 3.00.

AP/HIST 3692 6.00 The United States in the World

This course examines the far-reaching impact the US has had on other nations as well as the ways that interactions with other nations have changed American society and culture since Independence, especially in the 20th century.

Course credit exclusions: None.

PRIOR TO FALL 2012: Course credit exclusion: AS/HIST 3692 6.00.

AP/HIST 4640 6.00 Organizing the US for War

How the United States has organized for war in the 20th century, focusing on the two world wars, Korea and Vietnam.

Course credit exclusions: None.

PRIOR TO FALL 2012: Course credit exclusion: AS/HIST 4640 6.00.

AP/HIST 4061 6.00 Race and Politics in American Society Since the Second World War

This course examines the different forms of black political action in the United States since the Second World War and assesses the effectiveness of each in reducing racial discrimination and poverty.

Course credit exclusion: AP/HIST 4690 6.00.

PRIOR TO FALL 2012: Course credit exclusions: AS/HIST 4061 6.00, AS/HIST 4690 6.00.

AP/HIST 4069 6.00 Colloquium in US History

Advanced colloquium in selected topics in US history. Topics vary from year to year. Please consult the History supplemental calendar for more details.

This course is restricted to History Honours majors and minors who have successfully completed at least 84 credits. Prerequisites: AP/HIST 2600 6.00 or AP/HIST 3601 6.00 or AP/HIST 3602 6.00 or AP/HIST 3610 6.00 or AP/HIST 3622 3.00 or AP/HIST 3625 3.00 or AP/HIST 3692 6.00 or AP/HUMA 2325 6.00 or by departmental permission.

Course credit exclusions: None.

PRIOR TO FALL 2012: Course credit exclusion: AS/HIST 4069 6.00.

AP/HIST 4670 6.00 The American Novel as an Historical Document

This course examines a series of literary works and emphasizes the ways in which they reflect the changing nature of United States society.

Course credit exclusions: None.

PRIOR TO FALL 2012: Course credit exclusions: AK/HIST 4330 6.00, AS/HIST 4670 6.00.

AP/HIST 4699 6.00 Selected Topics in US History

Research seminar on selected topics in US history. Topics vary from year to year. Please consult the History supplemental calendar for more details.

Course credit exclusions: None.

PRIOR TO FALL 2012: Course credit exclusion: AS/HIST 4699 6.00.

AP/HIST 4800 6.00 (cross-listed to: AP/HUMA 4220 6.00) The Science of Society: Social Thought in North America, 1890-1940

This course presents an analysis of the intellectual, cultural and social changes which contributed to the rise of the social sciences and re-organization of the liberal arts in North America during the period 1890-1940. By focusing on this context as well as major theories and trends in several disciplines, this course will provide insight into modern North American culture.

Prerequisite: Permission of the instructor. Course credit exclusions: None.

PRIOR TO FALL 2012: Course credit exclusion: AS/HIST 4800 6.00, AS/HUMA 4220 6.00.

AP/HUMA 1300 9.00 Cultures of Resistance in the Americas: The African American Experience

This course examines oppression and the ways in which Afro-American, Amerindian and racially-mixed communities in the Caribbean, Latin America, Canada and the United States use cultural patterns - the oral tradition, religion and ethics - both to comment on that oppression and to express alternatives. Note: This course has been approved in the Faculty of Liberal Arts & Professional Studies for general education credit.

Course credit exclusions: None.

PRIOR TO FALL 2012: Course credit exclusion: AS/HUMA 1300 9.00.

AP/HUMA 2320 9.00 Ideas of America: The Cultures of North America

This course addresses cultural developments and transformations in North America from the period of European contact to the present. Following a comparative investigation of imperialism and nationalism in shaping the cultures of Canada, the United States and Mexico, the course offers a close examination of North America in the 20th century devoting particular attention to the realm of popular culture.

Note: This course has been approved in the Faculty of Liberal Arts & Professional Studies for general education credit.

Course credit exclusions: None.

PRIOR TO FALL 2012: Course credit exclusion: AS/HUMA 2320 9.00.

AP/HUMA 3316 3.00 Black Women's Writing

This course introduces students to literature produced by black women writers in the Caribbean, Canada and the United States after the 1970s.

Course credit exclusions: None.

PRIOR TO FALL 2012: Course credit exclusion: AS/HUMA 3316 3.00.

AP/HUMA 3661 3.00 (cross-listed to: AP/MIST 3661 3.00) Studies in African American Art and Theatre: History and Memory

Explores how certain African American visual artist and dramatists interpret historical experience. Raises theoretical questions of representation, visualization, intertextuality, interdisciplinarity, and politics and the aesthetics of portrayal, focusing on the work of Romare Bearden, Jacob Lawrence, August Wilson, Adrienne Kennedy.

Course credit exclusions: AP/HUMA 3661 6.00, AP/REI 3661 3.00 (prior to Fall 2013), AP/REI 3661 6.00 (prior to Fall 2013).

PRIOR TO FALL 2012: Course credit exclusions: AK/EN 3955 3.00, AK/EN 3955 6.00, AK/HUMA 3670 3.00 and AK/HUMA 3670 6.00.

AP/HUMA 3661 6.00 (cross-listed to: AP/MIST 3661 6.00) Studies in African American Art and Theatre: History and Memory

Explores how certain African American visual artist and dramatists interpret historical experience. Raises theoretical questions of representation, visualization, intertextuality, interdisciplinarity, and politics and the aesthetics of portrayal, focusing on the work of Romare Bearden, Jacob Lawrence, August Wilson, Adrienne Kennedy.

Course credit exclusions: AP/HUMA 3661 3.00, AP/REI 3661 3.00 (prior to Fall 2013), AP/REI 3661 6.00 (prior to Fall 2013).

PRIOR TO FALL 2012: Course credit exclusions: AK/EN 3955 3.00, AK/EN 3955 6.00, AK/HUMA 3670 3.00 and AK/HUMA 3670 6.00

AP/HUMA 3920 6.00 Themes in US Studies: Theories and Causes

Explores the theoretical underpinnings and substance of several areas of US Studies, and provides a capstone for the program. During the first eight weeks the course examines theories of history, literature, and political science. The balance of the year focuses on three case studies, such as culture during the Cold War or the slave experience.

AP/POLS 3400 3.00 Political Economy of Industrial Democracies

This course provides an analysis of the political economy of the advanced capitalist democracies in the postwar period. The primary area of focus is Western Europe, but the subject matter may also include Japan and the USA.

Course credit exclusions: None.

PRIOR TO FALL 2012: Course credit exclusions: AS/POLS 3400 3.00, AS/POLS 3700 3.00 (prior to Fall/Winter 2003-2004).

AP/POLS 3540 3.00 American Government and Politics

An analysis of the American system via examination of recent political events. Attention is given to the composition of the socio-political elite, the nature of mass influence in public policies, and the operation of such major institutions as the congress, courts, presidency and political parties.

Course credit exclusion: GL/POLS 3230 6.00.

PRIOR TO FALL 2012: Course credit exclusions: AS/POLS 3540 3.00, GL/POLS 3230 6.00.

AP/POLS 3545 3.00 Freedom and Inequality: An American Dilemma

This course explores the impact of the institutionalized ideal of freedom on America's political economy. Topics include unequal access to democratic institutions; the welfare system; global responsibility for freedom; and political repression and the policing of dissent.

Course credit exclusions: None.

PRIOR TO FALL 2012: Course credit exclusion: AS/POLS 3545 3.00.

AP/POLS 4270 3.00 United States Foreign Policy

An examination of the historical development of the objectives of US foreign policy and of current policy issues. The course considers different analytic approaches to understanding the formulation and implementation of policy with emphasis on bureaucratic politics.

Course credit exclusion: None.

PRIOR TO FALL 2012: Course credit exclusions: AK/POLS/PPAS 4115 3.00 (prior to 2006), AS/POLS 4270 3.00.

AP/POLS 4470 3.00 Working Class Politics in Capitalist Democracies

This course seeks to understand the current parameters of working class politics through a theoretical and historical examination of the relationship between parties, trade unions and the democratic capitalist state.

Course credit exclusions: None.

PRIOR TO FALL 2012: Course credit exclusion: AS/POLS 4470 3.00.

AP/POLS 4545 3.00 Approaches to American Politics

This seminar introduces participants to overarching interpretations of American politics. We critically examine different theories on the nature and driving forces of politics in the United States since the creation of the republic.

Course credit exclusions: None.

PRIOR TO FALL 2012: Course credit exclusion: AS/POLS 4545 3.00.

AP/POLS 4546 3.00 Politics, Society and Democracy in the US

This seminar explores the disjunction between US democratic ideals and practices within their political-economic context. Social, economic and ethnic inequalities are scrutinized in light of the strong symbolism provided by the US constitution and democratic institutions.

Course credit exclusions: None.

PRIOR TO FALL 2012: Course credit exclusions: AS/POLS 4001D 3.00 (prior to Fall/Winter 2003-2004), AS/POLS 4546 3.00.

AP/MIST 3538 6.00 (cross-listed to: AP/CDNS 3538 6.00, AP/HUMA 3538 6.00) Comparative Issues in Canadian and American Native Literature

Examines similarities and contrasts in contemporary Native writers in Canada and the United States. The course explores many varied interpretations of Native historical experience, definitions of culture, “self-determination” and the meaning and implications of “Indian” identities.

Course credit exclusions: None.

PRIOR TO FALL 2012: Course credit exclusions: AK/EN 3000J 6.00 (prior to Summer 1997), AK/EN 3858 6.00, AK/HUMA 3605M 6.00 (prior to Fall/Winter 2000-2001).

AP/SOSC 3240 3.00 Labour and Globalization I: North American Perspectives

This course looks at the post-war assumptions governing the limits and possibilities of trade union action in mature welfare states. It moves to looking at labour in English Canada and Quebec, the US and Mexico, pre and during NAFTA.

Course credit exclusions: None.

PRIOR TO FALL 2012: Course credit exclusion: AS/SOSC 3240 3.00.

AP/MIST 4050 6.00 African Communities in the Americas

An analysis of enslavement and of family structure and gender, politics, and paths of cultural resistance in selected African communities in the Americas, together with an examination of theoretical perspectives on black struggle.

Course credit exclusions: AP/REI 4050 6.00 (prior to Fall 2013), AP/SOCI 4050 6.00 (prior to Fall 2012).

PRIOR TO FALL 2012: Course credit exclusions: AK/SOCI 4050 6.00, AK/HIST 4910 6.00.

FA/FILM 3210 3.00 (cross-listed to: AP/HUMA 3909 3.00) The American Film I

Surveys the major events and significant trends involved in the development of American fiction and documentary film from its beginnings through the classical studies period. Four hours. Prerequisite: FA/FILM 1400 6.00 or permission of the course director. Course credit exclusions: None.

FA/FILM 3211 3.00 (cross-listed to: AP/HUMA 3910 3.00) The American Film II

Studies the development of American cinema since the Second World War including the break-up of the studio system, the changing styles of American feature films and of documentary since the advent of network television. Four hours. Prerequisite: FA/FILM 1400 6.00 or permission of the course director. Course credit exclusions: None.

FA FILM 3420A 3.00 The Rise & Fall of the Hollywood Musical

Examines and celebrates of the American film musical as a unique genre, emphasizing its multi-disciplinary elements, analyzing its development, structure and meaning and considering the various factors - technological, industrial, political and cultural - and the key creative figures that played important roles in its growth and demise. Prerequisite: FA/FILM 1400 6.00 or FA/FILM 2401 6.00 or permission of the Film Department.

FA/FILM 3420D 3.00 Studies in Genre: Horror

Investigates the concept of genre through the study of the horror film or television series as a genre crossing distinctive national, institutional and historical categories. The cultural significance and

social/historical determinants of the horror film are central to the course as well as the conventions, evolution and iconography of this popular genre. Prerequisite: FA/FILM 1400 6.00 or permission of the Film Department.

FA/FILM 3420E 3.00 The Science Fiction Film

Surveys science fiction films to 1965, the course explores the place of science fiction film in the overall development of cinema as well as the theoretical and ideological issues arising from the films themselves. Prerequisites: None.

FA/FILM 3420F 3.00 Science Fiction Film Since 1965

Surveys science fiction films and television programs since 1965, the course will explore issues pertaining to the place of science fiction film in contemporary cinema, depiction of technology, issues of ideology, gender, diversity and class. Prerequisites: None.

FA/FILM 3420H 3.00 Crime Film

Explores the history of the crime film genre, with attention to its genesis in American early sound cinema (gangster films), and its development in film noir, mob (Godfather cycle), French New Wave and other international cinemas, and television (Sopranos).

Prerequisites: None. Open to non-majors.

FA/FILM 3420J 3.00 The Western

Offers a critical examination of the Western, not just as a genre specific to Hollywood cinema, but an ideological construct that has manifested itself in other popular cinemas throughout the world.

Open to non-majors.

FA/MUSI 1046 3.00 African-American Music: Ragtime, Blues, Boogie-Woogie and Barrelhouse Piano

Provides practical performance instruction in the African-American traditions of ragtime, blues, boogie-woogie and barrelhouse piano performance. Students develop manual independence, rhythmic security, improvisation skills and stylistic awareness using repertoire chosen from the tradition. Both aural sources and written scores are consulted and used to recreate the music. Prerequisite: None. Open to majors and non-majors with appropriate skill level in piano playing. (Grade VIII RCM level suggested).

FA/VISA 2750 6.00 (cross-listed to: AP/HUMA 2175 6.00) Art of North America before 1900

Surveys North American art from earliest creative activity until the late 19th Century, beginning with Indigenous cultures and moving to issues arising in colonial contexts of conquest, colonization and the construction of national identities in Canada, the United States and Mexico.

Open to Non-Majors.

FA/VISA 3310 3.00 Art Criticism: Principles and Practice

Introduces the principles of art criticism: the range of questions it asks, the procedures used to answer them, and the assumptions underlying critical practice. Students read theory, examples of critical writings, and write their own criticism. Prerequisite: One of FA/VISA 1110 6.00, FA/VISA 2340 6.00 or FA/VISA 2620 6.00 or permission of the course director.

FA/VISA 3350A 3.00 Representation of Indigenous North Americans in Art and Popular Visual Culture

Offers an exploration of images of Indigenous North Americans in art and popular culture from Medieval visual precedents such as the Wildman until the present. Indigenous responses to these representations will sometimes be explored through the work of contemporary artists. Open to Non-Majors. 3rd or 4th year standing.

FA/VISA 3610 3.00 Art Institutions / Art Networks: Introduction to Museums, Galleries and Visual Art Organizations

Considers the participation of art institutions and organizations - including the modern museum and art gallery - in cultural networks engaged in arts education, promotion, and support, now subject to post-modern and post-colonial critiques. Open to non-majors.

GS/MUSI 5190 3.00 African-American Traditional Music

GL/HIST 2570 6.0 EN History of the United States from the Colonial Foundations to the Present

The course provides a general survey of American history from the beginning to recent times. While devoting some attention to all aspects of the history of the United States, the course emphasizes especially social, political, cultural and economic developments.

GL/HIST 2570 6.0 FR Introduction à l'histoire des États-Unis

Ce cours présente l'histoire des États-Unis depuis les premières découvertes jusqu'à nos jours. Il passe en revue les grandes étapes de l'évolution de la nation américaine en insistant sur ses aspects sociaux et politiques.

GL/HIST 3317 3.0 EN Comparative Slavery and Emancipations in the Americas

Africans formed a core population in the colonies of North America, South America, and the Caribbean. This course will compare slave societies from their roots in fifteenth-century Iberia through the emancipation movements of the nineteenth century.

GL/HIST 3220 6.0 EN Growth of American Nationalism

A study of selected themes and events in the development of the American nation from the Revolution to the Spanish-American War.

GL/HIST 3340 6.0 EN Twentieth-Century America

This course examines the social, economic, political and cultural developments in modern America with emphasis on the American reform tradition. Attention is also paid to the global expansion of American economic and political influence.

GL/HIST 3310 3.0(FR) Francophonies d'Amérique 1604 à 1867

L'histoire des communautés francophones de l'Amérique du Nord depuis les débuts de la colonisation française jusqu'à la Confédération canadienne. L'attention porte bien sûr sur le Québec, mais aussi sur l'Acadie, sur la Louisiane et sur les autres centres de peuplement français.

GL/HIST 3315 3.0(FR) Francophonies d'Amérique de 1867 à nos jours

L'histoire des communautés francophones de l'Amérique du Nord entre la continuité culturelle, le renouveau et l'éclipse. Le cours examine les raisons pour lesquelles ces communautés ont connu des parcours si différents.

GL/HIST 3345 3.0 EN Immigrant Experience – U.S. 1840-1930

An examination of immigration and ethnicity in the United States at a crucial point in its evolution. Topics covered include but are not limited to: the migration process, the family wage economy, the world of work and labour movement, living conditions, social mobility and the formation of an immigrant middle class, popular and ethnic culture, ethnic politics, ethnic relations.

GL/HIST 3347 3.0 EN Case Studies in U.S Migration History

This course explores migration (emigration and immigration) ethnicity and race in the nineteenth- and twentieth-century United States and beyond. It analyses the diverse experiences of immigrants and their descendants belonging to select groups from Asia, Europe, and the Americas. Groups may vary from year to year.

GL/HIST 3635 6.0 EN Canadian-American Relations from 17th Century to the Present

This course examines Canadian-American relations since the colonial period. Particular attention is given to the study of the internal and external factors which shape these relations. Diverse approaches are used: diplomatic, strategic, political, economic, social, cultural.

GL/HIST 3671 6.0 EN Twenty Books that Shaped America

This course offers an in-depth exploration of twenty inter-disciplinary publications which significantly altered the course of U.S. history from the American Revolution to the Nixon presidency. Students are challenged to explore the contemporary as well as the long-term impact of each work.

GL/EN 3470 6.00 American Literature

The course contextualizes American literature with a brief look at the 17th and 18th centuries. The bulk of the course features some of the major texts of the American Renaissance of the mid-19th century.

GL/ POLS 3230 6.0(EN) Government and Politics of the United States

An examination of contemporary American public life. Special attention is given to the presidency, the legislative process, federalism, the protection of individual liberties and the evolution of foreign and domestic policy.

Open to students in second-, third-, or fourth

GL/POLS 4610 6.0(EN) Foreign Policy of the United States

A study of the domestic, inter- and transnational factors which shape U.S. foreign policy as well as the principal interpretations of U.S foreign policy in international relations theory. Topics covered include the media, trade policy, diplomacy and military means.

4.3 For undergraduate programs, comment on the anticipated class sizes. For graduate programs, comment on how the course offerings will ensure that each graduate student in the program will take a minimum of two-thirds of the course requirements from among graduate level courses.

The introductory course AP/HUMA 2325 will have an enrolment of 100 (not all will be students in US Studies). While the lecture will bring together all students, the tutorials will have 25 each. For the third-year capstone course, AP/HUMA 3920, the estimated enrolment will be 30.

The enrolment in other courses that US Studies students take will vary according to the policies of particular departments. But typically, third-year courses have larger enrolments (typically capped in the history department at 50), while 4th year seminars are often kept to 18 students, or in the case of colloquia, 30 students.

4.4 As an appendix, provide a copy of the program requirements as they will appear in the Undergraduate Calendar or Graduate Calendar, as appropriate.

See Appendix A.

5. Program Structure, Learning Outcomes and Assessment.

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

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

Here are some of the key learning outcomes, which are fully aligned with the relevant degree level expectations.

Students will learn about the broad sweep of American society, culture, and institutions. The three primary fields that shape US studies are history, literature, and political science. Students completing this program will be well aware of the importance of these areas and also how events, culture, and institutions have changed over time from the colonial era to the present.

Students will strengthen their communications skills. Few skills are more important than the ability to communicate clearly. Not only the introductory and capstone course, but virtually every course listed in US Studies highlights clear writing and clear thinking, as well as the ability to communicate well orally. Moreover, the program, particularly in the honors stream, emphasizes the seminar experience. The point of this program is not merely to produce experts. It is also to develop students whose insights are drawn from several disciplines and who can articulate their ideas effectively and forcefully – even to individuals who may not be trained in those disciplines. Involvement in a range of courses will help move students beyond a use of language that works only one narrow analytical context.

Students will learn the methodologies of the component fields they study. Each of the areas that comprise US Studies has its own methodology, and students will be expected to become familiar with these approaches. This is the multidisciplinary nature of the program, reflected in its breadth of offerings. Thus political science courses often focus on institutions and the ideas that shape them, while history courses deal with change over time. Every course examines primary sources, but students in US Studies will quickly learn how varied these sources are. For a literature seminar, the focus might be on a novel or poem, while for a history course it could be a collection of documents. Film students learn how to “see” movies in new ways, just as art and music students will discover new approaches to their media. In few of York’s programs will the breadth of materials that students encounter be as striking as it will be in US Studies.

Students will learn to draw together material from a variety of disciplines. Particularly in the introductory and capstone courses, they will be encouraged to cross disciplinary boundaries, and so develop new analytical skills. From the beginning – when the students take the introductory course – the program will encourage synergies. US Studies will always be more than a collection of courses. The materials studied will encourage students to look at periods, people, and sources from multiple points of view. For example, students might take several courses dealing with the 1960s. They will learn about its music, its history, its literature, and its films. Each new area will deepen their insights

into the period. The result will be an interdisciplinary understanding of an era, with students bringing together what they have learned in different courses. Looking beyond York, the skills acquired will provide excellent grounding for those who want to work in knowledge-intensive industries or professions.

Students will learn about the interaction between the US and World. Here is an equation with two sides. Ever since the Declaration of Independence in 1776 (and in some respects even earlier) developments in the US have had a far-reaching impact on countries around the globe. This impact became particularly marked when the US developed into a world power in the twentieth century. By the same measure, changes in other countries have had a remarkable impact on the US. Both aspects will be examined in this program.

Students will examine the role of “subaltern” groups, those sets of individuals which have been subordinated or oppressed during the course of US history. During recent decades few aspects of US Studies have been more important than the study of minorities and other subordinated groups such as African Americans, Hispanics, women, LGBT individuals, and Native Americans. Using various vantage points, this program will closely examine these groups.

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

US Studies structure and curriculum support a broad set of learning outcomes. The program helps undergraduates learn how American history, culture and institutions have changed over time; how to communicate effectively in written and oral form; how different bodies of theory and practice guide research and interpretation; how multiple disciplines come together to shed light on different problems; how the world and the US have interacted; and how minority and oppressed groups have shaped and been shaped by American society. More broadly, US Studies will prepare students for the broad range of careers where knowledge of Canada’s powerful neighbor is important and for the many positions which demand the ability to analyze and integrate diverse bodies of information.

The structure of the program contributes to these goals. Every student must take a broad selection of courses, including at least six credits from each of the following three areas: 1. literature; 2. history, political science, sociology, or social science; and 3. humanities, music, dance, film and art. In addition, at least one of these courses must deal with the period before 1900 and at least one must deal with the years after 1900.

The two mandatory courses – AP/HUMA 2325 (“Introduction to US Studies”) and AP/HUMA 3920 (“Themes in US Studies: Theories and Cases”) – also contribute to these learning outcomes.

The introductory course will provide students with an overview of American culture, society, and history. The lectures, which proceed in chronological order, examine various aspects of American literature, painting, music, social structure, and government from first contact to the present. Students will learn how to analyze a broad variety of “documents,” including works of music, paintings, novels, as well as more traditional sources such as letters and speeches. The course also introduces students to the basic theoretical approaches that shape the component fields of US Studies. The tutorials, most of which will focus on primary source material, reinforce and expand upon the lectures. So will two

essays, one which focuses on secondary material, and one which involves a significant research project using primary source material.

Like the introductory course, the capstone course emphasizes three core fields: history, literature, and political science. The first third of the year examines the bodies of theory that form the "toolkits" for these disciplines. It explores how researchers use -- or in some cases ignore -- these approaches in their investigation of various problems. The final two-thirds is devoted to three "case studies." These will vary by year, but all will be interdisciplinary. At least one of the case studies will focus on minority, oppressed, or "subaltern" groups (such as African-Americans, women, gays, hispanics, disabled individuals, or native Americans), while one will treat the US in the World/the World in the US.

For most students the final year of US Studies will involve 4000-level seminars, an in-depth focus on particular topics, and the writing of a major research paper. These seminars will give students an opportunity to pursue their individual interests within the field of US Studies. And it will encourage students to use the bodies of theory they have learned and to demonstrate the strengths of work that is both interdisciplinary and multidisciplinary.

5.3 Address how the methods and criteria for assessing student achievement are appropriate and effective relative to the program learning outcomes and Degree Level Expectations.

In the US Studies program the methods and criteria for assessing student achievement reinforce the program learning outcomes as well as degree level expectations. Naturally, approaches vary; the US Studies program brings together over 50 courses in 12 departments. But in our organizing meetings and subsequent discussions, what quickly became evident were the consistencies across many departments and year levels. Clear, well-structured writing is emphasized at every level, with assignments shorter and more frequent at the 2000-level, and essays longer and still more focused at the 3000-level. All 4000-level seminars include a major research paper based on primary sources, and designed to emphasize the theories and practices of the discipline. All courses place a premium on oral expression, with incisive commentary, and collaborative, active listening further emphasized at the 4000-level. Examinations reinforce learning, particularly at the 2000- and 3000-level, with some 2000-level courses offering shorter, more frequent quizzes. In every case, these assessments comport with Degree Level Expectations and the program learning outcomes discussed above in 5.2.

The method of assessment in the two mandatory courses—the introductory and capstone courses—deserve particular mention. In the introductory course the assignments are frequent and fully aligned with the goals of this course. Two exams, five quizzes, and two essays (one focusing on secondary material; one a research project) will allow students to build skills and make possible a careful, accurate, and continuous assessment of their progress.

In the capstone course evaluation of students will be based on their performance in classwork, a final examination that covers the year's work, and three essays. The classwork component will reward students who are consistently prepared, and who thoughtfully engage the assigned materials, many of which are primary documents (including works of literature and contemporary commentary). The first paper is short (4 pages) and deals with a question of theory; the second, 6 pages in length, examines an aspect of the case study explored in the first semester. Finally, during the second term students undertake a major paper (16-20 pages) that reflects original research, an interdisciplinary approach, and a solid grounding in relevant theory.

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

Although the materials presented in the two required courses are wide-ranging, the mode of delivery will be more traditional, and will reflect York's long-standing emphasis on lectures and tutorials.

Some of the component courses – such as those presented in film, music, and fine arts – include various modes of delivery, including museum visits, film screenings, and internet sources.

6. Admission Requirements

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

Students seeking to enroll in the US Studies program must meet the requirements for admission to BA programs in the Faculty of Liberal Arts and Professional Studies. These requirements include six grade 12U/M courses, including ENG4U or the equivalent. Students transferring from another accredited post-secondary institution must satisfy the grade point average required of transfer students. If demand appears greater than anticipated, the members of the program can discuss raising these requirements in the future.

6.2 Explain any alternative requirements, if any, for admission into an undergraduate, graduate or second-entry program, such as minimum grade point average, additional languages or portfolios, along with how the program recognizes prior work or learning experience.

The US Studies program has no additional language, portfolio or prior work or learning requirements.

7. Resources.

7.1 Comment on the areas of strength and expertise of the faculty who will actively participate in delivering the program, focusing on its current status, as well as any plans in place to provide the resources necessary to implement and/or sustain the program.

Over 50 full-time faculty members in twelve departments, divisions, and programs teach courses relating to the US. In addition over 20 part-time and contractually-limited faculty members will contribute to the program. The concentration of talent is particularly notable in fields such as English, history, and political science. There are also important courses, and distinguished professors teaching about America in both Humanities and Social Sciences, as well as in Economics, Education, Environmental Studies, Fine Arts (including Music, Film, and Dance), Sociology, Urban Studies, and Women's Studies. No additional resources will be needed to implement and sustain the program. The introductory course, which is now being offered, replaces another 2000-level humanities course that broadly surveyed US culture.

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

Contract staff will play an important role in the delivery of some the courses, as they do in various faculties of the university. But the anticipation is, as the numbers in 7.1 above suggest, that great majority of courses will be taught by full-time faculty. There is no anticipated role for retired faculty in this program.

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

No major laboratory facilities or equipment will be required for this program.

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

The US Studies program has no anticipated demand for office, laboratory, or general research space now or during the coming years.

7.5 As appropriate, comment on academic supports and services, including information technology, that directly contribute to the academic quality of the program proposed.

The program anticipates no new demands for academic services or information technology.

7.6 For graduate programs, indicate financial support that will be provided to master's and/or PhD students, including how this support will be sufficient to ensure adequate quality and numbers of students. Comment on how supervisory loads will be distributed, as appropriate. Special attention should be paid to supervisory capacity for new PhD programs.

N/A

7.7 For undergraduate programs, indicate anticipated class sizes and capacity for supervision of experiential learning opportunities, as appropriate.

Entry 4.3 above discusses class sizes. "Experiential learning opportunities" are not an anticipated part of this program.

Table 1 – Listing of Faculty

For undergraduate programs: Identify all full-time faculty who will actively participate in delivering the program, as follows.

Table 1: Listing of Faculty:

Faculty Name	Home Unit	Areas of Specialization
Anne MacLennan	Communications	advertising and society
Kieran Furlong	Economics	Economic policy
Mary Leigh Morbey	Education	intersection of culture and computer based information
Karen Stanworth	Education	education, art, and identity formation in US and Canada
Marcus Boon	English	contemporary literature
Thomas Loebel	English	19th and 20th century American literature
Art Redding	English	20th century American literature
Elizabeth Sabiston	English	British and American literature
Jonathan Warren	English	late 19th and early 20th century American literature

Susan Warwick	English	Canadian and American literature
Brett Zimmerman	English	19 th century American literature
Liette Gilbert	Environmental Studies	comparative urban studies with a North American perspective
Roger Keil	Environmental Studies	comparative urban studies with a North American perspective
Rob Bowman	Fine Arts	American popular music
Janine Marchessault	Fine Arts	American popular television, e.g. soap operas.
John McCullough	Fine Arts	film
Don Newgren	Fine Arts	graphic design, has worked with many large US firms
Danielle Robinson	Fine Arts	Dance
Tess Takahashi	Fine Arts	film
Michael Zryd	Fine Arts	film
Marc Egnal	History	18th and 19th centuries
Boyd Cothran	History	U.S. cultural and indigenous history
William Gleberzon	History	20th century
Molly Ladd-Taylor	History	20th century, women
Carolyn Podruchny	History	native Americans
Marc Stein	History	20th century, gay and lesbian
Irmgard Steinisch	History	German & US History
Stephen M. Gennaro	Humanities	20 th century
Leslie Sanders	Humanities	African American literature
Victor Shea	Humanities	terrorism and imperialism
David Dewitt	Political Science	Contemporary politics
Daniel Drache	Political Science	Canada US relations
Scott Forsyth	Political Science (cross-appointed with Film in FA)	Politics of Hollywood
James Laxer	Political Science	US Canadian relations
Stephen Newman	Political Science	American political thought
Leo Panitch	Political Science	US and globalization
Sergei Plekhanov	Political Science	Radical right-wing American politics
Jan Krouzil	Social Sciences	North American commerce
Carla Lipsig-Mummé	Social Sciences	US labour and NAFTA
Amber Gazso	Sociology	Health risks, a US/Canadian comparison
Mark Goodman	Sociology	African-American families
Luin Goldring	Sociology	US immigration policies
Douglas Young	Urban Studies Program	Urban design
Robert Perin	History, Glendon	Immigration
Edelgard Mahant	Political Science, Glendon	Foreign policy

8. Enrolment Projections

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

Given student interest in the component courses (for example, the US history survey had an scheduled enrolment of 150 in 2012-2013, and subsequent years), there should be strong interest in a US Studies program. The anticipated steady state enrolment is 50 to 80 students, which is in keeping with the demand for the stronger area studies programs at York. That steady state should be achieved by the third or fourth year the program is in existence.

PROJECTED ENROLMENTS					
Student Entry Status	2013	2014	2015	2016	2017
Continuing	0	20	45	45	45
New	25	35	35	35	35
Total	25	55	80	80	80

9. Support Statements

Support statements are required from:

- relevant Dean(s)/Principal, with respect to the adequacy of existing human (administrative and faculty), physical and financial resources necessary to support the program, as well as the commitment to any plans for new/additional resources necessary to implement and/or sustain the program
- Vice-President Academic and Provost, with respect to the adequacy of existing human (administrative and faculty), physical and financial resources necessary to support the program, as well as the commitment to any plans for new/additional resources necessary to implement and/or sustain the program
- University Librarian confirming the adequacy of library holdings and support
- University Registrar confirming the implementation schedule and any administrative arrangements
- relevant Faculties/units/programs confirming consultation on/support for the proposed program, as appropriate
- professional associations, government agencies or policy bodies with respect to the need/demand for the proposed program, as appropriate

United States Studies

Specialized Honours BA: 120 Credits

Residency requirement: a minimum of 30 course credits and at least half (50 per cent) of the course credits required in each undergraduate degree program major/minor must be taken at York University.

Graduation requirement: students must successfully complete (pass) at least 120 credits which meet the Faculty's degree and program requirements with a cumulative grade point average of at least 5.00.

General education: 24 credits of general education chosen from approved courses in humanities, modes of reasoning, natural science and social science, including a minimum of six credits in each of humanities, natural science and social science.

Major credits: at least 54 credits including:

- AP/ HUMA2325 6.00
- AP/HUMA3XXX 6.00
- At least 12 credits at the 4000-level
- At least six credits chosen from the approved list of courses below from each of the following three areas:
 1. Literature;
 2. History, Political Science, Sociology, Communications, or Social Science;
 3. Humanities, Music, Dance, Film, Art.

Note: The introductory course, AP/HUMA 2325 6.00, may not be used to fulfill the “Humanities, Music . . .” category requirement.

Note: Courses are also categorized into two time periods: Before 1900; After 1900. Students must take at least 12 credits from each time period.

Upper-level credits: at least 36 credits at the 3000 or 4000-level, including at least 18 credits at the 4000-level.

Credits outside the major: at least 18 credits.

Honours BA: 120 Credits

Residency requirement: a minimum of 30 course credits and at least half (50 per cent) of the course credits required in each undergraduate degree program major/minor must be taken at York University.

Graduation requirement: students must successfully complete (pass) at least 120 credits which meet the Faculty's degree and program requirements with a cumulative grade point average of at least 5.00.

General education: 24 credits of general education chosen from approved courses in humanities, modes of reasoning, natural science and social science, including a minimum of six credits in each of humanities, natural science and social science.

Major credits: at least 42 credits including:

- AP/HUMA 2325 6.00
- AP/HUMA 3XXX 6.00
- At least 12 credits at the 4000-level
- At least six credits chosen from the approved list of courses below from each of the following three areas:
 1. Literature;
 2. History, Political Science, Sociology, Communications, or Social Science;
 3. Humanities, Music, Dance, Film, Art.

Note: The introductory course, AP/HUMA 2325 6.00, may not be used to fulfill the “Humanities, Music . . .” category requirement.

Note: Courses are also categorized into two time periods: Before 1900; After 1900. Students must take at least 12 credits from each time period.

Upper-level credits: at least 36 credits at the 3000 or 4000-level, including at least 18 credits at the 4000-level.

Credits outside the major: at least 18 credits.

Honours Double Major BA: 120 Credits

The Honours BA program described above may be pursued jointly with approved Honours Double Major degree programs in the Faculties of Environmental Studies, Fine Arts, Health, Liberal Arts and Professional Studies, or Science and Engineering. For further details on requirements, refer to the listings for specific Honours programs that may be pursued jointly with other Faculties.

Note: in a double major program, a course may count only once toward major credit.

Honours Major/Minor BA: 120 Credits

The Honours BA program described above may be pursued jointly with approved Honours Minor degree programs in the Faculties of Environmental Studies, Fine Arts, Health, Liberal Arts and Professional Studies, or Science and Engineering. For further details on requirements, refer to the listings for specific Honours programs that may be pursued jointly with other Faculties.

Note: in a major/minor program, a course may count only once toward major credit or minor credit.

Honours Minor BA: 120 Credits

The Honours Minor BA program described may be combined with any approved Honours BA program that offers a major/minor option in the Faculties of Environmental Studies, Fine Arts, Health, Liberal

Arts and Professional Studies, or Science and Engineering. For further details on requirements, refer to the listings for specific Honours programs that may be pursued jointly with other Faculties.

Note: in a major/minor program, a course may count only once toward major credit or minor credit.

Minor credits: at least 30 credits including:

- AP/HUMA 2325 6.00
- AP/HUMA 3XXX 6.00
- At least six credits at the 4000-level
- At least six credits chosen from the approved list of courses below from each of the following three areas:
 1. Literature;
 2. History, Political Science, Sociology, Communications, or Social Science;
 3. Humanities, Music, Dance, Film, Art.

Note: The introductory course, AP/HUMA 2325 6.00, may not be used to fulfill the “Humanities, Music . . .” category requirement.

Note: Courses are also categorized into two time periods: Before 1900; After 1900. Students must take at least 12 credits from each time period.

BA: 90 Credits

Residency requirement: a minimum of 30 course credits and at least half (50 per cent) of the course credits required in each undergraduate degree program major/minor must be taken at York University.

Graduation requirement: students must successfully complete (pass) at least 90 credits that meet the Faculty's degree and program requirements with a cumulative grade point average of at least 4.00.

General education: 24 credits of general education chosen from approved courses in humanities, modes of reasoning, natural science and social science, including a minimum of six credits in each of humanities, natural science and social science.

Major credits: at least 30 credits including:

- AP/HUMA 2325 6.00
- AP/HUMA 3XXX 6.00
- At least six credits at the 3000- or 4000-level
- At least six credits chosen from the approved list of courses below from each of the following three areas:
 1. Literature;
 2. History, Political Science, Sociology, Communications, or Social Science;
 3. Humanities, Music, Dance, Film, Art.

Note: The introductory course, AP/HUMA 2325 6.00, may not be used to fulfill the “Humanities, Music . . .” category requirement.

Note: Courses are also categorized into two time periods: Before 1900; After 1900. Students must take at least 12 credits from each time period.

Upper-level credits: at least 18 credits at the 3000 or 4000-level.

Credits outside the major: at least 18 credits.

List of courses within the three areas (categorized by time period):

**Courses marked with an asterisk can fulfill either the “Before 1900” or the “After 1900” requirement. They cannot, however, do double duty. That is, the student must select which of the time periods the course will be credited to.*

1. Literature

Before 1900:

AP/EN 2230 6.00*
AP/EN 3310 6.00
AP/EN 3315 6.00 *
AP/EN 3320 6.00
AP/EN 3321 6.00*
AP/EN 3322 6.00
AP/EN 3390 6.00 *
AP/EN 4331 3.00
AP/EN 4332 3.00
AP/EN 4333 3.00
AP/EN 4335 3.00
AP/EN 4370 3.00 and 6.00*
AP/REI 3538 6.00 (CL - AP/CDNS 3538 6.00)
AP/HUMA 3538 6.00
GL/EN 3470 6.00

After 1900:

AP/EN 2230 6.00*
AP/EN 2306 3.00
AP/EN 2307 3.00
AP/EN 3310 6.00
AP/EN 3315 6.00*
AP/EN 3321 6.00*
AP/EN 3322 6.00
AP/EN 3390 6.00*
AP/EN 4341 3.00
AP/EN 4350 6.00
AP/EN 4352 3.00
AP/EN 4370 3.00*
AP/EN 4370 6.00*
AP/EN 4390 6.00

2. History, Political Science, Sociology, Communications, or Social Science

Before 1900:

AP/COMN 3315 6.00*
AP/HIST 1005 6.00*
AP/HIST 1080 6.00*
AP/HIST 2600 6.00*
AP/HIST 3625 3.00
AP/HIST 3630 6.00*
AP/HIST 3660 3.00
AP/HIST 3692 6.00
AP/HIST 4670 6.00*
AP/HIST 4699 6.00
AP/POLS 3400 3.00
AP/POLS 3540 3.00
AP/POLS 3545 3.00
AP/POLS 4270 3.00

AP/POLS 4470 3.00
AP/POLS 4545 3.00
AP/POLS 4546 3.00
AP/SOCI 4050 6.00 (CL - AP/REI 4050 6.00)*
GL/HIST 2570 6.00 * (Note: All listed Glendon courses are in English except those marked FR.)
GL/HIST 2570 6.00 FR*
GL/HIST 3317 3.00
GL/HIST 3220 6.00
GL/HIST 3310 3.00 FR
GL/HIST 3315 3.00 FR*
GL/HIST 3345 3.00*
GL/HIST 3347 3.00*
GL/HIST 3635 6.00*
GL/HIST 3671 6.00*
GL/POLS 3230 6.00*

After 1900:

AP/HIST 1005 6.00*
AP/HIST 1080 6.00*
AP/HIST 2600 6.00*
AP/HIST 3625 3.00
AP/HIST 3630 6.00*
AP/HIST 3670 3.00
AP/HIST 3692 6.00
AP/HIST 4061 6.00
AP/HIST 4640 6.00
AP/HIST 4670 6.00*
AP/HIST 4699 6.00
AP/HIST 4800 6.00 (CL - AP/HUMA 4220 6.00)
AP/POLS 3400 3.00
AP/POLS 3540 3.00
AP/POLS 3545 3.00
AP/POLS 4270 3.00
AP/POLS 4470 3.00
AP/POLS 4545 3.00
AP/POLS 4546 3.00
AP/SOSC 3240 3.00
AP/SOCI 4050 6.00 (CL - AP/REI 4050 6.00)*
GL/HIST 2570 6.00 * (Note: All listed Glendon courses are in English except those marked FR.)
GL/HIST 2570 6.00 FR*
GL/HIST 3315 3.00 FR*
GL/HIST 3340 6.00
GL/HIST 3345 3.00*
GL/HIST 3347 3.00*
GL/HIST 3635 6.00*
GL/HIST 3671 6.00*
GL/POLS 3230 6.00*
GL/POLS 4610 6.00

3. Humanities, Music, Dance, Film, Art

Before 1900:

AP/CLTR 3610 6.00 (CL - AP/HUMA 3903 6.00)
AP/HUMA 1300 9.00*
AP/HUMA 2320 9.00*
AP/HUMA 316 3.00
AP/HUMA 3538 6.00 (CL - AP/REI 3538 6.00)*
AP/HUMA 3661 3.00 (CL - AP/REI 3661 3.00)
AP/HUMA 3661 6.00 (CL - AP/REI 3661 6.00)
FA/VISA 2750 6.00 (CL - AP/HUMA 2175 6.00)
FA/VISA 3350A 3.00*
GS/MUSI 5190 3.00

After 1900:

AP/CH 3810 3.00
AP/CLTR 3610 6.00
AP/HUMA 3903 6.00
AP/HUMA 1300 9.00
AP/HUMA 2320 9.00
AP/HUMA 3316 3.00
AP/HUMA 3661 3.00 (CL - AP/REI 3661 3.00)
AP/HUMA 3661 6.00 (CL - AP/REI 3661 6.00)
FA/FILM 3210 3.00 (CL - AP/HUMA 3909 3.00)
FA/FILM 3211 3.00 (CL - AP/HUMA 3910 3.00)
FA/FILM 3420A 3.00
FA/FILM 3420D 3.00
FA/FILM 3420E 3.00
FA/FILM 3420F 3.00
FA/FILM 3420H 3.00
FA/FILM 3420J 3.0
FA/MUSI 1046 3.00
FA/VISA 3610 3.00
FA/VISA 3310 3.00
FA/VISA 3350A 3.00*

**Faculty of Liberal Arts and Professional Studies
York University**

Degree-Level Expectations for Programs

Program:	United States Studies
Degree Type:	BA <i>(e.g. BA; BAS; BDEM; BHRM; BPA; BSW; etc.)</i>
Degree(s):	Regular BA; Honours; Specialized Honours; Honours Minor <i>(e.g. Specialized Honours (120 credits); Honours (120 credits); Bachelor (90 credits); etc.)</i>
Department/School:	Department of Humanities
Submission Date:	12 November 2012

	<p>a) Degree-Level Expectation <i>This degree is awarded to students who have demonstrated the following:</i></p>	<p>b) Program Learning Objectives (with assessment embedded in outcomes) <i>By the end of this program, students will be able to:</i></p>	<p>c) Appropriate Degree Requirement & Assessment <i>Align courses and assessment methods/activities with the program learning objectives.</i></p>
<p>1. Depth and Breadth of Knowledge</p>	<p>90-Credit BA Major in US Studies</p> <ol style="list-style-type: none"> General knowledge of the key fields (history, American literature, political science) that comprise US Studies; basic understanding of the methods and theories employed in analyzing historical materials, works of literature and art, and institutional change; knowledge of the different approaches to source material in these fields; awareness of how the different fields of US Studies come together to explain the evolution of American society; basic capacity for research in component fields of US Studies. <p>Honours BA Major; BA Honours Minor in US Studies</p> <ol style="list-style-type: none"> Knowledge of the key fields (particularly, history, American literature, political science) that comprise US Studies; an understanding of the methods and theories employed in analyzing historical materials, works of literature and art, and institutional change; knowledge of the different approaches to source material in these fields; awareness of how the different fields of US Studies come together to explain the evolution of American society and the ability to demonstrate that knowledge in discussion and essays; capacity for independent research in component fields of US Studies. <p>Specialized Honours BA in US Studies</p> <ol style="list-style-type: none"> Detailed knowledge of several of the key fields (particularly, history, American literature, political science) that comprise US Studies; 	<p>90-Credit BA Major in US Studies</p> <ol style="list-style-type: none"> Demonstrate a basic understanding of how American society has changed over time, from the colonial era to the present; understand, evaluate, write and speak generally and effectively about sources in several component areas of US Studies, particularly history, literature, and political science; demonstrate a general understanding of the different methodologies that shape research in history, literature, and political science; show an awareness of the importance of “subaltern” groups, such as women and African Americans; demonstrate an awareness of the relationship between developments in the US and those in the rest of the world; carry out basic research that combines several disciplines in exploring a particular aspect of the American past. <p>Honours BA Major and BA Honours Minor in US Studies</p> <ol style="list-style-type: none"> Demonstrate an understanding of how American society has changed over time, from the colonial era to the present; understand, evaluate, write and speak effectively about sources in several component areas of US Studies, particularly history, literature, and political science; demonstrate a full understanding of the different methodologies that shape research in history, literature, and political science; show an awareness of the importance in American society of “subaltern” groups, such as women and African Americans; demonstrate an awareness of the relationship between developments in the 	<p>For all students: All students in US Studies must take the introductory and capstone courses. AP/HUMA 2325 (“Introduction to US Studies”) will:</p> <ul style="list-style-type: none"> provide a chronological overview of the development of the US from its colonial origins to the present day; introduce students to the study and evaluation of a broad variety of primary texts, including newspapers, novels, political and legal documents, films, music, and painting. stress the importance of multidisciplinary and interdisciplinary work, while emphasizing the three key fields of history, literature, and political science. assess learning through exams, quizzes, class discussion, and essays. <p>AP/HUMA 3920 (“Themes in US Studies: Theories and Cases”) will:</p> <ul style="list-style-type: none"> examine the bodies of theory that form the “toolkits” for history, literature, and political science. explore in depth three case studies, at least one of which will focus on minority, oppressed or “subaltern” groups while one will treat the US in the World. provide an opportunity for students to undertake a major paper that reflects original research, an interdisciplinary approach, and a solid grounding in relevant theory. assess learning through class discussions, exams, and two essays along with the major paper. <p>Regular BA Major in US Studies Students successfully complete:</p>

	<p>b) a full understanding of the methods and theories employed in analyzing historical materials, works of literature and art, and institutional change;</p> <p>c) knowledge of the different approaches to source material in these fields;</p> <p>d) awareness of how the different fields of US Studies come together to explain the evolution of American society and the ability to demonstrate that knowledge in discussion and essays;</p> <p>e) capacity for independent research in component fields of US Studies.</p>	<p>US and those in the rest of the world;</p> <p>f) carry out a major research project that combines several disciplines in exploring a particular aspect of the American past.</p> <p>Specialized Honours BA in US Studies</p> <p>a) Demonstrate an in-depth understanding of how American society has changed over time, from the colonial era to the present;</p> <p>b) understand, evaluate, write and speak effectively about sources in several component areas of US Studies, particularly history, literature, and political science;</p> <p>c) demonstrate a full understanding of the different methodologies that shape research in history, literature, and political science;</p> <p>d) show an awareness of the importance in American society of “subaltern” groups, such as women and African Americans;</p> <p>e) demonstrate an awareness of the relationship between developments in the US and those in the rest of the world;</p> <p>f) carry out a major research project that combines several disciplines in exploring a particular aspect of the American past.</p>	<ul style="list-style-type: none"> • 30 credits in US Studies courses, including the introductory (AP/HUMA 2325) and capstone (AP/HUMA 3920) courses. • At least 6 credits from each of the following three areas: 1. literature; 2. history, political science, sociology, or social science; 3. humanities, music, dance, film, art. • At least 12 credits must cover pre-1900 material, and at least 12 credits must deal with the period after 1900. • The full submission provides a list of these courses and their categorization. • Assessment will include essays, book reviews, class work, discussion in tutorials, in-class tests, and mid-term and final examinations. <p>Honours BA Major</p> <ul style="list-style-type: none"> • 42 credits in US Studies courses, including the introductory (AP/HUMA 2325) and capstone (AP/HUMA 3920) courses. • At least 6 credits from each of the following three areas: 1. literature; 2. history, political science, sociology, or social science; 3. humanities, music, dance, film, art. • At least 12 credits at the 4000-level in US Studies. • At least 12 credits must cover pre-1900 material, and at least 12 credits must deal with the period after 1900. • The full submission provides a list of these courses and their categorization. • Assessment will include essays, book reviews, class work, discussion in tutorials, in-class tests, and mid-term and final examinations, as well as a major paper and seminar presentations. <p>Honours Minor BA</p> <ul style="list-style-type: none"> • 30 credits in US Studies courses, including the introductory (AP/HUMA
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			<p>2325) and capstone (AP/HUMA 3920) courses.</p> <ul style="list-style-type: none"> • At least 6 credits from each of the following three areas: 1. literature; 2. history, political science, sociology, or social science; 3. humanities, music, dance, film, art. • At least 6 credits at the 4000-level in US Studies. • At least 12 credits must cover pre-1900 material, and at least 12 credits must deal with the period after 1900. • The full submission provides a list of these courses and their categorization. • Assessment will include essays, book reviews, class work, discussion in tutorials, in-class tests, and mid-term and final examinations, as well as a major paper and seminar presentations. <p>Specialized Honours BA in US Studies</p> <ul style="list-style-type: none"> • 54 credits in US Studies courses, including the introductory (AP/HUMA 2325) and capstone (AP/HUMA 3920) courses. • At least 6 credits from each of the following three areas: 1. literature; 2. history, political science, sociology, or social science; 3. humanities, music, dance, film, art. • At least 12 credits at the 4000-level in US Studies. • At least 12 credits must cover pre-1900 material, and at least 12 credits must deal with the period after 1900. • The full submission provides a list of these courses and their categorization. • Assessment will include essays, book reviews, class work, discussion in tutorials, in-class tests, and mid-term and final examinations, as well as a major paper and seminar presentations
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	<p>a) Degree-Level Expectation <i>This degree is awarded to students who have demonstrated the following:</i></p>	<p>b) Program Learning Objectives (with assessment embedded in outcomes) <i>By the end of this program, students will be able to:</i></p>	<p>c) Appropriate Degree Requirement & Assessment <i>Align courses and assessment methods/activities with the program learning objectives.</i></p>
<p>2. Knowledge of Methodologies</p>	<p>90-Credit BA Major in US Studies A general understanding of some of the concepts, methodologies, and theoretical approaches of the discipline of US Studies that enable students to:</p> <ol style="list-style-type: none"> analyze literary texts, historical studies, and works of art; develop and sustain basic critical arguments about historical and literary interpretation, their ideas, functions, and implications, and also to recognize the role political institutions have played; research basic arguments using multidisciplinary and interdisciplinary methods; and employ consistent approaches to citation, and know that these vary according to field. <p>Honours BA Major and Honours BA Minor in US Studies An understanding of the leading concepts, methodologies, and theoretical approaches of the discipline of US Studies that enable students to:</p> <ol style="list-style-type: none"> analyze literary texts, historical studies, and works of art; develop and sustain critical arguments about historical and literary interpretation, their ideas, functions, and implications, and also to recognize the role political institutions have played; research arguments using multidisciplinary and interdisciplinary methods; and recognize and employ the different approaches to citation, and be aware that these vary according to field. <p>Specialized Honours BA Major in US Studies An in-depth understanding of the leading concepts, methodologies, and theoretical</p>	<p>90-Credit BA Major in US Studies Demonstrate a basic understanding of some of the major critical methods of enquiry in the major fields of US Studies:</p> <ol style="list-style-type: none"> by reading, writing about and discussing a broad range of sources (e.g., administrative documents, literary texts, newspapers, visual evidence, digital materials) attentively and analytically; by developing and sustaining basic critical arguments about history, literature, works of arts, and political institutions in classroom discussions and written assignments; by demonstrating an awareness of the basic theories and practices that guide the disciplines comprising US Studies; by researching basic arguments using interdisciplinary and multidisciplinary methods in written assignments; and by employing proper approaches to citation—and recognizing that those approaches vary according to field. <p>Honours BA Major and Honours BA Minor in US Studies Demonstrate an understanding of the critical methods of enquiry in the major fields of US Studies:</p> <ol style="list-style-type: none"> by reading, writing about and discussing a broad range of sources (e.g., administrative documents, literary texts, newspapers, visual evidence, digital materials) attentively and analytically; by reflecting on the contexts (e.g., historical, literary, cultural, racial/ethnic, classed, and gendered) in which source material was developed and their own analyses are generated, and by demonstrating that understanding in 	<p>90-credit BA Major in US Studies Courses in this program will:</p> <ul style="list-style-type: none"> train students in the basics of critical analysis including close reading of literary and historical sources and interpretation of works of art. introduce a broad range of disciplines (most particularly, history, literature, and political science) and show that each of these areas has its own approaches and disciplinary integrity; help students bring together materials from multiple disciplines and see how a deeper understanding of the American past can come from applying a variety of approaches to a single problems; engage students with a diverse set of communication and assessment tools including oral reports, presentations, exams, longer and shorter essays; make clear the mechanics of citation, including for both notes and bibliographies, and showing how these vary by discipline. <p>Honours BA Major and Honours BA Minor in US Studies Courses in this program will:</p> <ul style="list-style-type: none"> train students in critical analysis including close reading of literary and historical sources and interpretation of works of art. explore a broad range of disciplines (most particularly, history, literature, and political science) and show that each of these areas has its own approaches and disciplinary integrity; help students bring together materials from multiple disciplines and see how a deeper understanding of the American past can come from applying a variety of approaches to a single problems;

	<p>approaches of the discipline of US Studies that enable students to:</p> <ol style="list-style-type: none"> analyze literary text, historical studies, and works of art attentively and analytically; develop and sustain critical arguments about historical and literary interpretation, their ideas and functions, and implications, and also to recognize the role political institutions have played; research arguments using multidisciplinary and interdisciplinary methods; and recognize and employ the different approaches to citation, and be aware that these vary according to field. 	<p>classroom discussions and written assignments;</p> <ol style="list-style-type: none"> by showing an understanding of the theories and practices that guide the component fields of US Studies; by researching arguments using interdisciplinary and multidisciplinary methods in written assignments; and by employing proper approaches to citation in a variety of courses—and recognizing that those approaches vary according to field. <p>Specialized Honours BA Major in US Studies Demonstrate a full understanding of the range of critical methods of enquiry in the major fields of US Studies:</p> <ol style="list-style-type: none"> by reading, writing about and discussing a broad range of sources (e.g., administrative documents, literary texts, newspapers, visual evidence, digital materials) attentively and analytically; by reflecting on the contexts (e.g., historical, literary, cultural, racial/ethnic, classed, and gendered) in which source material was developed and their own analyses are generated, and by demonstrating that understanding in classroom discussions and written assignments; by showing an in-depth understanding of the theories and practices that guide the component fields of US Studies; by researching arguments using interdisciplinary and multidisciplinary methods in written assignments; and by employing proper approaches to citation in a variety of courses—and recognizing that those approaches vary according to field. 	<ul style="list-style-type: none"> engage students with a diverse set of communication and assessment tools including oral reports, presentations, exams, longer and shorter essays, as well as major research papers and seminar reports; make clear the mechanics of citation, including both for notes and bibliographies, and showing how these vary by discipline. <p>Specialized Honours BA Major in US Studies Courses in this program will:</p> <ul style="list-style-type: none"> train students in critical analysis including close reading of literary and historical sources and interpretation of works of art. explore a broad range of disciplines (most particularly, history, literature, and political science) and show that each of these areas has its own approaches and disciplinary integrity; help students bring together materials from multiple disciplines and see how a deeper understanding of the American past can come from applying a variety of approaches to a single problems; engage students with a diverse set of communication and assessment tools including oral reports, presentations, exams, longer and shorter essays, as well as major research papers and seminar reports; make clear the mechanics of citation, including both notes and bibliographies, and show how these vary by discipline.
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	<p>a) Degree-Level Expectation <i>This degree is awarded to students who have demonstrated the following:</i></p>	<p>b) Program Learning Objectives (with assessment embedded in outcomes) <i>By the end of this program, students will be able to:</i></p>	<p>c) Appropriate Degree Requirement & Assessment <i>Align courses and assessment methods/activities with the program learning objectives.</i></p>
<p>3. Application of Knowledge</p>	<p>90-Credit BA Major in US Studies</p> <ul style="list-style-type: none"> a) The general ability to comprehend and analyze information from several disciplines in order to develop basic lines of argument and make sound judgments concerning the relationship between analysis and source material; b) an understanding of how to evaluate conflicting secondary sources; c) knowledge, at a basic level, of how to synthesize information derived from theory, primary source material, aesthetic judgments, and critical analyses; d) an ability to carry out research, at least at a basic level, involving a range of materials drawn from such diverse disciplines as literature, history, and political science. <p>Honours BA Major and Honours BA Minor in US Studies</p> <ul style="list-style-type: none"> a) An ability to comprehend and analyze information from several disciplines in order to develop lines of argument and make sound judgments concerning the relationship between analysis and source material; b) an understanding of how to evaluate conflicting secondary sources; c) knowledge of how to synthesize information derived from theory, primary source material, aesthetic judgments, and critical analyses; d) an ability to carry out multidisciplinary research, based on primary sources, and involving a range of materials drawn from such diverse disciplines as literature, history, and political science. <p>Specialized Honours BA Major in US Studies</p> <ul style="list-style-type: none"> a) An ability to comprehend and analyze 	<p>90-Credit BA Major in US Studies</p> <ul style="list-style-type: none"> a) Explain how specific sources are used in fields such as literary studies, history, and political science, and identify some of the problems that may arise in using these sources; b) read with comprehension and summarize works of scholarship (such as an article in an academic journal or a chapter of a monograph); c) critically evaluate, at a basic level, works presented in the component fields of US Studies, and discuss how they use evidence and theory to build logical arguments; d) carry out basic research by finding, evaluating, and using a range of materials in classroom discussions and written assignments. <p>Honours BA Major and Honours BA Minor in US Studies</p> <ul style="list-style-type: none"> a) Explain how specific sources are used in fields such as literary studies, history, and political science, and identify the problems that may arise in using these sources; b) read with comprehension and summarize works of scholarship (such as an article in an academic journal or a monograph); c) critically evaluate works presented in the component fields of US Studies, and discuss how they use evidence and theory to build logical arguments; d) carry out research by finding, evaluating, and using a range of materials in classroom discussions and written assignments; e) develop a meaningful research question on an interdisciplinary topic; and f) assess the specific concepts, methodologies, and theoretical 	<p>90-Credit BA Major in US Studies</p> <p>At the 2000-level US Studies courses will emphasize:</p> <ul style="list-style-type: none"> a) basic essay writing and oral expression skills; b) disciplinary and multidisciplinary approaches to the analysis of source material; c) approaches to understanding conflicting secondary sources; d) basic theoretical concepts and their application both to disciplinary and interdisciplinary issue; and e) research methods, including the evaluation of a broad range of documents. <p>Evaluation will include essays, exams, and in-class presentations.</p> <p>3000-level US Studies courses will explore:</p> <ul style="list-style-type: none"> a) more advanced theoretical models both in particular disciplines and in multidisciplinary research; b) bodies of knowledge that help students understand particular periods or the evolution of particular groups in American society, with emphasis on “subaltern” groups, as well as the links between the US and the world; c) composition of research papers with a broad range of sources. <p>Evaluation will include essays, exams, in-class presentation, and research papers.</p> <p>Honours BA Major and Specialized Honours BA Major in US Studies BA Honours Minor in US Studies</p> <p>At the 2000-level US Studies courses will emphasize:</p> <ul style="list-style-type: none"> a) basic essay writing and oral expression

	<p>information from several disciplines in order to develop lines of argument and make sound judgments concerning the relationship between analysis and source material;</p> <p>b) an understanding of how to evaluate conflicting secondary sources;</p> <p>c) knowledge of how to synthesize information derived from theory, primary source material, aesthetic judgments, and critical analyses;</p> <p>d) an ability to carry out multidisciplinary research, based on primary sources, and involving a range of materials drawn from such diverse disciplines as literature, history, and political science.</p>	<p>approaches appropriate to the preparation of an extended research essay.</p> <p>Specialized Honours BA in US Studies</p> <p>a) Explain how specific sources are used in fields such as literary studies, history, and political science, and identify some of the problems that may arise in using these sources;</p> <p>b) read with comprehension and summarize works of scholarship (such as conflicting articles from academic journals or a monograph);</p> <p>c) critically evaluate works presented in the component fields of US Studies, and discuss how they use evidence and theory build logical arguments;</p> <p>d) carry out extensive research by finding, evaluating, and using a range of materials in classroom discussions and written assignments;</p> <p>e) develop a significant research question on an interdisciplinary topic; and</p> <p>f) assess the specific concepts, methodologies, and theoretical approaches appropriate to the preparation of an extended research essay.</p>	<p>skills;</p> <p>b) disciplinary and multidisciplinary approaches to the analysis of source material;</p> <p>c) approaches to understanding conflicting secondary sources;</p> <p>d) basic theoretical concepts and their application both to disciplinary and interdisciplinary issue;</p> <p>e) research methods, including the evaluation of a broad range of documents;</p> <p>Evaluation will include essays, exams, and in-class presentations.</p> <p>3000-level US Studies courses will explore:</p> <p>a) more advanced theoretical models both in particular disciplines and in multidisciplinary research;</p> <p>b) bodies of knowledge that help students understand particular periods or the evolution of particular groups in American society, with emphasis on “subaltern” groups, as well as the links between the US and the world;</p> <p>c) composition of research papers with a broad range of sources.</p> <p>Evaluation will include essays, exams, in-class presentation, and research papers.</p> <p>4000-level US Studies course will emphasize:</p> <p>a) more advanced approaches to theory both within the individual disciplines and in multidisciplinary investigations;</p> <p>b) major research projects which involve the ability to conceptualize, plan, and execute work that relies on theory, primary sources, and an awareness of relevant secondary sources, and shows the student’s ability to deal with these sources of information;</p> <p>c) the development of oral and written communication skills that include active listening, the presentation of plans and results, and the completion of a well-argued, well-structured research papers.</p>
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			Evaluation will include major research papers, in-class presentations, exams, and shorter assignments.
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	<p>a) Degree-Level Expectation <i>This degree is awarded to students who have demonstrated the following:</i></p>	<p>b) Program Learning Objectives (with assessment embedded in outcomes) <i>By the end of this program, students will be able to:</i></p>	
<p>4. Communication Skills</p>	<p>BA Major in US Studies</p> <ul style="list-style-type: none"> a) The ability to communicate basic analyses and arguments in standard grammatical prose in a variety of formats, including an outline, summary, and research essay; b) the ability to describe, develop and explain basic arguments orally; c) the ability to take notes and digest basic information strategically, distinguishing relevant matter in oral and written communication; d) the ability to listen actively to others and to help others to communicate basic ideas effectively; e) the knowledge of the terminology of multiple disciplines, and the ability to utilize those terms in ways that individuals in other fields will clearly comprehend. <p>Honours BA Major; Specialized Honours BA Major in US Studies; Honours BA Minor in US Studies</p> <ul style="list-style-type: none"> a) The ability to communicate analyses and arguments in clear, well-organized grammatical prose in a variety of formats, including an outline, summary, and major research essay; b) the ability to describe, develop and explain arguments orally, with an awareness of the concept of audience and the importance of altering oral (and written) forms to suit the needs of different listeners and readers; c) the ability to take notes and digest information strategically, distinguishing relevant matter in oral and written communication; d) the ability to listen actively to others and to help others to communicate basic ideas 	<p>BA Major in US Studies</p> <ul style="list-style-type: none"> a) Communicate basic analyses and arguments in standard grammatical prose in a variety of writing formats, including the summary, outline, and standard academic essay; b) engage peers in discussions of American society, and reflect on the variety of source material used in any analysis of US culture; c) write a clear and effective essay on themes that emerge from the component areas of US Studies, bringing to bear a multidisciplinary approach, and making use of primary and secondary sources, and following appropriate standards of presentation (footnotes, bibliography, etc.); d) present, alone or as part of a team, the results of research, reflection or analysis to a group of peers in a coherent and organized form; where appropriate, use presentation software effectively; e) listen actively to others and help others to communicate basic ideas effectively. <p>This learning will be reinforced by ongoing and periodic assessment in classroom discussions, oral presentations, and written assignments, like exams, essays, and research reports.</p> <p>Honours BA Major; Specialized Honours BA Major in US Studies; Honours BA Minor in US Studies</p> <ul style="list-style-type: none"> a) Communicate analyses and arguments in clear, well structured, grammatical prose in a variety of writing formats, including the summary, outline, and standard academic essay; b) engage peers in discussions of American 	<p>BA Major in US Studies</p> <p>At the 2000-level US Studies courses will emphasize:</p> <ul style="list-style-type: none"> a) in-class note taking in lectures; b) back-and-forth extemporaneous discussions in tutorials, including the importance of active listening; c) focused understanding of oral communication with the importance of understanding the special terminology and way of thinking that defines each discipline; d) the incremental development of polished written work, with particular emphasis on a clear thesis and a structured argument; e) an awareness of the challenges that come when multiple disciplines are involved in research. <p>Evaluation of these skills will include essays, exams, and in-class presentations.</p> <p>At the 3000-level US Studies courses will emphasize:</p> <ul style="list-style-type: none"> a) continued development of writing skills, including longer essays and ones involving research in a variety of primary source material; b) approaches to dealing with theoretical material, and the need to bring clarity even when difficult concepts are discussed; c) techniques for undertaking multidisciplinary research projects, so that widely ranging sources can illuminate a focused topic; d) further improvement of oral skills, including the techniques of active listening. <p>Evaluation of these skills will include essays,</p>

	<p>effectively;</p> <p>e) the knowledge of the terminology of multiple disciplines, and the ability to utilize those terms in ways that individuals in other fields will clearly comprehend.</p> <p>f) The ability to bring together findings from various disciplines, and communicate them in a way that respects the integrity of individual fields but also provides a synthesis that conveys findings to a broad audience.</p>	<p>society, and reflect on the variety of source material used in any analysis of US culture;</p> <p>c) write a clear and effective essay on themes that emerge from the component areas of US Studies, bringing to bear a multidisciplinary approach, and making use of primary and secondary sources, and following appropriate standards of presentation (footnotes, bibliography, etc.);</p> <p>d) present, alone or as part of a team, the results of research, reflection or analysis to a group of peers in a coherent and organized form; where appropriate, use presentation software effectively;</p> <p>e) listen actively to others and help others to communicate ideas effectively;</p> <p>f) research and write a clear and effective extended research essay, making use of numerous different primary and secondary sources and following appropriate standards of presentation, include proper form for notes and bibliography;</p> <p>g) engage actively in seminar discussion by listening, questioning, and making thoughtful and constructive comments both in regular seminar sessions and in response to presentations by peers.</p> <p>This learning will be reinforced by ongoing and periodic assessment in classroom discussions, oral presentations, and written assignments, like exams, essays, and research reports.</p>	<p>exams, and in-class presentations.</p> <p>Honours BA Major; Specialized Honours BA Major in US Studies; Honours BA Minor in US Studies</p> <p>At the 2000-level US Studies courses will emphasize:</p> <p>a) In-class note taking in lectures;</p> <p>b) back-and-forth extemporaneous discussions in tutorials, including the importance of active listening;</p> <p>c) focused understanding of oral communication with the importance of understanding the special terminology and way of thinking that defines each discipline;</p> <p>d) the incremental development of polished written work, with particular emphasis on a clear thesis and a structured argument;</p> <p>e) an awareness of the challenges that come when multiple disciplines are involved in research.</p> <p>Evaluation of these skills will include essays, exams, and in-class presentations.</p> <p>At the 3000-level US Studies courses will emphasize:</p> <p>a) continued development of writing skills, including longer essays and ones involving research in a variety of primary source material;</p> <p>b) approaches to dealing with theoretical material, and the need to bring clarity even when difficult concepts are discussed;</p> <p>c) techniques for undertaking multidisciplinary research projects, so that widely ranging sources can illuminate a focused topic;</p> <p>d) further improvement of oral skills, including the techniques of active listening.</p> <p>Evaluation of these skills will include essays, exams, and in-class presentations.</p> <p>At the 4000-level US Studies courses will</p>
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			<p>emphasize:</p> <ul style="list-style-type: none"> a) regular, obligatory extemporaneous communication, with emphasis on collaborative discussions so that individuals learn how to build on classmates' knowledge to create a broader understanding of a problem; b) longer essays, including a major research paper that will be multidisciplinary and make use of a broad range of primary sources as well as theoretical frameworks and relevant secondary works; c) communication that is sensitive to the nature of the fields that comprise US Studies but scrupulously refrains from the use of jargon. <p>Evaluation of these skills will include essays, exams, and in-class presentations.</p>
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	<p>a) Degree-Level Expectation <i>This degree is awarded to students who have demonstrated the following:</i></p>	<p>b) Program Learning Objectives (with assessment embedded in outcomes) <i>By the end of this program, students will be able to:</i></p>	<p>c) Appropriate Degree Requirement & Assessment <i>Align courses and assessment methods/activities with the program learning objectives.</i></p>
<p>5. Awareness of Limits of Knowledge</p>	<p>BA Major in US Studies</p> <ul style="list-style-type: none"> a) A basic understanding of the limits of their knowledge, including how their understanding of culture and past events fits with long traditions within each of US Studies component fields; b) a basic cognizance that information and analysis have social and political roots, more particularly that the same events and documents are viewed differently by dominant and subaltern groups; c) a recognition of the differences between a representative and an in-depth examination of aspects of US society. 	<p>BA Major in US Studies</p> <ul style="list-style-type: none"> a) Communicate a basic understanding of the limits of their knowledge, including how their knowledge fits with the long tradition of investigation within each of US Studies' component fields; b) demonstrate a basic cognizance of the social and political roots of information, and how various points of view are shaped by dominant and subaltern groups; c) make clear the differences that emerge from a broad-based survey of a subject and an in-depth investigation of that topic. <p>This learning will be reinforced by ongoing and periodic assessment in classroom</p>	<p>BA Major in US Studies</p> <p>At the 2000-level courses will emphasize:</p> <ul style="list-style-type: none"> a) basic concepts of how knowledge emerges and how conclusions reflect context and perception, particularly social, ethnic, class, and gender concerns; b) fundamentals of theory in the component subfields of US Studies (particularly, history, literature, and political science) and how those theoretical frameworks problematize knowledge; c) the limits of knowledge that can be conveyed in a survey of any field. <p>Evaluation of these skills will include primary source analyses, secondary source critiques,</p>

	<p>Honours BA Major; BA Minor in US Studies; Specialized Honours BA Major in US Studies</p> <ul style="list-style-type: none"> a) An understanding of the limits of their knowledge, including how their understanding of culture and past events fits with long traditions within each of US Studies' component fields; b) a cognizance that information and analysis have social and political roots, more particularly that the same events and documents are viewed differently by dominant and subaltern groups; c) a recognition of the differences between a representative and an in-depth examination of aspects of US society; d) an awareness of how the bodies of theory (and the practices) in the component fields of US Studies lead to contested understandings of conclusions and hypotheses; and e) a recognition that research, the development and testing of hypotheses continues even against the background of cultural relativism and epistemological uncertainty. 	<p>discussions and written assignments, such as exams, essays, and research reports.</p> <p>Honours BA Major; BA Minor in US Studies; Specialized Honours BA Major in US Studies</p> <ul style="list-style-type: none"> a) Communicate an understanding of the limits of their knowledge, including how their knowledge fits with the long traditions of investigation within each of US Studies' component fields; b) demonstrate a cognizance of the social and political roots of information, and how various points of view are shaped by dominant and subaltern groups; c) make clear the differences that emerge from a broad-based survey of a subject and an in-depth investigation of a topic; d) discuss how bodies of theory and practice in the component fields of US Studies lead to contested understandings of conclusions and hypotheses; and e) show an awareness that the development and testing of hypotheses continues even with this cultural relativism and epistemological uncertainty. <p>This learning will be reinforced by ongoing and periodic assessment in classroom discussions and written assignments, such as exams, essays, and a major research report.</p>	<p>book reviews, class work, oral presentations, discussion in tutorials and seminars, digital projects (where appropriate), in-class tests, and mid-term and final examinations.</p> <p>At the 3000-level courses will focus on:</p> <ul style="list-style-type: none"> a) The further exploration of how knowledge emerges, and the links between conclusions and the experience of various subaltern groups, such as women, African Americans, and Hispanics; b) theoretical frameworks, their impact on the creation and analysis of information, and the ways that approaches in the various subdisciplines reinforce and at times conflict with each other; c) the benefits from in-depth analysis of topics, particularly in courses (and research projects) that are more tightly focused. <p>Evaluation of these skills will include primary source analyses, secondary source critiques, book reviews, class work, oral presentations, discussion in tutorials and seminars, digital projects (where appropriate), in-class tests, and mid-term and final examinations.</p> <p>Honours BA Major; BA Minor in US Studies; Specialized Honours BA Major in US Studies</p> <p>At the 2000-level courses will emphasize:</p> <ul style="list-style-type: none"> a) basic concepts of how knowledge emerges and how conclusions reflect context and perception, particularly social, ethnic, class, and gender concerns; b) fundamentals of theory in the component subfields of US Studies (particularly, history, literature, and political science) and how those theoretical frameworks problematize knowledge; c) the limits of knowledge that can be conveyed in a survey of any field. <p>Evaluation of these skills will include primary</p>
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			<p>source analyses, secondary source critiques, book reviews, class work, oral presentations, discussion in tutorials and seminars, digital projects (where appropriate), in-class tests, and mid-term and final examinations.</p> <p>At the 3000-level courses will focus on:</p> <ol style="list-style-type: none"> a) The further exploration of how knowledge emerges, and the links between conclusions and the experience of various subaltern groups, such as women, African Americans, and Hispanics; b) theoretical frameworks, their impact on the creation and analysis of information, and the ways that approaches in the various subdisciplines reinforce and at times conflict with each other; c) the benefits from in-depth analysis of topics, particularly in courses (and research projects) that are more tightly focused. <p>Evaluation of these skills will include primary source analyses, secondary source critiques, book reviews, class work, oral presentations, discussion in tutorials and seminars, digital projects (where appropriate), in-class tests, and mid-term and final examinations.</p> <p>At the 4000-level courses will emphasize:</p> <ol style="list-style-type: none"> a) Multidisciplinary and interdisciplinary approaches to how knowledge emerges, and the links between conclusions and the experience of various subaltern groups, such as women, African Americans, and Hispanics; b) an in-depth examination of theoretical frameworks and practices, their impact on the creation and analysis of information, and the ways that approaches in the various subdisciplines reinforce and at times conflict with each other; c) the limits and benefits of knowledge gained from research projects and from an extensive involvement with primary source materials.
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			Evaluation of these skills will include primary source analyses, secondary source critiques, book reviews, class work, oral presentations, discussion in tutorials and seminars, digital projects (where appropriate), in-class tests, and mid-term and final examinations, as well as major research projects.
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	<p>a) Degree-Level Expectation <i>This degree is awarded to students who have demonstrated the following:</i></p>	<p>b) Program Learning Objectives (with assessment embedded in outcomes) <i>By the end of this program, students will be able to:</i></p>	<p>c) Appropriate Degree Requirement & Assessment <i>Align courses and assessment methods/activities with the program learning objectives.</i></p>
<p>6. Autonomy and Professional Capacity</p>	<p>Regular BA Majors</p> <ol style="list-style-type: none"> basic critical reading, thinking, and writing skills applicable to further academic study, yet also applicable to other texts and writing environments, as well as other forms of communication outside the academic disciplines in the workplace, the community, and personal activities; an ability to identify and address their own learning needs in changing circumstances and to select an appropriate program of further study or employment; behavior consistent with academic honesty, integrity, and social responsibility; communication skills essential for participation and citizenship in a democratic society and global community; awareness that a full understanding of the past must draw upon multiple disciplines and methodologies; fundamental integrative skills needed for many professions and careers, for example, for employment as lawyers, civil servants, teachers, librarians, journalists, writers, editors, managers, and diplomats, all of whom need to process large quantities of information, assess meaning and significance, and communicate conclusions. <p>Honours BA Major, Honours BA Minor, and Specialized Honours BA Major in US Studies</p> <ol style="list-style-type: none"> critical reading, thinking, and writing skills applicable to further academic study, yet also applicable to other texts and writing environments, as well as other forms of communication outside the academic disciplines in the workplace, the community, 	<p>Regular BA Majors</p> <ol style="list-style-type: none"> carry out basic critical reading, thinking, and writing skills applicable to further academic study, yet also applicable to other texts and writing environments, as well as other forms of communication outside the academic disciplines in the workplace, the community, and personal activities; begin to identify and address their own learning needs in changing circumstances and to select an appropriate program of further study or employment; behave in a manner consistent with academic honesty, integrity, and social responsibility; appreciate that the history, literature, institutions, and art of the American past help shape the society and culture of the US today. understand the role that “subaltern” groups, like women and African Americans, have played in shaping American society, and appreciate the interaction between the US and the rest of the world. demonstrate the ability to think and read critically, and to write and communicate effectively, skills that are essential for participation and citizenship in a democratic society and a global community. show a basic understanding of how to process large quantities of information drawn from various fields, assess meaning and significance, and communicate conclusions, skills which 	<p>Regular BA Majors</p> <p>Training at all levels and in all courses in:</p> <ul style="list-style-type: none"> basic, clear, grammatically correct written communication; effective basic argumentation; suitable time management; basic extemporaneous oral expression; and honest self-representation; integrating material from multiple disciplines to make an argument; recognizing the importance of minority and oppressed groups in the creation of a culture; and acknowledging the relationship between the US and the world. <p>Honours BA Major, Honours BA Minor, and Specialized Honours BA Major in US Studies</p> <p>Training at all levels and in all courses in:</p> <ul style="list-style-type: none"> clear, grammatically correct, well structured written communication; effective argumentation; suitable time management; extemporaneous oral expression; and honest self-representation integrating material from multiple disciplines to make an argument; recognizing the importance of minority and oppressed groups in the creation of a culture; and acknowledging the relationship between the US and the world.

	<p>and personal activities;</p> <ul style="list-style-type: none"> b) an ability to identify and address their own learning needs in changing circumstances and to select an appropriate program of further study or employment; c) behavior consistent with academic honesty, integrity, and social responsibility; d) well honed communication skills essential for participation and citizenship in a democratic society and global community; e) awareness that a full understanding of the past must draw upon multiple disciplines and methodologies; f) integrative skills needed for many professions and careers, for example, for employment as lawyers, civil servants, teachers, librarians, journalists, writers, editors, managers, and diplomats, all of whom need to process large quantities of information, assess meaning and significance, and communicate conclusions. 	<p>are necessary for many professions and careers, for example, for employment as lawyers, civil servants, teachers, librarians, journalists, writers, editors, managers, and diplomats.</p> <p>Honours BA Major, Honours BA Minor, and Specialized Honours BA Major in US Studies</p> <ul style="list-style-type: none"> a) demonstrate critical reading, thinking, and writing skills applicable to further academic study, yet also applicable to other texts and writing environments, as well as other forms of communication outside the academic disciplines in the workplace, the community, and personal activities; b) identify and address their own learning needs in changing circumstances and to select an appropriate program of further study or employment; c) behave in a manner consistent with academic honesty, integrity, and social responsibility; d) appreciate that the history, literature, institutions, and art of the American past help shape the society and culture of the US today; e) understand the role that “subaltern” groups, like women and African Americans, have played in shaping American society, and appreciate the interaction between the US and the rest of the world; f) demonstrate the ability to think and read critically, and to write and communicate effectively, skills that are essential for participation and citizenship in a democratic society and a global community; and g) show an understanding of how to process large quantities of information drawn from various fields, assess meaning and significance, and communicate conclusions, skills which are necessary for many professions and 	
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		careers, for example, for employment as lawyers, civil servants, teachers, librarians, journalists, writers, editors, managers, and diplomats.	
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External Appraisal Report
Proposed Undergraduate Program in United States Studies

Professor Rick Halpern
Bissell-Heyd Chair of American Studies &
Dean and Vice Principal (Academic)
University of Toronto Scarborough

20 February 2012

1. Outline of Review

No site visit was conducted. This was a standard “desk audit,” with a review of written materials:

- Rhonda Levine Memo, 5 January 2012
- Martin Singer Memo, 4 November 2011
- Scott McLaren Memo, 16 April 2010
- Proposal to Establish and Undergraduate Program in US Studies (27pp)
- New Course Proposal, Faculty of Liberal Arts and Professional Studies

In addition, the external reviewer requested, and received, the detailed syllabus for AP/HUM 235, “Introduction to US Studies.”

2. General Objectives of the Program

The program name is wholly appropriate and well justified in the introduction to the proposal.

The program will allow students to pursue a Specialized Honours BA or an Honours BA; it may also be pursued jointly with a minor program in a number of faculties or linked with any Honours Double Major Interdisciplinary BA program in the Faculty of Liberal Arts. It also can be taken as an Honours Minor BA, as per the regulations of various faculties. All of this seems reasonable given the open, integrative nature of the field of United State Studies and the interdisciplinary approach of the program’s designers.

The general objectives of the program are clear, but given that there is a single prescribed course – AP/HUM 235 – the proposers might wish to spell out more precisely how a very diverse group of instructors and departments will work together to insure progress toward the commonly understood objectives. In particular, a brief discussion of program governance with attention to this point would have been welcome. Similarly, the proposal would have been stronger had it discussed which component parts of the various core disciplines students in the program will be expected to (a) master and (b) familiarize themselves with over the course of their studies.

The proposal makes reference to various academic plans, but does not explicitly state how it dovetails with and furthers these (Copies of the plans were no provided to the external reviewer, nor did he have access to mission statements).

3. Need and Demand

There is little doubt that this program will attract students – the enrolment targets set out in the proposal are realistic and, in fact, are likely to be exceeded. Students at most Canadian universities have embraced similar minors and major programs where they have been offered.

4. Program Content and Curriculum

The curriculum ranges broadly, from History to Literature, Political Science, Music, and Film (to name a few of the disciplines listed at various junctures in the proposal). This is admirable, but as noted above the fact that an integrated approach to the field appears only in the one prescribed course – AP/HUM 235 – it is not entirely clear what mechanism other than the fairly crude distributional requirement will guide students as they navigate through this program. The proposers might consider conveying an element of additional coherence by inserting a statement about the core academic disciplines that historically have been at the heart of American Studies in the USA (and “United States Studies” in Canada and Europe): History, English, and Political Science.

The proposers might also sift through the cross-listed courses and signal which ones contribute in an especially important way to the three key academic trends that have reshaped the field in the last twenty years: the transnational turn – that is the placing of “the world in America and America in the world,” to quote on practitioner; an emphasis on marginal and subaltern groups such as African Americans, Latinos, and sexual minorities; and the deployment of cultural theory in fields previously characterized by a relentless empiricism. Moreover, the prescribed course – AP/HUM 235 – would work better as a foundation course if these important trends were foregrounded; as it stands they are underplayed in the syllabus.

5. Program Structure, Learning Outcomes, and Assessment

The program requirements are laid out in a clear fashion, as are the learning outcomes (this is especially true in the course proposal sent to the external examiner – the prose proposal might more closely align with this document).

The absence of common courses beyond AP/HUM 235 is concerning. The proposers might address way in which a student cohort could be built without additional dedicated curricular offerings. Similarly, the absence of a final year capstone in which students can put together the different disciplinary approaches and skills they have acquired is regrettable. It may be that fiscal constraints prevent the elaboration of both these features

– while this might be understandable given current funding realities, a program “on the cheap” consisting almost entirely of cross-listed courses will not be a high quality program.

6. Admissions Requirements

The general requirements are those for admission into BA Programs in the Faculty of Liberal Arts and Professional Studies. This seems to align well with the learning outcomes.

7. Resources

No information was provided that allows for informed comment about resource allocation. Since the proposed program essentially is comprised of cross-listed courses (see observation in point 5 above), it is likely that existing department budgets will allow for most courses to be maintained. The list of participating faculty provided is impressive, and these scholars seem to have the appropriate knowledge and requisite skills to deliver the program (CVs were not provided, so no comment can be made about scholarly records, research expertise, etc.)

If program enrolments were to exceed the projections provided in the proposal, additional resources might be required in certain areas. Certainly if the program’s leaders moved to develop experiential learning opportunities or a few capstone offerings – say for specialists – additional resources would be required.

The proposal would be stronger in this regard if it indicated which cross-listed courses are regularly taught by adjunct or contract faculty, as opposed to tenure-stream colleagues.

8. Quality of Student Experience

Several features of the proposal, all noted above, raise concerns about the quality of the overall student experience that this program will provide. These can be summarized here as follows:

- Only a single prescribed course
- Lack of upper level courses, capstone course, or explicit opportunities for experiential or non-traditional learning
- Insufficient attention to defining intellectual currents in the field
- Unclear mechanisms to insure coherence and progress toward learning outcomes

11. Other Issues *(note: template omits numbers 9 and 10)*

None.

12. Summary and Recommendations

The proposal meets the commonly understood formal, administrative requirements for an undergraduate program. The proposers might tighten certain aspects of their document, particularly with regard to curriculum design and staffing. They might also be more explicit about which curricular elements they consider truly core and which are elective

Memo

To: Rhonda Lenton,
Vice-Provost Academic

From: Kim Michasiw,
Associate Dean, Curriculum and Enrolment

Date: September 10, 2012

Subject: Approval of New US Studies Program

On behalf of Dean Martin Singer, I have reviewed the recommendations from the proponents of the new program in US Studies, and the revisions of the program prompted by the report of the external assessor.

I am pleased to continue in my support the new degree program in US Studies, a program to be housed within the Department of Humanities, but one that brings together courses from 12 units in the Faculty of Liberal Arts and Professional Studies.

The creation of US Studies will fill a large gap in the Faculty's suite of "area studies" degree programs. One might wonder about the historical conditions that have contrived to deprive LA&PS, its precursor Faculties, and York itself, of a curricular stream dedicated to the study of this country's nearest neighbour and largest trading partner. As the impressive roster of courses devoted to the study of the United States indicates, LA&PS has not lacked for research, scholarship, and teaching in the area, but it has not offered students a way to link up these many courses. It has also lacked an institutional mechanism for establishing the possibility of ties between researchers and scholars scattered across the Faculty's 21 academic units who, while sharing objects of study, have been but shallowly aware of one another's existence.

I am particularly pleased that the programme has added, in response to the external assessor's recommendation, a 3000-level core course that is required of all the program's students. A common course at this level serves the needs both of Honour's and Bachelor's degree students, and will serve to focus the program's perhaps diffuse interdisciplinarity, by bringing the full cohort of students together. It is my hope that US Studies's 3000-level core course will serve as a beacon to other new programs, and to the revision of existing programs. Though the creation of this core course represents an additional investment of resources, the investment is comparatively small, and if the Faculty is so strapped for resources that it cannot fund a course essential to a program's intellectual and pedagogical coherence, then it ought not to be developing new programs.

With that exception, Area Studies programs do not make great demands on scarce resources. They stitch together existing courses and are, characteristically, comparatively limited in their enrolments. The projections for registrants in US



Studies are modest, and the demands the program's majors will pose to the upper-year offerings of disciplinary units are unexacting. The Faculty and the program's proponents have agreed to monitor enrolments carefully, and to restrict entry should those enrolments threaten to exceed the steady state of 80 majors noted in the proposal. At the size proposed, the program will make no demands on the Faculty's resources, in terms of course offerings and administrative support, that the Faculty is not willing and able to bear.

It should be clear from the above that the Faculty of Liberal Arts and Professional Studies strongly supports the US Studies proposal. Please do not hesitate to contact me should you require any further commentary.

**OFFICE OF THE
VICE-PROVOST
ACADEMIC**

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Memorandum

To: George Turlakis, Chair, ASCP
From: Rhonda Lenton, Vice-President Academic & Provost
Date: December 5, 2012
Subject: Support Letter for a United States Studies Program Proposal,
LA&PS



On behalf of the Office of the Vice-President Academic & Provost, I am writing to provide a statement on the proposal for a new undergraduate BA program in United States Studies in the Faculty of Liberal Arts & Professional Studies. This proposal has been in development for several years and I am pleased to see it come to fruition. York has been a leader in the development of interdisciplinary programs, and US Studies will add to the options available to students. It will be housed in the Humanities Department, and will be offered in BA degree format. It is likely to be of interest to students looking to pursue careers or further studies in areas such as business, law, and politics. York is fortunate to offer an unusually wide array of courses dealing with the US in LA&PS and other Faculties upon which students may draw to satisfy degree requirements. While students will be able to specialize in areas of interest, a measure of breadth, both disciplinary and temporal, is built into the program through requirements for courses representing literature, the social sciences, and the humanities, and periods pre- and post-1900. Two required “core” courses – a 2000-level introductory course and a 3000-level capstone course – are designed to ensure the program’s intellectual coherence and to bring together students in the program.

Initial enrolments of 25 are projected, growing to about 80 at steady state; this is a healthy size for an interdisciplinary program.

Because the program draws on courses which are already part of the curriculum, the costs associated with its introduction will be minimal. The Dean’s office is committed to the importance of this program as part of the Faculty’s suite of area studies programs and as a way of bringing together both researchers and students who are working in this area. It is therefore prepared to provide the resources required to support the capstone course and the small cost of administering the program, assuming it does not exceed enrolment projections. I am happy to add my support for this initiative.

Cc: Dean M. Singer
C. Underhill for ASCP

**Undergraduate Certificate Proposal:
Certificate in Managing International Trade and Investment**
Schulich School of Business
York University

1. Introduction

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

The Schulich School of Business (SSB) is proposing a cross-disciplinary Certificate in Managing International Trade and Investment for SSB undergraduate students in BBA and iBBA Programs. The Schulich School of Business Certificate in Managing International Trade and Investment has been developed as part of the School's partnership agreement with Export Development Canada (EDC).

The Certificate consists of two streams, the Schulich BBA Stream and the Schulich iBBA Stream, but both streams have the same objectives. Both streams consist of SSB courses. As a cross-disciplinary certificate the required certificate core courses and the elective courses are offered by 8 different areas at the Schulich School of Business. In addition to taking courses BBA and iBBA students also must engage in international experiences to develop skills that will prepare them for careers in developing international business.

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

The name of the certificate, Managing International Trade and Investment, reflects key learning objectives of this specialization in business. The chief learning objective for the Certificate is to prepare Schulich undergraduate students to be well-equipped for working in firms engaged in international business.

2. General Objectives of the Undergraduate Certificate

- 2.1 *Provide a brief description of the general objectives of the undergraduate certificate.*

As a first step in developing the Certificate a team from Schulich, led by Professor Bernie Wolf, engaged in a research effort to gain insight into the factors that influence—positively or negatively—Canadian firms' successful engagement in international business activities. In other words, the idea was to gain additional understanding into the ingredients required to generate the specific learning objectives for the Certificate. Assistance to carry out the research has been provided by Export Development Canada [EDC].

Based on the research and the conversations with EDC it was learned that Canadian firms involved in the global economy need to enhance knowledge and capabilities that enable successful engagement in and execution of international business activities. The proposed Certificate in Managing International Trade and Investment is structured to prepare students with the requisite skills and capabilities so as to enable Canadian firms to successfully participate in business activities in foreign markets.

The chief learning objective of the Certificate is to give the graduates the mind-set and tools for “successfully hitting the ground running” in an international business position and also to develop business leaders who can successfully manage international trade, foreign investment and global supply chains. To achieve this, students need to know theories of international business but also have experience in international business practice.

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

In the March 16, 2012 memorandum from Dean Dezső Horváth to Alison Macpherson, Chair, Academic Policy, Planning and Research are the Mission, Vision and Strategy of the School. The Mission of the Schulich School of Business is:

- To generate and disseminate new knowledge on management and leadership;
- To prepare women and men to provide leadership for a changing world;
- To achieve excellence nationally and internationally in all School endeavours.

Schulich School of Business curriculum of its programs reflects the fact that it is a globally-focused school with strong commitment to academic innovation, diversity and responsible business practices.

The certificate also aligns with the University's strategic goal to promote internationalization. It does so by training students in international business. It also does so through the exchange/internship requirement of the Certificate. Finally various components of the certificate align with the University's goal to incorporate experiential learning into the academic program.

3. Need and Demand

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

No other York program offers a certificate in international business activities. The combination of course work and experiential learning create an innovation and valuable opportunity for students that will enable their development of concrete skills in international business activities.

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

BBA and iBBA students generally seek employment in the field of business after graduation. This certificate helps develop skills and knowledge for students who want to get jobs as developers of global business. For BBA students, the Certificate in Managing International Trade and Investment is a specialization that gives them strong skills and knowledge in international business and for engaging in international business endeavours. For iBBA students, who are already studying international business, the Certificate augments their international business core course content with additional skills and knowledge for engaging in international business endeavours.

The fact that the Certificate in Managing International Trade and Investment was developed based on the insights from research on issues involving international business endeavours and in collaboration with Export Development Canada, the Certificate has very relevant aspects for students who want to be hired by firms engaging in international business activities. In particular a survey of 25 business executives, international lawyers and logistic experts to ascertain the desired skills and mindset of an undergraduate student from the employability perspective was used as the basis for creating two new courses and modifying a few existing ones. This research report is available on request.

So, we expect that students with this Certificate will be more successful at getting jobs in international business. It is anticipated that the completion of the Certificate will provide an advantage for students seeking employment post-graduation

3.3 Comment on the projected in-take into the undergraduate certificate, including the anticipated implementation date (i.e. year and term of initial in-take) and steady-state enrolment.

The majority of the courses for the Certificate already exist, and it is expected that the Certificate will be able to be implemented effective FW 2013.

Current enrolment in the BBA Stream required courses:

Course	Fall 2011	Winter 2012	Total # of Students
BBA Stream Requirements			
ECON 3510 3.00	38		38
IBUS 3200 3.00 (New Fall 2012/Winter 2013)			16
OMIS 4560 3.00		25	25
IBUS 4200 3.00 (New Fall 2012/Winter 2013)			15 (in addition to iBBAs)
ORGS 4400 3.00		43	43
Required International Experiential Component: One Semester Exchange			56
IBUS 4100 3.0 (New Summer 2012)			20

Current enrolment in the iBBA Stream required courses:

iBBA Stream Requirements			
INTL 1300 3.00		87	87
INTL 2200 3.00	91		91
INTL 3350 1.50	104		104
INTL 3400 1.50	104		104
INTL 3500 3.00	104		104
INTL 4400 3.00	92		92
IBUS 3200 3.00 (New Fall 2012/Winter 2013)			16
OMIS 4560 3.00		25	25
IBUS 4200 3.00 (New Fall 2012/Winter 2013)			15 (in addition to BBAs)
Required International Experiential Component: One Semester Exchange			92

Estimated enrolment projections for Certificate Electives are shown in the Table below. These projections would be equal to the enrolment in the new courses, IBUS 4100 and IBUS 4200.

Year	2012	2013	2014	2015
New Enrollments	16	35	35	35

4. Curriculum, Structure and Learning Outcomes

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

The proposed Certificate in Managing International Trade and Investment is an undergraduate cross-disciplinary certificate as defined the University Senate Regulations. The proposed certificate meets the prescribed minimum standard of 24 credits, at least 18 of which must be at the 2000-level or above, including 6 credits at the 3000 or 4000 level.

In order to receive the proposed Certificate candidates must present a cumulative grade point average [GPA] of 6.0 or greater in the courses taken to satisfy certificate requirements. This Certificate grade requirement is above the usual certificate minimum grade requirement (4.0) to ensure achievement in the courses and reflects the calibre of Schulich undergraduates. To be eligible for the internship a minimum overall GPA of 5.5 is required.

BBA Stream Certificate Requirements: 24 credits

For BBA students the 5 Certificate Core Courses and the 3 Certificate Elective Courses are Schulich School of Business BBA elective courses taken after the completion of the core BBA courses. These courses are taken in 3rd and/or 4th year of the BBA program.

Certificate Core Courses: 5 required courses, 15 Credits

SB/ECON 3510	3.00	Applied International Economics
SB/IBUS 3200	3.00	Managing International Business Activities
SB/OMIS 4560	3.00	Supply Chain Management ¹
SB/IBUS 4200	3.00	Integrative International Business Seminar
SB/ORGS 4400	3.00	Managing Across Cultures

Required International Experiential Component:

One-semester Exchange OR SB/IBUS 4100 3.00 Internship Abroad²

Certificate Elective Courses: Select 3 courses, 9 Credits³:

SB/MGMT 3030	3.00	Creating Global Capitalism
SB/IBUS 4500	3.00	Managing Business in Emerging Economies [to be approved later]
SB/FINE 4400	3.00	International Financial Management
SB/MKTG 4400	3.00	International Marketing
SB/MGMT 4300	3.00	Corporate Social Responsibility in a Global Context
SB/IBUS 4100	3.00	Internship Abroad ⁴

iBBA Stream Certificate Requirements: 30 credits

For iBBA students the Certificate Core Courses consists of 6 iBBA program core curriculum courses and 3 iBBA elective courses. Then they must take 2 Certificate Elective Course. All of these courses are offered at the Schulich School of Business. These courses are taken in 1st year, 2nd year, 3rd and 4th year of the iBBA program.

Certificate Core Courses from iBBA Program Core Courses: 6 required courses, 15 Credits:

SB/INTL 1300	3.00	Organizational Behaviour Across Cultures
SB/INTL 2200	3.00	International Economics

¹ This course may be substituted with an equivalent course taken while on exchange.

² In exceptional cases students may take a field-based Independent Study (SB/IBUS 4900 3.00) with the permission of director of the International Business Specialization to meet the Required International Experiential Component.

³ Any of these courses, other than IBUS 4100 Internship Abroad, may be substituted with International Business courses taken while on exchange.

⁴ If SB/IBUS 4100 Internship (or a field-based Independent Study SB/IBUS 4900) was taken as the Required International Experiential Component the course satisfies one elective requirement. If the student went on Exchange to meet the Required International Experiential Component then SB/IBUS 4100 can also be taken as an elective.

SB/INTL 3350 1.50 Applied Cross Cultural Management
SB/INTL 3400 1.50 Business and Sustainability
SB/INTL 3500 3.00 International Business Ethics
SB/INTL 4400 3.00 Strategic Management for International Business

Certificate Core Courses that are iBBA elective courses: 3 required courses, 9 credits:

SB/IBUS 3200 3.00 Managing International Business Activities
SB/OMIS 4560 3.00 Supply Chain Management⁵
SB/IBUS 4200 3.00 Integrative International Business Seminar

Required International Experiential Component: a one-semester Exchange

Certificate Elective Courses: Select 2 courses, 6 credits (all are electives offered in the SSB iBBA program)⁶:

SB/MGMT 3030 3.00 Creating Global Capitalism
SB/IBUS 4500 3.00 Managing Business in Emerging Economies [to be approved later]
SB/FINE 4400 3.00 International Financial Management
SB/MKTG 4400 3.00 International Marketing
SB/MGMT 4300 3.00 Corporate Social Responsibility in a Global Context
SB/INTL 4100 3.00 Internship Abroad

Both the BBA Stream and iBBA Stream Certificate requirements are designed to provide knowledge and skills needed for successful engagement in international business endeavours. They have the same Certificate learning objectives.

The existence of the BBA Stream and iBBA Stream is due to differences in the BBA and iBBA program core courses. In the iBBA Stream the first group of Certificate core courses is required iBBA program core courses that have substantial international business content.

The BBA program core courses do not have the same international business content as the iBBA core courses. Two of the BBA Stream Certificate Core courses, SB/ECON 3510 and SB/ ORGS 4400, cover fundamental international business theories needed for the Certificate, that iBBAs have already done in their program core courses.

The iBBA Stream and BBA Stream the same three required Certificate courses that deal with specific issues of global business activities and are needed to meet the learning objectives of the Certificate: SB/IBUS 3200 3.00 *Managing International Business Activities*, SB/OMIS 4560 3.00 *Supply Chain Management* and SB/IBUS 4200 3.00 *Integrative International Business Seminar*.

In the iBBA Stream the required international experience aspect of the Certificate must be accomplished by going on an exchange, since iBBA students must go on exchange to complete their requirements for the iBBA degree. Exchange involves taking one semester of courses at a partner foreign business school. By doing this students experience and learn about different cultures.

In the BBA Stream students can elect to go on exchange to meet the experience requirements. However, for a BBA student who cannot go on exchange, the Certificate proposal includes another possible experiential component: a minimum 8-week internship with foreign business outside of Canada and the US. There is a new elective course, SB/IBUS 4100 3.00 *Internship Abroad*, which will let BBA students include their internship as an elective course for the Certificate.

⁵ This course may be substituted with an equivalent course taken while on exchange.

⁶ Any of these courses may be substituted with International Business courses taken while on exchange.

Certificate Core Courses Learning Outcomes

LEARNING OUTCOMES	<i>The Certificate is awarded to students who have demonstrated:</i>	SB/ECON 3510 3.00 Or SB/INTL 2200 3.00	SB / IBUS 3200 3.00	SB / OMIS 4560 3.00	SB/ IBUS 4200 3.00	SB/INTL 1300 3.00 OR SB/INTL 3350 1.50 OR SB/ ORGS 4400 3.00	SB / INTL 3400 1.5	SB /I NTL 3500 3.00	SB / INTL 4400 3.00
1. Depth and Breadth of Knowledge	<p>a. Understand how international business dealings need to draw from all business disciplines and interpret where the various fields of management intersect.</p> <p>b. Effectively employ key concepts of management to international business.</p> <p>c. Interpret how history affects current international policies adopted by various governments that in turn affect the viability of international business ventures.</p> <p>d. Understand the importance of international trade and direct investment to Canada</p>	*	*		*	*	*	*	*

LEARNING OUTCOMES	<i>The Certificate is awarded to students who have demonstrated:</i>	SB/ECON 3510 3.00 Or SB/INTL 2200 3.00	SB / IBUS 3200 3.00	SB / OMIS 4560 3.00	SB/ IBUS 4200 3.00	SB/INTL 1300 3.00 OR SB/INTL 3350 1.50 OR SB/ ORGS 4400 3.00	SB / INTL 3400 1.5	SB /I NTL 3500 3.00	SB / INTL 4400 3.00
2. Knowledge of Methodologies	<p>a. Apply theories and methods of analysis that are appropriate to evaluating business problems and issues, both in one's area of professional expertise and across business disciplines in an international context.</p> <p>b. Recognize situations in which standard methods of analysis are not appropriate and devise relevant approaches.</p> <p>c. Gather, review, evaluate and interpret information in an international context, including an ability to filter out irrelevant factors.</p> <p>d. Apply the essential elements of economics to how markets operate in an international setting and to how trade and foreign investment can be used to tap foreign markets for sales and/or inputs.</p> <p>e. Differentiate among the financial instruments necessary to carry out international business and the institutions that</p>	*	*	*	*	*	*	*	*

LEARNING OUTCOMES	<i>The Certificate is awarded to students who have demonstrated:</i>	SB/ECON 3510 3.00 Or SB/INTL 2200 3.00	SB / IBUS 3200 3.00	SB / OMIS 4560 3.00	SB/ IBUS 4200 3.00	SB/INTL 1300 3.00 OR SB/INTL 3350 1.50 OR SB/ ORGS 4400 3.00	SB / INTL 3400 1.5	SB /I NTL 3500 3.00	SB / INTL 4400 3.00
	<p>can be utilized to tap capital markets.</p> <p>f. Evaluate accounting practices, standards and financial statements that facilitate international business.</p> <p>g. Conceptualise the role and operation of global supply chains including associated communication and transportation networks.</p> <p>h. Formulate and apply alternative strategies that can be utilized in operating in foreign markets to gain market access and/or market share.</p> <p>i. Formulate and apply strategies to interact with other players including firms, labour and governments in other countries.</p> <p>j. Assess the role of mergers and acquisitions for enhancing international operations.</p> <p>k. Identify the key elements in the legal/procedural and tax framework under which international business operates, both globally</p>		<p>*</p> <p>*</p> <p>*</p> <p>*</p> <p>*</p> <p>*</p>	<p>*</p> <p>*</p> <p>*</p> <p>*</p> <p>*</p>	<p>*</p> <p>*</p> <p>*</p> <p>*</p> <p>*</p>	<p>*</p> <p>*</p> <p>*</p> <p>*</p> <p>*</p>	<p>*</p> <p>*</p> <p>*</p> <p>*</p> <p>*</p>	<p>*</p> <p>*</p> <p>*</p> <p>*</p> <p>*</p>	<p>*</p> <p>*</p> <p>*</p> <p>*</p> <p>*</p>

LEARNING OUTCOMES	<i>The Certificate is awarded to students who have demonstrated:</i>	SB/ECON 3510 3.00 Or SB/INTL 2200 3.00	SB / IBUS 3200 3.00	SB / OMIS 4560 3.00	SB/ IBUS 4200 3.00	SB/INTL 1300 3.00 OR SB/INTL 3350 1.50 OR SB/ ORGS 4400 3.00	SB / INTL 3400 1.5	SB /I NTL 3500 3.00	SB / INTL 4400 3.00
	<p>and in individual countries/regions.</p> <p>l. Assess how trade barriers and preferential trade agreements can alter firm behaviour.</p> <p>m. Assess the various types of risk that arise with international business.</p> <p>n. Identify key terms and abbreviations used in international business.</p>		*	*	*	*	*	*	*
3. Level of Application of Knowledge	<p>a. Apply in an international context critical thinking and analytical skills to complex problems and issues, including those within a specific discipline and those that cross discipline boundaries.</p> <p>b. Apply appropriate analytical skills to numerical data and interpret the results of the analysis.</p> <p>c. Monitor and interpret key economic, political, social events as they occur and how they impact on business, globally.</p> <p>d.</p> <p>e. Evaluate quantitative information within the</p>	*	*		*	*	*	*	*

LEARNING OUTCOMES	<i>The Certificate is awarded to students who have demonstrated:</i>	SB/ECON 3510 3.00 Or SB/INTL 2200 3.00	SB / IBUS 3200 3.00	SB / OMIS 4560 3.00	SB/ IBUS 4200 3.00	SB/INTL 1300 3.00 OR SB/INTL 3350 1.50 OR SB/ ORGS 4400 3.00	SB / INTL 3400 1.5	SB /I NTL 3500 3.00	SB / INTL 4400 3.00
	<p>context of non-quantitative environmental factors and constraints, including in unfamiliar places.</p> <p>f. Understand how cultural differences can influence business strategies.</p> <p>g. Demonstrate sensitivity to how various cultural differences affect the carrying out of international business in different geographical areas.</p> <p>h. Adapt and function effectively and efficiently in different cultures.</p> <p>i. Draw insights into how international business is conducted from the real life experiences of others operating in international businesses in different industries and different geographic areas.</p> <p>j. Draw insights into how international business is conducted from seeing how business operates at the plant, trading floor or firm level.</p>		<p>*</p> <p>*</p> <p>*</p>		<p>*</p> <p>*</p> <p>*</p> <p>*</p>	<p>*</p> <p>*</p> <p>*</p> <p>*</p>	<p>*</p> <p>*</p> <p>*</p> <p>*</p>	<p>*</p> <p>*</p> <p>*</p> <p>*</p>	<p>*</p> <p>*</p> <p>*</p> <p>*</p>
4. Awareness of Limits of	a. Recognize the limitations of the student's own knowledge and abilities,	*	*	*	*	*	*	*	*

LEARNING OUTCOMES	<i>The Certificate is awarded to students who have demonstrated:</i>	SB/ECON 3510 3.00 Or SB/INTL 2200 3.00	SB / IBUS 3200 3.00	SB / OMIS 4560 3.00	SB/ IBUS 4200 3.00	SB/INTL 1300 3.00 OR SB/INTL 3350 1.50 OR SB/ ORGS 4400 3.00	SB / INTL 3400 1.5	SB /I NTL 3500 3.00	SB / INTL 4400 3.00
Knowledge	especially when having to deal with uncertainties and ambiguities that are apt to be larger in foreign environments.								
5. Level of Communication Skills	<p>a. Convey thoughts, ideas, and plans effectively within a working group, team, or negotiating session that may consist of a diverse group of individuals with different cultural or business norms.</p> <p>b. Listen effectively to the thoughts, ideas and plans offered by others in any setting, including international.</p> <p>c. Communicate information, analyses, arguments, and recommendations accurately, effectively, and reliably to a range of audiences, both internally within the organization as well as externally to outside stakeholders and interests, including governmental bodies and foreign groups, both orally and in writing.</p>	*	*	*	*	*	*	*	*

LEARNING OUTCOMES	<i>The Certificate is awarded to students who have demonstrated:</i>	SB/ECON 3510 3.00 Or SB/INTL 2200 3.00	SB / IBUS 3200 3.00	SB / OMIS 4560 3.00	SB/ IBUS 4200 3.00	SB/INTL 1300 3.00 OR SB/INTL 3350 1.50 OR SB/ ORGS 4400 3.00	SB / INTL 3400 1.5	SB /I NTL 3500 3.00	SB / INTL 4400 3.00
6. Autonomy and Professional Capacity	<p>a. Function professionally and effectively in employment, community involvement, and other activities, both within the local and international communities.</p> <p>b. Promote ethical behaviour in international business dealings.</p> <p>c. Demonstrate concern for sustainability in international business dealings.</p> <p>d. Act in a socially responsibility way with attention to all stakeholders in international business dealings.</p> <p>e. Transfer skills effectively to new situations and environments.</p>	*	*	*	*	*	*	*	*

The international experiential requirement is primarily designed to expose students to an international setting and hence, contribute to the attainment of increased cultural sensitivity. In addition, INTL 4100 (Exchange Study Term Abroad) allows students to interact with foreign students and operate in a foreign environment. INTL 4100 or IBUS 4100 (Summer Internship Abroad) allows students to interact with other employers in a foreign environment. And IBUS 4900 (Independent Study) allows students to operate in or with a firm that is heavily engaged in international business and hence, will provide exposure to the foreign environment.

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

Student achievement will be assessed through the normal evaluation processes for the courses required to obtain the Certificate, as outlined in each of the course syllabi. Most courses contain a mix of individual and group deliverables to support individual learning and impart management skills, ethical behavior and communication skills. Examinations are geared towards assessing knowledge and skills and, during the semester, to provide formative feedback. Participation and presentations also form significant components in most courses as they allow students to further develop communication and presentation skills and individual autonomy, in addition to obtaining feedback from their peers and professors.

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

BBA Stream Certificate Requirements:

BBA Stream Certificate Core Courses (all are electives offered in the SSB BBA program):

SSB Unit	Course Number and Title	Existing or New	Course Description
Economics	SB/ECON 3510 3.00 Applied International Economics	Existing	<p>This course examines international economics from the viewpoint of the firm and the nation. International trade, foreign investment, tariffs, economic integration, the balance of payments, the foreign exchange market and the international system are among the topics studied.</p> <p>Note: Not open to iBBA students for credit. Prerequisites: SB/ECON 2000 3.00</p>
International Business	SB/IBUS 3200 3.00 Managing International Business Activities	New	<p>This course focuses on how to deal with the issues affecting the success of organizations operating internationally through exporting, importing, licensing or engaging in foreign direct investment. Role-playing, and development of an international business plan will be utilized in generating the skills and mind-set required for dealing with real-life international business situations.</p> <p>Prerequisites/corequisites: Enrolment in the third or fourth year of the iBBA Program or enrolment in the third or fourth year of the BBA</p>
Operations Management & Information Systems	SB/OMIS 4560 3.00 Supply Chain Management	Existing	<p>Supply chain management is an important concept underlying the strategy and operations of virtually all firms that manufacture and/or distribute products. The torrid pace of improvements in information technologies made supply chain management both possible and at the same time more complicated. This course is designed to provide the student with an understanding of the fundamental trade-offs involved in designing and operating supply chains.</p> <p>Prerequisites: SB/OMIS 1000 3.00 and SB/OMIS 2010 3.00</p>
International Business	SB/IBUS 4200 3.00 Integrative International Business Seminar	New	<p>This course is the capstone for the Certificate in Managing International Trade and Investment. By exposure to senior executives operating in international business, who will be presenting seminars, and by actual visits to actual businesses, students will be able to see how real-life situations are dealt with, and what skills and mind-set are required to be successful in international business.</p> <p>Prerequisites/Corequisites: SB/IBUS 3200 3.00 Managing International Business Activities and completion of the Required International Experiential Component of the Schulich Certificate in Managing International Trade and Investment.</p>
Organization Studies	SB/ORGS 4400 3.00 Managing Across Cultures	Existing	<p>This course extends the basic frameworks and theories of Organization Behaviour into the context of international business, using fundamental OB concepts, including mind-sets and identities, interests and power, organizational roles and design, to enable students to work more effectively in terms of teams, leadership, motivation, negotiation, ethics, and organizational learning in cross-border business. (Formerly: SB/OBIR 4400 3.00)</p> <p>Note: Not open to iBBA students for credit. Prerequisite: SB/ORGS 2010 3.00</p>

BBA Stream Certificate Elective Courses (all are elective courses offered in the SSB BBA program):

SSB Unit	Course Number and Title	Existing or New	Course Description
Strategic Management	SB/MGMT 3030 3.00 Creating Global Capitalism	Existing	<p>This course examines the role of firms and entrepreneurs in the creation of the global economy over the past two centuries. Based on a historical perspective, the course addresses many contemporary issues related to globalization: the opportunities and problems of operating abroad, the role of governments in attracting and controlling foreign investment, the contribution of multinationals to growth and prosperity.</p> <p>Note: Open only to students in year 3 or year 4.</p>
International Business	SB/IBUS 4500 3.00 Managing Business in Emerging Economies	To be created	To be created
Finance	SB/FINE 4400 3.00 International Financial Management	Existing	<p>The course provides students with the analytical tools and frameworks required to address financial decision making in the modern global firm. The emphasis of the course is on the financial management from the perspective of global financial manager. The main issues include currency risk management using derivative contracts, cross-border investment decisions, and financing decisions in the international financial markets.</p> <p>Pre-requisites: SB/ECON 3510 3.00 or SB/IBUS 3100 3.00, or SB/INTL 2200 3.00; and SB/FINE 3100 3.00.</p>
Marketing	SB/MKTG 4400 3.00 International Marketing	Existing	<p>This course satisfies two interrelated objectives: to improve the student's marketing decision-making ability through the solution of complex multinational marketing problems; and to increase the student's sensitivity to different cultural, socio-economic and legal environments encountered in the international marketplace. The course uses readings, cases and a group project.</p> <p>Prerequisite: SB/MKTG 2030 3.00</p>
Corporate Social Responsibility	SB/MGMT 4300 Corporate Social Responsibility in a Global Context	Existing	<p>This course provides an advanced understanding of CSR by taking a distinctly global focus through readings and case analysis. The global focus not only reflects the main themes and issues raised in CSR debates, but also enables the student to appreciate the topic from the perspective of various regional settings. The emphasis is on providing a conceptual understanding of why CSR has become so important and a basic overview of how corporations have responded to this challenge.</p> <p>Prerequisites: SB/MGMT 1040 3.00 or SB/INTL 3400 1.50 and SB/INTL 3500 3.00</p>
International Business	SB/IBUS 4100 3.00 Internship Abroad	New	For BBA students an internship completed outside of Canada with a firm or government agency for a minimum of eight weeks. International students are permitted to do the internship in Canada.

IBBA Stream Certificate Requirements: 30 credits

iBBA Stream Certificate Core Courses from iBBA Program Core Courses (all are offered in the SSB iBBA program):

SSB Unit	Course Number and Title	Existing or New	Course Description
Organizational Behaviour	SB/INTL 1300 3.00 Organizational Behaviour Across Cultures	Existing	<p>The purpose of this core course is to introduce students to organizational behaviour - a discipline that studies organizations and the individuals and groups within them. Furthermore, the course stresses the importance of developing an international perspective and cross-cultural sensitivity to organizational behaviour issues. Interpersonal and group skills and new ways of dealing with issues ranging from ethical use of organizationally based power to technological change to work-force diversity are introduced. Through cases, exercises, and experiential activities, skills in stress management, conflict, leadership, motivation, and other work-related issues will be introduced. The central objective of the course is to create a knowledge base from which students can develop organizational competence. The course is grounded in an assessment that the changing demands on managers imply a need for intellectual flexibility and an increasingly broad range of managerial skills.</p> <p>Note: Not open to BBA students for credit. Not available to exchange students visiting Schulich. Course Credit Exclusion: SB/ORGS 1000 3.00 and SB/ORGS 2010 3.00 (or equivalent)</p>
Economics	SB/INTL 2200 3.0 International Economics	Existing	<p>This core course examines international economics from the viewpoint of the firm and the nation. International trade, foreign investment, tariffs and other trade barriers, economic integration, the balance of payments, the foreign exchange market, and the international monetary system are among the topics studied.</p> <p>Note: Not open to BBA students for credit. Not available to exchange students visiting Schulich. Prerequisites: SB/INTL 1200 3.0 and SB/INTL 1210 3.00</p>
Organizational Behaviour	SB/INTL 3350 3.00 Applied Cross Cultural Management	Existing	<p>This core course contributes to the development of knowledge and skills needed to manage effectively in different cultural environments and to work effectively with people from other cultures. The course uses the case study methodology to provide the student an opportunity to examine, in a real world context, the many cross cultural management issues that organizations and managers face in today's global business climate.</p> <p>Note: Not open to BBA students for credit. This course is not available to exchange students visiting Schulich. Must be taken in conjunction with SB/INTL 3400 1.50</p>
Organizational Behaviour	SB/INTL 3400 3.0 Business and Sustainability	Existing	<p>This core course helps students understand how international businesses are re-aligning and re-inventing their corporate strategies toward more sustainable business models. Students can develop insights into cross-cultural approaches to sustainability and corporate social responsibility. The course also promotes understanding of how shareholder value can be reconciled with notions of "sustainable value added" -</p>

			<p>i.e., the preservation and creation of environmental and social capital and how sustainability strategy can create competitive advantage.</p> <p>Note: Not open to BBA students for credit. This course is not available to exchange students visiting Schulich. Must be taken in conjunction with SB/INTL 3350 1.50</p>
Business Ethics	SB/INTL 3500 3.00 International Business Ethics	Existing	<p>This core course develops students' knowledge about the ethical issues facing corporations in their relations with different stakeholders in global economy. Dealing with a range of controversial business practices, such as outsourcing to sweatshops, polluting the environment, and paying bribes, the course outlines tools and frameworks for understanding and assessing such practices, and evaluating ways of managing international business ethics.</p> <p>Note: Not open to BBA students for credit. This course is not available to exchange students visiting Schulich.</p>
Strategic Management	SB/INTL 4400 3.00 Strategic Management for International Business	Existing	<p>This core course focuses on the fundamental concepts of strategy and strategic management and explores the task of developing, implementing, executing and monitoring an organization's strategy, with particular focus on firms operating in international markets. The emphasis is on the problems and issues that affect the success of an entire organization. Examples are drawn from all sizes and types of organizations, although the majority of content and cases deal with profit-oriented enterprises operating in the competitive global business environment. The course uses readings, lectures, case discussions and role playing to expose students to a wide range of concepts and to the many type of situations that face managers and bear directly on an organization's ultimate success.</p> <p>Note: Not open to BBA students for credit. Not available to exchange students visiting Schulich. Effective Fall 2008, this course cannot be completed on Exchange. Prerequisites: All 3000-level iBBA core courses.</p>

iBBA Stream Certificate Core Courses that are iBBA elective courses:(all are electives offered in the iBBA program)

SSB Unit	Course Number and Title	Existing or New	Course Description
International Business	SB/IBUS 3200 3.00 Managing International Business Activities	New	<p>This course focuses on how to deal with the issues affecting the success of organizations operating internationally through exporting, importing, licensing or engaging in foreign direct investment. Role-playing, and development of an international business plan will be utilized in generating the skills and mind-set required for dealing with real-life international business situations.</p> <p>Prerequisites/corequisites: Enrolment in the third or fourth year of the iBBA Program or enrolment in the third or fourth year of the BBA</p>

Operations Management & Information Systems	SB/OMIS 4560 3.00 Supply Chain Management	Existing	Supply chain management (SCM) underlies the strategy and operations of all firms that manufacture or distribute products and services. The torrid pace of improvements in information technologies made SCM both possible and, along with their global reach, also more complicated. This course will provide students with an understanding of the choices and trade-offs involved in designing and operating supply chains domestically and globally.
International Business	SB/IBUS 4200 3.00 Integrative International Business Seminar	New	This course is the capstone for the Certificate in Managing International Trade and Investment. By exposure to senior executives operating in international business, who will be presenting seminars, and by actual visits to actual businesses, students will be able to see how real-life situations are dealt with, and what skills and mind-set are required to be successful in international business. Prerequisites/Co-requisites: SB/IBUS 3200 3.00 Managing International Business Activities and completion of the Required International Experiential Component of the Schulich Certificate in Managing International Trade and Investment.

iBBA Stream Certificate Elective Courses (all are electives offered in the SSB iBBA program):

SSB Unit	Course Number and Title	Existing or New	Course Description
Strategic Management	SB/MGMT 3030 3.00 Creating Global Capitalism	Existing	This course examines the role of firms and entrepreneurs in the creation of the global economy over the past two centuries. Based on a historical perspective, the course addresses many contemporary issues related to globalization: the opportunities and problems of operating abroad, the role of governments in attracting and controlling foreign investment, the contribution of multinationals to growth and prosperity. Note: Open only to students in year 3 or year 4.
To be determined	SB/IBUS 4500 3.00 Managing Business in Emerging Economies	New	To be created
Finance	SB/FINE 4400 3.00 International Financial Management	Existing	The course provides students with the analytical tools and frameworks required to address financial decision making in the modern global firm. The emphasis of the course is on the financial management from the perspective of global financial manager. The main issues include currency risk management using derivative contracts, cross-border investment decisions, and financing decisions in the international financial markets. Pre-requisites: SB/ECON 3510 3.00 or SB/IBUS 3100 3.00, or SB/INTL 2200 3.00; and SB/FINE 3100 3.00.
Marketing	SB/MKTG 4400 3.00 International Marketing	Existing	This course satisfies two interrelated objectives: to improve the student's marketing decision-making ability through the solution of complex multinational marketing problems; and to increase the student's sensitivity to different cultural, socio-economic and legal environments encountered in the international marketplace. The course uses readings, cases and a

			group project. Prerequisite: SB/MKTG 2030 3.00
Corporate Social Responsibility	SB/MGMT 4300 3.00 Corporate Social Responsibility in a Global Context	Existing	This course provides an advanced understanding of CSR by taking a distinctly global focus through readings and case analysis. The global focus not only reflects the main themes and issues raised in CSR debates, but also enables the student to appreciate the topic from the perspective of various regional settings. The emphasis is on providing a conceptual understanding of why CSR has become so important and a basic overview of how corporations have responded to this challenge. Prerequisites: SB/MGMT 1040 3.00 or SB/INTL 3400 1.50 and SB/INTL 3500 3.00
International Business	SB/IBUS 4100 3.0 Internship Abroad	New	For BBA students an internship completed outside of Canada with a firm or government agency for a minimum of eight weeks. International students are permitted to do the internship in Canada.

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

A main mode of delivery is via existing SSB course offerings, which employ a range of teaching methods including lectures, exercises, case studies, simulations, etc. The required International Experiential Component ensures that students know about different cultures, business in other worlds and prepares them for a capstone required required Certificate core course, SB/IBUS 4200 3.00 *Integrative International Business Seminar*. This course has a different format than other courses. This is a new course and it will consist of presentations from people from business and government in the classroom. They will relate their experiences and indicate what life is really like in practice in the field. Students will engage in discussion with the presenters. Also part of this course involves students making visits to Canadian firm or plant involved in international business activities. Students will also discuss what they learned in their International Experiential Component.

5. Admission Requirements

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

The Certificate in Managing International Trade and Investment is open to only to students enrolled in the SSB BBA and iBBA programs. As the Certificate will be completed concurrently with the either BBA or iBBA program, students who have completed all the Certificate courses are eligible to apply for the Certificate.

6. Resources

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

The full-time and part-time faculty members who will be teaching in the BBA and iBBA programs possess very substantial academic qualifications, and research expertise, in the field of international business. Examples include:

Course Number and Title	Instructor
SB/ECON 3510 3.00 Applied International Economics	Farrokh Zandi
SB/IBUS 3200 3.00 Managing International Business Activities	Bernie Wolf, Tony Baker
SB/OMIS 4560 3.00 Supply Chain Management	Linda Lakats, Murat Kristal
SB/IBUS 4200 3.00 Integrative International Business Seminar	Bernie Wolf
SB/ORGS 4400 3.00 Managing Across Cultures	Steve Weiss
SB/MGMT 3030 3.00 Creating Global Capitalism	Matthias Kipping
SB/FINE 4400 3.00 International Financial Management	Kee-Hong Bae
SB/MKTG 4400 3.00 International Marketing	Alan Middleton
SB/IBUS 4100 3.00 Internship Abroad	Farrokh Zandi
SB/INTL 2200 3.0 International Economics	Farrokh Zandi

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

No additional equipment or computer resources are required.

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

All courses to be held at the Schulich School of Business, no additional space required.



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Memo

To: Rhonda Lenton, Provost Designate
From: Dezső J. Horváth, Dean
Date: November 21, 2012
Subject: Resource Statement for the Undergraduate Certificate in
Managing International Trade and Investment

I would like to express my full support for the proposed Certificate in Managing International Trade and Investment, to be offered to students enrolled in our BBA and International BBA (iBBA) programs. As most of the courses proposed for the certificate are already offered at Schulich, we hope that the first students would be able to obtain the certificate starting in 2013/14.

In preparation of the certificate design, one of our most experienced International Business professors, Bernie Wolf, engaged in a research project that answered the question what competences internationally operating companies were looking for in their managers. In addition, we partnered with Export Development Canada (EDC) to establish the learning outcomes and obtain continuous feedback during the certificate design process.

To achieve the same learning outcomes, the Certificate had to be designed differently for BBA as compared to iBBA students. The latter already enjoy core courses focused in international business and management. Only five elective courses will be required for iBBAs to complete the certificate. Those elective courses include two new courses – a cross-functional course named *Managing International Business Activities*, and a highly experiential course, the *Integrative International Business Seminar*. In addition, iBBAs will have to experience cultural diversity through a semester abroad, which they already do as part of their regular program. In contrast, BBA students will have to take eight courses as part of the certificate that are not core courses in their regular program. To satisfy the experiential component of the certificate, BBA students will have to either go on exchange or complete an internship abroad.

Certificate students will be students admitted to the BBA / iBBA programs, planned for within the current enrolment framework. On the resource side, only two classroom-based courses have been newly designed and approved for the purpose of this certificate. In addition, an internship component has been added, with the internship being approved and the report graded by a faculty member. The marginal administrative burden associated with the certificate is very minor and represents an insignificant addition to Schulich's operations. More specifically:



Faculty resources

The primary faculty resource is the teaching faculty at the Schulich School of Business, both full-time and part-time. The incremental teaching load resulting from the certificate (6 credits/year) will be addressed by a part-time faculty member or absorbed via the teaching load of full time faculty. The part-time faculty member already teaches in our IMBA program and is an expert in his field. The internship coordinator already coordinates a similar but differently focused internship.

Administrative Resources

The certificate will be administered by the Director of our International Business Specialization. Secretarial support and the management of exchanges or internships will be provided by existing staff. The net increase in exchanges / internships is expected to be small relative to current numbers.

Library Resources

The Schulich School of Business has a well-established stream in International Business at the undergraduate and graduate levels. The York University Library, particularly the Peter Bronfman Business Library, holds extensive resources in support of these certificates and in support of faculty research in this area. The Library Statement forecasts that no additional resources will be required for the proposed certificate. Library statements regarding the two new courses are contained in the relevant course proposals, both of which have already been approved and are now being offered.

Financial Aid

As only current Schulich undergraduate students will be admitted to the certificate, no additional financial aid will be required. Travel bursaries are available for students wishing to participate in an international exchange or internship program. Certificate students would be eligible to apply for those in the same way as other students do.

In conclusion, the addition of the certificate would have a very insignificant impact on the school, as the only net addition would be a set of two courses that by now are being offered already. I am pleased to support the certificate as it will help strengthen the competitiveness of our BBA and iBBA graduates in the area of International Business.

**Report to Senate
November 8, 2012**

The Faculty Council of Liberal Arts & Professional Studies would like to report as an item for action the closure of the Certificate in Business Fundamentals effective Fall 2013.

Proposal to close the certificate in Business Fundamentals

This proposal is to close the certificate in Business Fundamentals effective September 2013.

The Certificate in Business Fundamentals is to be discontinued at the end of the academic year, 2012-13. The two 4000-level Certificate courses were offered by ADMS for the last time in 2011-2012 (the two 3000-level courses, BFND 3100 and BFND 3200, were last offered in 2010-11 and will not be offered again); no new students have been admitted to the Certificate as of Sept. 2011, and hence, of those who have yet to complete it, of which there are as few as half a dozen, the majority will have done so with the completion of the two 4000-level courses in the 2011-12 year.

Impact on other units that may utilize courses in their programs including inter-Faculty and inter-institutional agreements

There are four courses which are specific to the Certificate in Business Fundamentals:

- [AP/BFND 3100 3.00](#) Management and Business: An Introduction;
- [AP/BFND 3200 3.00](#) Accounting & Finance;
- [AP/BFND 4100 3.00](#) Markets & Marketing; and
- [AP/BFND 4200 3.00](#) Management Strategy & Implementation.

These courses are unique to the *Certificate in Business Fundamentals* and are not utilized within any other program or certificate. Therefore the closure of both the Certificate and courses will have no impact on other units.

Impact of closure on students currently enrolled in the program including an outline of the provisions for students to complete their programs, timelines, and availability to transfer credits to other programs

No new students have been admitted to the Certificate as of Sept. 2011, and hence, of those who have yet to complete it, of which there are as few as half a dozen, the majority will have done so with the completion of the two 4000-level courses in the 2011-12 year.

There is likely to be a very small number of students in the Certificate who, for whatever reason, will not complete one or both of the 4000-level courses in 2011-12, and it is important that they be given opportunity to complete the Certificate after 2011-12. In consultation with Professor Peggy Ng of the School of Administrative Studies, course substitutes are proposed for AP/BFND 4100 3.00 (Markets & Marketing) and AP/BFND 4200 3.00 (Management Strategy & Implementation) from the year 2012-13. The proposed substitutes are, respectively:

AP/ADMS 2200 3.00 Introductory Marketing;
AP/ADMS 4250 3.00 Marketing Strategy.

It is recommended that students currently registered in the certificate be given a final date for completion to be set for Sept. 2014; hence, no one will be able to complete the Certificate after the academic year 2013-14.

Impact on faculty members

No envisaged impact. Faculty members in Business & Society have never taught the BFND courses. Previously the courses were taught in Schulich by contract faculty, as they currently are in the School of Administrative Studies (SAS). So the impact of full-time faculty members will be minimal or even non-existent. Professor Ng in SAS, has voiced no concerns regarding her faculty members. Indeed, both Schulich and SAS are reluctant or unwilling to offer the courses if future.

General implications for the quality and diversity of academic programming

The four BFND courses were pretty standard and introductory business courses, of the sort offered in Schulich and the School of Administrative Studies. Hence, there will be little or no loss of diversity or quality in academic planning if the Certificate is closed. The closure of the Certificate will, of course, mean that some students will not have access to the "business" courses which comprise the Certificate in future.

Note: The existing Degree Learning Expectations and Program Learning Outcomes for the BPA are attached; the program will be advised to update them following the approval of these

Memo

FACULTY OF
LIBERAL ARTS &
PROFESSIONAL
STUDIES

Office of the Dean

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Tel 416 736-5220
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To: To Whom It May Concern

From: Kim Michasiw,
Associate Dean, Curriculum and Enrolment

Date: May 8, 2012

Subject: Closure of Certificate in Business Fundamentals

On behalf of Dean Martin Singer, I have reviewed the proposal to close the certificate in Business Fundamentals in the Faculty of Liberal Arts & Professional Studies.

The Certificate in Business Fundamentals has unfortunately had a long history of limited enrolment. The collective lack of interest on all signs had prompted both Schulich and SAS to discontinue the courses and the program.

No new students have been admitted to this certificate as of September 2011 and a final date for the completion of the certificate for the remaining students has been set for the 2013-2014 academic year. An agreement has been reached with SAS to provide two substitute courses for the few remaining students so that they may complete their certificate programme.

Kim Ian Michasiw
Associate Dean, Programs
Faculty of Liberal Arts & Professional Studies
York University



Memo

To: Senate ASCP

From: Kim Michasiw, Vice-Dean, Faculty of Liberal Arts & Professional Studies

Date: 4 December 2012

Re: Closure of the Certificate in Business Fundamentals

The short answer to all of the Committee's questions is that the Business Fundamentals program had, from its inception, a flawed design. The 3000- and 4000-level courses may have been a problem, but the greater one was that the "fundamentals" were perceived by students to be insufficiently fundamental.

The program was advertised primarily amongst the very large cohort (almost 1500 majors at one point in the last decade) of Business & Society majors, and found very few takers, even among a group that had, by its own choice, indicated its interest in Business.

LA&PS absolutely agrees with the Committee that the Faculty's students deserve the opportunity "to gain applied knowledge and skills as a complement to their degree learning outcomes." The Faculty is persuaded, though, that the Business Minor that is now offered by the School of Administrative Studies, and the Minor programs we are currently developing in Marketing and in Human Resources Management, will better serve that purpose. Despite limited advertising, and despite a perhaps unrealistic mathematics requirement, the Business Minor has almost 100 current students, which is five times the enrolment in Business Fundamentals, even at its height. LA&PS is persuaded that with some fine-tuning of the Math requirement, and with the addition of other Minors from the professional side, it will be able to address students' need for applied knowledge more effectively than Business Fundamentals ever did.

If the Committee has further questions, please do not hesitate to send them along.

All best wishes.

Closure of NYU Programs: Supporting Materials from APC

This program was closed in June 2010. At that time, the particular requirements for program closure as per York University Senate were not followed. Those requirements are available here http://yugap.info.yorku.ca/files/2012/08/closure_protocol.pdf and are attached to this document.

On October 9th, I sent the following member to Senate APPC:

Memo

To: Cheryl Underhill, Secretary of the Academic Standards,
Curriculum and Pedagogy Committee

From: Sonia Lawrence, Chair, Academic Policy and Planning
Committee of Faculty Council, Osgoode Hall Law School

Re: Proposal Brief, Program Closure:
JD/JD and JD/LLM joint programs with New York University
Law School

Date: October 9, 2012

Please note that this program was actually closed in June 2010. Owing to oversight, proper Senate procedures were not engaged at that time.

Osgoode regrets the omission and we hope that the following suffices at this point.

Rationale for Closure

Low enrolment.

The original MoA between Osgoode and NYU stated that the JD/JD Program “will be in effect for a period of five academic years commencing in the 2006-2007 academic year, to be reviewed after the 2010-2011 academic year ... Osgoode Hall Law School and NYU School of Law mutually reached the conclusion that the JD/JD Program unfortunately has not attracted sufficient student interest to warrant its renewal following 2010-2011. Both law schools have determined that the administrative costs of operating the program outweigh its benefits given the very small number of students who ultimately enroll. Moreover, the ongoing liberalization of lawyer mobility across the Canada-US border gives us reason to believe that

the market need for a double JD is likely to shrink rather than grow in the coming years." *[excerpt from letter Osgoode to NYU Vice Dean Professor Randy A. Hertz, June 2010]*

Impact on other units

None.

Impact of closure on students currently enrolled

There is only one student currently enrolled in these programs. The student is in Year 3 of the 4 year JD/JD program. The student will have full access to the original terms of the program.

"Both schools are committed to ensuring that all students recruited to either law school while the JD/JD Program was advertised will remain fully entitled to apply for admission to the JD/JD Program, and if admitted to complete its requirements and graduate with both degrees according to the terms of the MoA. This includes students admitted to Osgoode in 2010 or 2009, some of whom might have intended to apply for admission to the JD/JD Program during their first or second year of the Osgoode JD." *[excerpt from letter Osgoode to NYU Vice Dean Professor Randy A. Hertz, June 2010]*

Current Osgoode Hall 2nd Year students (class of 2014) are the last class of students who will have the opportunity to enroll in these programs.

Impact on Faculty Members

None

General implications for the quality and diversity of academic programming

Since the rationale for the closure is low enrolment/demand, we do not believe this closure has any significant or meaningful impact on the quality and diversity of Osgoode Hall's Academic Programming. We continue to offer a variety of joint programs and international experiences to our students.

Submitted by

Professor Sonia Lawrence,
Chair, Academic Policy and Planning Committee of Osgoode Hall Faculty
Council

cc.

Dean Lorne Sossin, Osgoode Hall Law School

Professor Joan Gilmour, Chair, Faculty Council, Osgoode Hall Law School

Professor Poonam Puri, Associate Dean Research and Graduate Studies, Osgoode Hall Law School

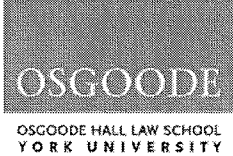
Mya Bulwa, Assistant Dean, Students, Osgoode Hall Law School

Senate APPC has responded with a request that we follow the requirements, despite the post hoc nature of what we're doing.

A letter from the Osgoode Dean approving the closure is attached.

APPC approved this closure on November 26, 2012.

Also attached are the Senate mandated program closure requirements.



Lorne Sossin
Dean

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November 8, 2012

Dear Senate ASCP,

Re: Closure of the Osgoode/NYU JD/JD and JD/LLM joint programs

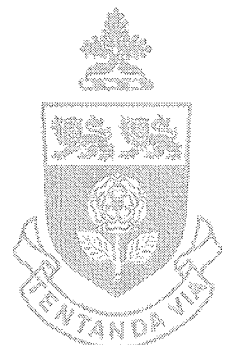
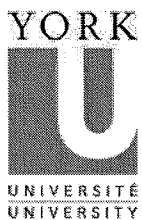
I am writing to express my support for the closure of the JD/JD and JD/LLM joint programs with New York University Law School. I have reviewed the rationale for these proposed program closures and agree that these programs not only pose a heavy administrative burden on Osgoode but are also, historically, largely under-enrolled. We greatly value our relationship with NYU School of Law and look forward to future collaborative opportunities.

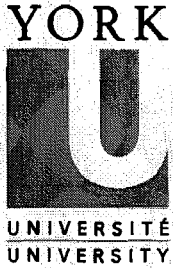
Osgoode will continue to offer a variety of joint programs and other international experiences to our students. Please do not hesitate to contact me should you have any questions.

Sincerely,

Lorne Sossin
Dean, Osgoode Hall Law School
of York University

cc. Sonia Lawrence, Chair, Osgoode APPC
Mya Bulwa, Assistant Dean, Students






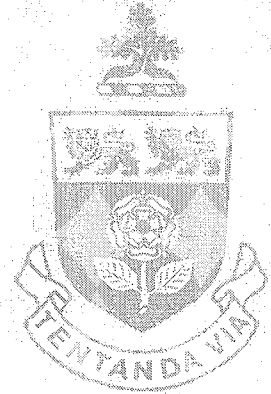
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Memorandum

To: David Mutimer, Chair, Senate/APPRC
From: Rhonda Lenton, Provost 
Date: November 28, 2012
Subject: Proposal for Closure of JD/JD and JD/LLM Programs with NYU



I am writing to provide a statement of support from the Provost's Office in relation to the proposal from Osgoode Hall Law School for the closure of the joint JD/JD and JD/LLM programs between Osgoode and New York University Law School. Under the terms of the Memorandum of Understanding establishing the joint program, it was to be reviewed after five years of operation. That review led to the mutual conclusion by Osgoode and NYU that the program had unfortunately not attracted sufficient student interest to make its continuation viable, and therefore to the recommendation for closure. The proposal to close the programs indicates that the one student currently in the program, and any students who entered either school with the intention of pursuing the program, will be provided the opportunity to complete it.

With this understanding, I am happy to support the proposal to close the joint program, and to echo the Dean's hope that opportunities for collaborations with NYU will emerge in the future.

Cc: Dean L. Sossin
C. Underhill for ASCP

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

The Senate of
York University

**Joint Report to Senate
at its Meeting of January 24, 2013**

FOR INFORMATION

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

The Joint Sub-Committee has submitted its first report of 2012-2013. Senators are asked to make special note of item 4 in the report, which reflects on the first full year under the Senate-approved quality assurance framework and the York University Quality Assurance Protocols. It is imperative that proponents of new proposals adhere to the guidelines and templates developed for submissions so that processes are efficient and effective as possible and result in appropriate, timely outcomes. Senators may also wish to note the Quality Council's first annual report which the Sub-Committee has provided as an appendix to its own report.

Documentation is attached as Appendix A.

2. Joint Session on E-Learning

The Academic Technology Advisory Group is currently undertaking consultations on high level plans and strategies to guide the use of technology in advancing the University's priorities in the area of teaching and learning. A special session was arranged so that members of APPRC and ASCP could contribute, in a separate setting, to the discussions of this important topic.

The *University Academic Plan 2010-2015* commits the University to "supporting innovative and flexible curriculum delivery through online and hybrid courses, as well as other elements of technology enhanced learning" and "affirming and expanding of our leadership in curriculum delivery modes, including day, evening, weekend and online learning for graduate and undergraduate, full-time and part-time, traditional and non-traditional students, as keys to enhancing the student experience and supporting our commitment to access to post-secondary education."

Senators may wish to review background documentation produced during this process – "A Case for Change: eLearning at York University" (November 2012) and "ELearning Business Case for York University" (June 2010) – both of which can be accessed from the following address:

<http://avptl.info.yorku.ca/elearning-forums/>

The community is invited to comment on the matters raised in the discussion paper.

David Mutimer
Chair, APPRC

George Tourlakis
Chair, ASCP

**Academic Policy, Planning and Research
Academic Standards, Curriculum and Pedagogy**

Sub-Committee on Quality Assurance

**Report to the Full Committees
December 2012**

The Sub-Committee met November 21 with all members in attendance, and submits the following report to the full Committees.

1. Sub-Committee Chair for 2012-2013

Professor Turlakis of Academic Standards, Curriculum and Pedagogy has agreed to chair the Sub-Committee this year. Other members are:

Barbara Crow, Dean, Faculty of Graduate Studies (ex officio)
Walter Giesbrecht, APPRC
Rhonda Lenton, Vice-Provost Academic (ex officio)
Niru Nirupama, ASCP
Bridget Stutchbury, APPRC

The Sub-Committee is supported by Robert Everett and Cheryl Underhill of the University Secretariat. Staff members from the Offices of the Vice-Provost Academic and Faculty of Graduate Studies provide additional assistance to the Sub-Committee.

2. York University Quality Assurance Protocols

The Sub-Committee has provided advice to the Vice-Provost Academic as the Protocols, initially approved by the Quality Council in 2011, have been refined to ensure that they are consistent with Senate Policy and are clear to those submitting curriculum proposals or undergoing reviews. Changes made in the past year have been minor in nature, and all have been accepted by the Quality Council.

3. Schedule of Reviews

Attached to this report is an updated schedule (or “rota”) of cyclical reviews for 2012-2013 and beyond. In keeping with Senate policy, a majority of reviews have been scheduled such that undergraduate and graduate reviews will be conducted concurrently. The schedule has been posted on the Quality Assurance Website maintained by the Vice-Provost Academic.

Documentation is attached as Appendix A (p.1).

4. Reflections on the First Year of Quality Assurance

York submitted a number of proposals during the past year for approval by the Quality Council or for information. It is clear that the Appraisal Committee – which recommends actions by the Quality Council – takes its job very seriously and gives proposals intense scrutiny. A number of lessons have been learned out of this experience, and the Sub-Committee believes that they should be shared with Senate and others with an interest in curriculum development, review, and approval. Internal processes would be greatly assisted by adherence to York’s protocols – which include early notice of

intentions to propose new programs, and to close or modify existing ones – and meticulous adherence to the required templates for submissions.

Documentation is attached as Appendix B (Secretaries' overview) and Appendix C (Quality Council Annual Report (beginning at p. 13 of the report)

5. Cyclical Review Status Report

The Sub-Committee is in the process of completing the final stages of cyclical reviews that were concluded or subject to 18-month follow-up reports last year. Twelve reviews will be conducted this year. As was reported earlier in 2012, it has been agreed that individual members of the Sub-Committee will assess dossiers and will advise if it is necessary or desirable to convene a meeting involving a panel of the Sub-Committee and representatives of the Faculty and program(s). This streamlined process has worked well. Under the current protocols, the Dean(s) / Principal have greater responsibility to work with programs to develop implementation plans and ensure that they are followed.

6. Student Learning Outcomes

Programs have been asked by the Vice-Provost to submit degree level expectations – student learning outcomes this autumn. The Sub-Committee will participate in the review of the submissions and help provide feedback.

G. Turlakis

ONTARIO UNIVERSITIES
COUNCIL ON QUALITY ASSURANCE

Annual Report
July 2011 – June 2012

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ram Approval • Appraisal • Program Approval • Audit • Cyclical Program Review • Major Modifications • Quality Assurance
Assessment of Teaching and Learning • Evaluation Criteria • Learning Outcomes • Degree Level Expectations • Program
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Message from the Chair of the Quality Council – Sam Scully

The Quality Council's second year of operation has been successful in building upon a very productive first year. We are still very much in transition and development as we animate our charter document, the *Quality Assurance Framework* (QAF), but our progress has been such that we can now attest that the Ontario Council of Academic Vice-Presidents (OCAV) and, in particular, the creators of the QAF produced an excellent set of processes and standards that are working well as we bring them to life. Above all, the momentum of the growing operation is noteworthy.

For the Council and the universities our first year was very much about the Institutional Quality Assurance Processes (IQAPs), and their careful review and approval were all completed in that year. The second year has seen the birth of the Appraisal Committee, whose task it is to review all new undergraduate and graduate program proposals and to make recommendations to the Council. The Committee members' rigorous and incisive work, under the leadership of their chair, Jeffrey Berryman, has made the deliberations of the Council for the most part straightforward and rewarding as we consider the diverse and innovative proposals from the universities.

Central to these discussions about new programs of both the Committee and the Council has been the contemporary preoccupation with the definition of learning outcomes, but the familiar issues of faculty strength, space and support for students, particularly in graduate proposals, are still ever present. The great diversity of proposals has brought a real challenge to us all in maintaining consistency in our judgements, and there has been much discussion about degree nomenclature.

Transition takes various forms. For example, the universities are still learning to work with their new IQAPs, and the Council has inherited from OCGS the task of reviewing the progress reports required of the institutions following reviews of graduate reports. This coming year will see the first audits of university compliance with their own IQAPs and the rounding-out of the organizational structure set out in the QAF.

Our successes can be attributed to many factors. The strength of the QAF has already been alluded to. The Council has gelled very quickly, and all its discussions are informed by candour and mutual respect among the members. But, above all, we must acknowledge the multiple contributions of our Secretariat, under the wise and patient leadership of Donna Woolcott. Donna, Cindy and Shevanthi are always timely in their contributions and interventions, and all our work bears witness to their engagement.

Message from the Executive Director – Donna Woolcott

This second Annual Report from the Quality Council summarizes its key activities over the past year. It provides me with the opportunity to acknowledge the important work of the members of the Quality Council and the Appraisal Committee. Sam Scully and Jeffrey Berryman have provided exemplary leadership for these two bodies, respectively, over the year and I particularly want to thank them for their service and their continued leadership for the coming year. The members of these two groups demonstrate real commitment to their roles and to ensuring the continued successful implementation of the Quality Assurance Framework.

The quality assurance activities in Ontario's universities take place during a turbulent time in the postsecondary education (PSE) sector. Factors both internal and external to the universities challenge the status quo. Some voices external to the universities are calling for radical innovation or even revolution in the PSE sector, including changes to type and delivery of programs, and for greater accountability around learning outcomes. Universities react in their own individual ways to these factors. Many universities are actively engaged in new program development and all of them are making program changes on a regular basis to improve their delivery and quality, respond to student needs and to rapid changes in many disciplines. Some universities are developing new programs in collaboration with international partners.

The Quality Assurance Framework calls for the Quality Assurance Secretariat to confirm if the quality assurance processes that apply to the international partner are roughly comparable to those in place here in Ontario. This year, we have looked into the quality assurance processes in place for universities in China, France, Germany, and Italy. We were also very pleased to host a delegation from Swedish universities who were interested in developing a quality assurance system similar to ours. My observation from the exploration of quality assurance in other jurisdictions is that the Ontario system continues to be a leader in ensuring the quality of programs and degrees offered in Ontario universities.

One of the strengths of the new quality assurance system is its emphasis on learning outcomes. Universities are able to respond directly to students and others who call for more accountability because they now are identifying learning outcomes for all new and existing programs. The Quality Council and the QA Secretariat have been very involved this year in assisting faculty and others in universities in learning more about how to develop and assess learning outcomes. The most visible evidence of this was our participation in the successful Symposium on Learning Outcomes held in Toronto in April 2012. We also assisted the Council of Ontario Universities in preparing the publication, *Ensuring the Value of University Degrees in Ontario: A Guide to Learning Outcomes, Degree Level Expectations and the Quality Assurance Process in Ontario*.

The accomplishments we have achieved this past year would not have been realized without the dedication of the members of my team in the Quality Assurance Secretariat. Cindy Robinson, Manager Quality Assurance, Shevanthi Dissanayake and Kurshid Dain provided outstanding co-ordination and administrative assistance. The team provided great support to me, the Quality Council and its committees, while at the same time transitioning to a new data management system that underpins the activities of the Secretariat. They were in regular contact with members of the universities, responding to questions and providing assistance and advice on request. I thank them for their support.

The Quality Council: An Overview

The Quality Council was established in 2010 by the Council of Ontario Universities (COU) as the body that oversees the quality assurance of undergraduate and graduate programs offered by the publicly assisted universities in Ontario. Its work is guided by the Quality Assurance Framework (QAF), which includes protocols that apply to programs at both the graduate and undergraduate levels. The Quality Council communicates its program approval decisions to the Ministry of Training, Colleges and Universities (MTCU), which makes program-funding decisions. However, since it is at arm's length from both the universities and the government, the Quality Council has a unique quality assurance role in both the province and the country.

While the primary locus of responsibility rests with each university to ensure that all programs offered meet the standards of quality identified in the QAF, the Quality Council has the responsibility to review and approve all proposals for new programs to be offered by each university. The Quality Council may also review and approve major modifications to university programs. A further Quality Council responsibility includes auditing universities on a periodic cycle to ensure that they adhere to the quality assurance processes ratified by the Quality Council when they introduce new programs, make major program modifications and conduct cyclical program reviews.

The Quality Council's Appraisal Committee began its work in 2011-2012. It had 66 new program and expedited approval submissions to review over the course of its 10 meetings. More details on the outcome of this work can be found under "Program Approvals" below.

Final transition activities were conducted by the Quality Council as it extended an invitation for nominations to the first Quality Council Panel of Auditors. All universities participated in the nomination process, and 20 nominations were received. A final panel of ten auditors was elected, representing all regions and a variety of disciplines, as well as experience at the senior level in nine institutions in Ontario.

The Schedule of Audits, which establishes on an eight-year cycle when each university will be subject to Quality Council audit, was also approved by the Quality Council. The audits will begin in 2012-2013, allowing the universities some time and experience in implementing their IQAP before the first audit. Audits will be conducted to assess the institution's compliance with its IQAP while undertaking its internal quality assurance activities. Membership of the Audit Committee will be established in 2012-2013.

Quality Assurance Activities

The Quality Council held eight meetings during the course of the year. Program innovation was clearly evident throughout the new program proposals submitted for approval during the course of the year. While the number of proposals for new programs that came to the Quality Council for approval was lower than anticipated in this first year of program approvals under the QAF,

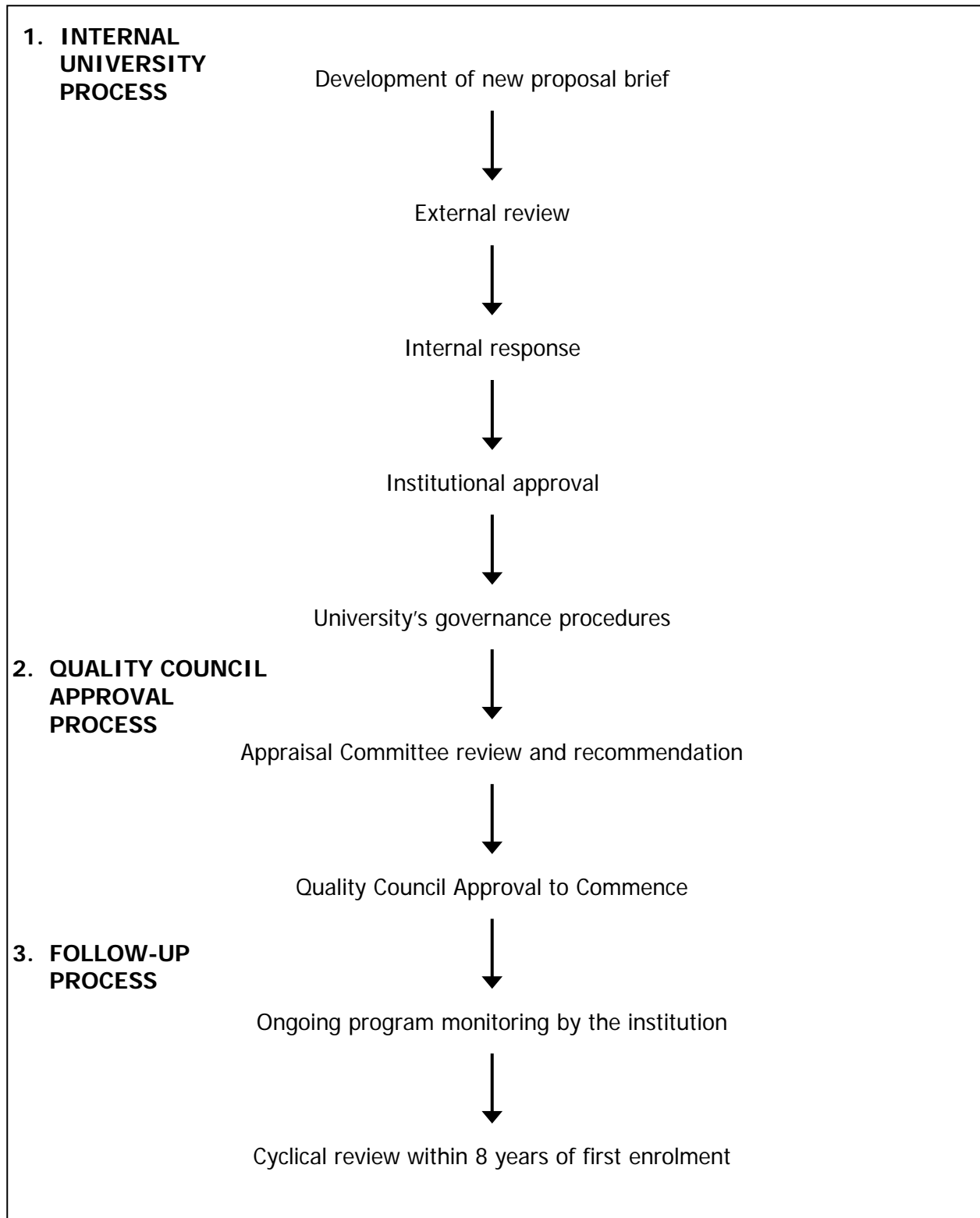
there are some interesting trends to observe. More new programs are being created at the graduate level than at the undergraduate level; most of the new programs, whether graduate or undergraduate, cross the boundaries of disciplines, and have an applied focus that will lead graduates readily to a career path; and all of them identify learning outcomes and how these will be assessed.

Quality assurance is conducted by the institutions and the Quality Council through rigorous and well-respected processes that ensure the quality of programming in Ontario's publicly funded universities. The universities submit all new undergraduate and graduate degree programs, programs of specialization and for-credit graduate diploma program proposals to the Quality Council. However, submissions are only made following intense scrutiny of the proposal within a university, as well as by external experts in the proposed program's discipline. Once submitted to the Quality Council, each proposal undergoes an in-depth review by members of the Council's Appraisal Committee. On the basis of this review and subsequent Appraisal Committee recommendation, the Council then decides whether to approve or reject the new program. Chart 1 depicts the minimum number of steps that must be undertaken during the development and approval of a new program.

The Quality Council focused on the following areas during the course of the year:

- **Appraisal activity:** Conducting the appraisal and program approvals for universities seeking to offer new degree and diploma programs.
- **Timelines for decisions:** During the course of these appraisals, the Quality Council and its Appraisal Committee worked hard to meet the QAF's promised turnaround times in its first year of reviewing new program proposals.
- **Learning outcomes:** Appraisal Committee interaction with universities on their new program submissions was primarily related to the proposed learning outcomes.
- **Conferences and presentations:** Co-sponsoring and organizing the *Symposium on Learning Outcomes Assessment: A Practical Guide* and offering advice and guidance to institutions on the QAF's processes and procedures.
- **The Quality Council's website:** Program approvals and Quality Council agendas and minutes were posted to ensure transparency.
- **Looking forward to 2012-2013 and beyond:** The membership of the Panel of Auditors was determined in 2011-2012, and 2012-2013 will see the final transition phase as the work of the auditors starts in earnest. A second event learning outcomes assessment event will also be held in April 2013.

Chart 1: Overview of Approval Process for New Undergraduate and Graduate Program Approvals



Appraisal Activity

There were 89 submissions made to the Quality Council during 2011-2012. Of the 31 new program proposals, 21 received final decisions. A further 23 of those submitted for expedited approval¹ also received a final decision. The Quality Council also reviewed 23 reports on graduate program reviews. These reports were required by the Ontario Council on Graduate Studies (OCGS) review process. There were 22 submissions that were still under review by the Appraisal Committee at year-end. Table 1 and Chart 2 describe the year's appraisal activity.

Table 1: Appraisal Activity

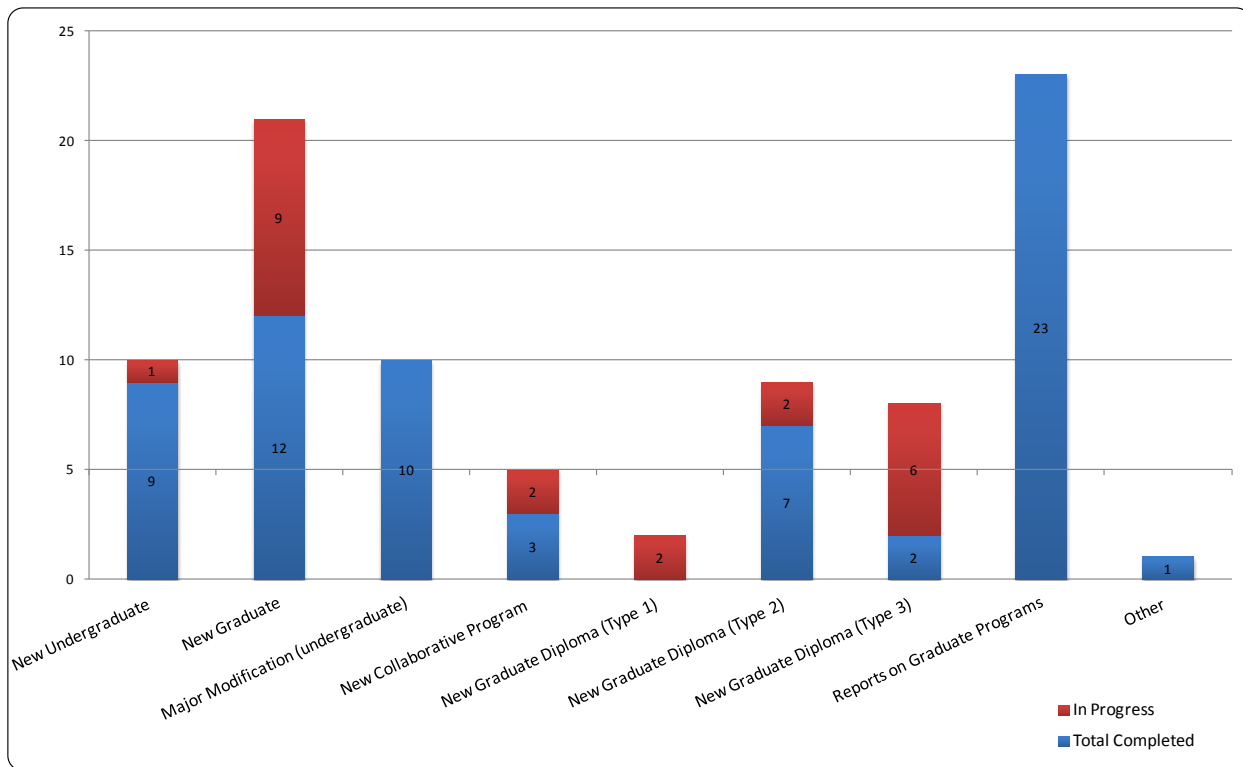
Submission Type	Total Submitted	Total Completed	In Progress
New Programs			
Undergraduate	10	9	1
Graduate	21	12	9
Expedited Approvals			
Major Modification (undergraduate)	10	10	0
Major Modification (graduate)	0	0	0
New Collaborative	5	3	2
New Graduate Diploma (Type 1)	2	0	2
New Graduate Diploma (Type 2)	9	7	2
New Graduate Diploma (Type 3)	8	2	6
New field in a graduate program	0	0	0
Other	1	1	0
Reports on Graduate Programs	23	23	0
Total Reviewed in 2011-12	89	67	22

¹ The Quality Council will normally require only an **Expedited Approval** process where:

- an institution requests endorsement of the Quality Council to **declare a new Field in a graduate program**. (Note that institutions are not required to declare fields in either master's or doctoral programs.); or
- there is a proposal for a **new Collaborative Program**; or
- there are proposals for **new for-credit graduate diplomas**; or
- an institution requests it, there are **Major Modifications to Existing Programs**, as already defined through the **IQAP**, proposed for a degree program or program of specialization.

The Expedited Approval Process requires the submission to the Quality Council of a Proposal Brief of the proposed program change/new program (as detailed above) and the rationale for it. Only the applicable criteria outlined in Framework Section 2.1 will be applied to the proposal. The process is further expedited by not requiring the use of external reviewers; hence Framework Sections 2.2.6 through 2.2.8 (inclusive) do not apply. Furthermore, the Council's appraisal and approval processes are reduced.

Chart 2: Appraisal Activity



Final decisions of “Approved to Commence” or “Approved to Commence, with Report” were made by year-end for the following programs submitted for review under the new program and expedited approval processes. [Detailed descriptions](#) of these programs are available on the Quality Council’s website:

University / Program	Type of Review
----------------------	----------------

McMaster University

- Honours Actuarial and Financial Mathematics, BSc(Hon) New program
- Master of Finance, MFin New program
- Master of Science in Health Science Education, MSc New program

OCAD University

- Aboriginal Visual Culture, BFA New program

University of Ottawa

- Master of Arts in Bilingualism Studies / Maîtrise ès arts en études du bilinguisme, MA New program
- Environmental Sustainability at the master’s level / Programme pluridisciplinaire en durabilité de l’environnement au niveau de la maîtrise, MA/MSc Expedited approval

University of Ottawa (Saint Paul University)

- Ethics and Religious Beliefs in the Media/Diplôme d'études supérieures en Éthique et croyances religieuses dans les medias, GDip (Type 3) Expedited approval

Queen's University

- Community Relations for the Extractive Industries, Graduate Certificate Expedited approval
- Master of Science in Healthcare Quality, MSc(HQ) New program

Ryerson University

- Creative Industries, BA New program
- Financial Mathematics, BSc New program
- Professional Communication, BA New program
- Real Estate Management, BComm New program

University of Toronto

- Cinema Studies, PhD New program
- Master of Science in Sustainability Management, MScSM New program
- Specialist (Co-op) in Management and International Business, BBA New program
- Women and Gender Studies, PhD New program

University of Waterloo

- Computer Networking and Security, GDip (Type 2) Expedited approval
- Design Engineering, GDip (Type 2) Expedited approval
- Fire Safety, GDip (Type 2) Expedited approval
- Green Energy, GDip (Type 2) Expedited approval
- Management Sciences, GDip (Type 2) Expedited approval
- Master of Peace and Conflict Studies, MPACS New program
- Master of Social Work, MSW New program
- Software Engineering, GDip (Type 2) Expedited approval
- Sustainable Energy, GDip (Type 2) Expedited approval

Western University

- Clinical Medical Biophysics, MSc New program
- Community Music Leadership, GDip (Type 3) Expedited approval
- Master of Financial Economics, MFE New program
- Musculoskeletal Health Research, MA/MSc/PhD (Collaborative Program) Expedited approval
- Pathology Assistant, MCIS New program
- Transitional Justice and Post-Conflict Reconstruction, MA/MSc/PhD (Collaborative Program) Expedited approval

Western University/Zhejiang University

- Chemical Engineering (International Collaboration), BESc New program

York University

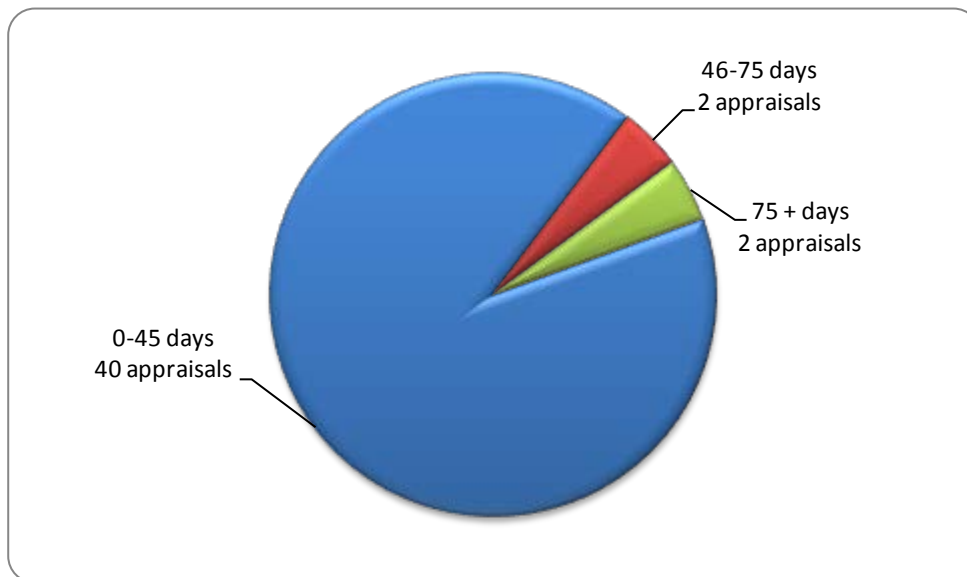
- Health Industry Management, GDip (Type 2) Expedited approval

Timelines for Decisions

The QAF promises that a university will normally receive a decision on its proposed new program within 45 days of submission. Where additional information is required by the Appraisal Committee, a decision should be received within a further 30 days of the Committee receiving a satisfactory response to its request.

Chart 3 below depicts the Quality Council's success in meeting these target turnaround times for the 44 applicable submissions:

Chart 3: Turnaround Times for Completed Appraisals



As Chart 3 indicates, there were two appraisals that took over 75 days to complete. One of these appraisals was completed in 114 days, and the second in 158 days. In both instances, several interactions were required between the Appraisal Committee and the proposing university, prior to the proposal being ready for a final decision. Ultimately, both programs were Approved to Commence.

Learning Outcomes

Defining program learning outcomes and how they will be assessed is a critical component of Ontario's QAF. Learning outcomes are used to align individual courses with degree level expectations (DLEs) and must be specified at the program level for all new programs and expedited approval proposals. The COU publication [Ensuring the Value of University Degrees in Ontario](#) describes the difference between degree level expectations and learning outcomes, as follows:

“While DLEs describe what degree holders should know and be able to do in order to be awarded a university degree, learning outcomes explain what students know and are able to do by the end of an assignment, activity, course or program. The evaluation of students' learning outcomes shows the extent to which the objectives of an assignment, course or program have been achieved.”

Much of the Appraisal Committee's interaction with universities on their new program submissions was related to the proposed learning outcomes, or the initial lack thereof.

As a result of the great work being done in developing learning outcomes, more examples of learning outcomes and their assessment will be added to the [Guide to the Quality Assurance Framework](#).

Conferences and Presentations

The development and assessment of learning outcomes is, on the whole, a relatively new but growing area of strength in the province. The *Symposium on Learning Outcomes Assessment: A Practical Guide* was held in April 2012 at the Delta Chelsea Hotel in Toronto and was designed to bring further clarity to the process of defining the learning outcomes of university courses and programs. Over 300 people, including university and college faculty and administrators, local and out-of-province experts, government and others involved in the field were in attendance. Evidence of leadership and best practice already taking place was readily evident through the course of this highly successful event. Speakers' presentations can be accessed at: <http://www.cou.on.ca/news/news---views/cou-news-and-events/quality-council-symposium-on-learning-outcomes>.

With the Quality Council being one of the Symposium's co-sponsors, the Secretariat took the lead in its organization. The following organizations collaborated as co-sponsors on the Symposium:

- Council of Ontario Universities
- Higher Education Quality Council of Ontario
- Ontario College Quality Assurance Service
- Ontario Universities Council on Quality Assurance

Planning for a second learning outcomes event is now underway. This will be held in April 2013, and will provide a more hands-on approach through a variety of workshop opportunities and a greater discipline-specific focus.

Members of the Secretariat also made a number of visits to universities during the course of the year. These visits included giving presentations on the Quality Assurance Framework and its processes to senior administrators, faculty and staff.

The Executive Director Quality Assurance, joined at times by the Chair of the Quality Council, also interacted with several universities to gain a greater understanding of some of the program proposals under review, and to provide Quality Council feedback on these reviews to the universities.

The Quality Council's Website

The website is an important tool in the Quality Council's efforts to enhance communication with its stakeholders and members of the public. It also allows the Quality Council to deliver on its mission to operate in a fair, accountable and transparent manner. Further information on the Quality Council and its members, the Quality Council's Appraisal and Audit Committees, and general quality assurance resources are available on the [website](#).

Table 2: Quality Council Web Statistics

Total Page Views	15,328
Unique Page Views	11,158
Average Time on Page	1:26
Peak Viewing Time	April/May 2012

It is anticipated that a new visual identity and website for the Quality Council will be unveiled in January 2013.

Looking Forward to 2012-2013 and Beyond

The work of the Quality Council is in its infancy, and there is much to look forward to in the coming years. The next year promises to be another milestone year as we initiate the Audit process, which is the final phase of implementation of the Quality Assurance Framework. All universities will be audited every eight years to ensure that their quality assurance practices are in conformity with their Quality Council ratified IQAP. The first panel of auditors has been elected and they begin with audits of two universities in 2012-2013.

The Quality Council anticipates receiving an increasing number of new program and expedited approval submissions as the universities continue their work in program evolution. We will expand our support for universities by organizing another learning outcomes assessment event with partner organizations. Given the sell-out crowd last year, the venue has been expanded to accommodate more participants. We anticipate that speakers from Ontario's universities and beyond will share their experiences of developing and assessing learning outcomes in a hands-on and discipline-focused manner. The Quality Council also looks forward to the introduction of a new visual identity and website in 2012-2013.

Principal Documents of the Quality Council

- **The Quality Assurance Framework** The Quality Assurance Framework was developed by a special taskforce, which worked closely over a two-year period with the Vice-Presidents Academic of Ontario's Universities, and received support from the Executive Heads of Ontario Universities.

The Ontario Ministry of Training, Colleges and Universities was consulted regularly during the Framework's development.

The Quality Assurance Framework was last updated in May 2012.

- **The Guide to the Quality Assurance Framework**

The Guide contains practical suggestions, references and sample templates.

Additional examples, references and template ideas from users of the Guide are welcomed. It will be updated regularly as new material becomes available and in response to user suggestions.

Examples of best practice are encouraged in our approach to quality assurance, as well as reinforcing institutional efforts to make timely program innovations and modifications, and to continue their focus on quality improvements.

Both documents can be found at: <http://www.cou.on.ca/related-sites/the-ontario-universities-council-on-quality-assura/policies/quality-assurance-framework---guide.aspx>.

Operating Principles of the Ontario Universities Council On Quality Assurance

The Quality Council developed a set of principles which govern operation of the Council and its committees. As can be seen in the principles outlined below, members are committed to making decisions based on the QAF and using processes that are fair, transparent and free of conflict, real or perceived.

1. The members of the Quality Council are committed to the principles and practices of quality assurance in the postsecondary education sector.
2. All members are thoroughly knowledgeable about the Quality Assurance Framework and are guided by it in their decision-making.
3. Members of the Quality Council represent the system rather than their own institution while they undertake their work related to the Quality Council.
4. Decisions of the Quality Council take place by consensus or vote following a full discussion of the relevant issues.
5. All members of the Quality Council are responsible for preparing for meetings and participating with respectful, open and honest communication, and ethical conduct.
6. Members are committed to respecting issues of gender, race, religion and culture.
7. Members of the Quality Council and its Committees are committed to responding to University submissions as expeditiously as possible.
8. Members of the Quality Council avoid conflicts of interest in carrying out their responsibilities. To that end, no member of Council or its Committees, who currently is employed by an Ontario university, will participate in a discussion or decision on a submission from their own institution.
9. Members shall not participate in any discussion or decision with respect to any matter in which they believe their impartiality may be affected by personal interest, financial interest or by a recent personal or professional relationship with one of the parties.
10. Members who believe they may have, or may be seen to have, a conflict of interest on any matter before the Council or its Committees shall declare it to the Chair in advance of the discussion.

Mission and Mandate of the Ontario Universities Council on Quality Assurance

Mission

The Ontario Universities Council on Quality Assurance is the provincial body responsible for assuring the quality of all programs, leading to degrees and graduate diplomas that are granted by Ontario's publicly assisted universities, and the integrity of the universities' quality assurance processes. Through these practices, the Quality Council also assists institutions to improve and enhance their programs. In fulfilling its mission, the Quality Council operates in a fair, accountable and transparent manner with clear and openly accessible guidelines and decision-making processes, and through reasoned results and evidenced-based decisions.

Mandate

The roles and responsibilities of the Quality Council, while respecting the autonomy and diversity of the individual institutions, are the following:

- to guide Ontario's publicly assisted universities in the ongoing quality assurance of their academic programs
- to review and approve proposals for new graduate and undergraduate programs
- to ensure through regular audits that Ontario's publicly assisted universities comply with quality assurance guidelines, policies and regulations for graduate and undergraduate programs
- to communicate final decisions to the Ministry of Training, Colleges and Universities
- to review and revise, from time to time for future application, the Council of Ontario University's quality assurance protocols in light of its own experiences and developments in the field of quality assurance
- to liaise with other quality assurance agencies, both provincially and elsewhere
- to undergo regular independent review and audit at intervals of no longer than eight years

Membership

There are nine voting members of the Quality Council, including its Chair. All but the citizen member are appointed by OCAV following an open nomination process for three-year terms, renewable once. The citizen member is appointed by COU through its Executive Committee.

Membership

The following members served on the Quality Council in 2011-2012:

- Dr. Sam Scully (Chair)
- Dr. Ron Bond (Out-of-Province Quality Assurance Expert)
- Dr. Sue Horton (Graduate Dean Representative)
- Mme. Maureen Lacroix (Citizen Member)
- Dr. Moira McPherson (Undergraduate Dean Representative)
- Mr. Eric Nay (Academic Colleague Representative)
- Dr. Patrick Oosthuizen (Academic Colleague Representative)
- Dr. Cheryl Regehr (OCAV Representative)
- Dr. Bruce Tucker (OCAV Representative)
- Dr. Donna Woolcott (Executive Director, Quality Assurance, *Ex-officio*)

The Appraisal Committee members for 2011-2012 included:

- Prof. Jeffrey Berryman (Chair), Faculty of Law, University of Windsor
- Dr. Kenneth Coley, Department of Material Science and Engineering, McMaster University
- Dr. Douglas Evans, Environmental and Resource Studies, Trent University
- Dr. Christine Gottardo, Department of Chemistry, Lakehead University
- Dr. André Lapierre, Department of Linguistics, University of Ottawa
- Dr. Kathryn Shailer, Faculty of Liberal Studies, OCAD University
- Dr. Sandy Welsh (Vice-Chair), Sociology, University of Toronto
- Dr. Donna Woolcott (Ex-officio), Executive Director, Quality Assurance

The Audit Panel members elected in 2011-2012 include:

- Dr. Carolyn Andrew, University of Ottawa (Public Policy)
- Dr. John ApSimon, Carleton University (Chemistry)
- Dr. Alan George, University of Waterloo (Computer Science)
- Dr. Katherine Graham, Carleton University (Public Policy and Administration)
- Dr. Roma Harris, Western University (Information and Media Studies)
- Dr. David Marshall, Nipissing University (Education)
- Dr. Kathleen McCrone, University of Windsor (History)
- Dr. Christine McKinnon, Trent University (Philosophy)
- Dr. Charles Morrison, Wilfrid Laurier University (Music)
- Dr. Marilyn Rose, Brock University (English)

The members of the Quality Assurance Secretariat are:

- Donna Woolcott, Executive Director, Quality Assurance
- Kurshid Dain, Committee Coordinator/Administrative Assistant
- Shevanthi Dissanayake, Coordinator, Quality Assurance
- Cindy Robinson, Manager, Quality Assurance

Members of the Ontario Universities Council on Quality Assurance



Dr. Sam Scully, Chair

Sam Scully, now a postsecondary education consultant, served eight-year terms as Provost and Vice-President Academic at both the University of Victoria and Dalhousie University. Since he 'retired' in 2007, he has been engaged in quality assurance work, including policy development and conducting unit reviews, and in assisting Canadian universities with their searches for senior academic positions.



Dr. Ronald Bond, Out-of-Province Quality Assurance Expert

Now a consultant, Ronald Bond is experienced in all levels of academic administration: head, associate dean, dean, vice-president (academic) and provost. He served as provost from 1997 to 2006 at the University of Calgary, where he was named Provost Emeritus by the Board of Governors and has been invested as a member of the Order of the University of Calgary. Dr. Bond is in his second term as Chair of the Campus Alberta Quality Council and chairs the 10-person Advisory Board of the Canadian Research Knowledge Network.



Dr. Sue Horton, Graduate Dean Representative

Sue Horton is Associate Provost, Graduate Studies, at University of Waterloo. She has also served as Vice-President, Academic at Wilfrid Laurier University, Interim Dean at University of Toronto, Scarborough, and Associate Dean in Arts and Science, University of Toronto. She has served on one of the selection panels for the Premier's Discovery Awards, as Chair of the CIDA Tier 2 selection committee, as Vice Chair of the Board of the International Food Policy Research Institute in Washington DC, and as Treasurer of the Board of the African Economic Research Consortium.



Mme. Maureen Lacroix, Citizen Member

Maureen Lacroix's experience in Northern health care spans three decades in a variety of roles, ranging from front-line nursing to positions of senior leadership and administration. She was a member of the Laurentian University Board of Governors from 1996 to 2009, including serving as Chair of the Board of Governors from 2001 to 2003. She currently Chairs the Northern Ontario Cancer Centre Foundation.



Dr. Moira McPherson, Undergraduate Dean Representative

As the Deputy Provost at Lakehead University, Dr. McPherson's responsibilities include program review and the transition to the new Quality Assurance Framework. She represents the Office of the Provost and Vice-President (Academic) on Senate Standing Committees, including Undergraduate Studies, Senate Academic, Teaching and Learning, Continuing Education and Distributed Learning, and is a member of the Graduate Studies and Deans' Councils. She served as Acting Vice-President (Academic) in 2010-11 and continues as the lead on the Academic Planning process.



Mr. Eric Nay, Academic Colleague Representative

Mr. Nay is an Associate Professor in the Faculty of Liberal Arts and Sciences and School of Interdisciplinary Studies at OCAD University and an Associate Dean in this same Faculty. Mr. Nay is an Architect with an educational background in design history and theory. Mr. Nay has been a member of OCADU's administrative team for the past six years, as well as having served as OCAD University's COU Academic Colleague for the past five years. Mr. Nay has helped establish and maintain quality standards and practices for programs, minors and graduate programs in his role at his own institution, and has served on numerous committees and subcommittees in his role in the COU.



Dr. Patrick Oosthuizen, Academic Colleague Representative

Dr. Oosthuizen, a professional engineer, was born and educated in South Africa. After teaching for several years in the Mechanical Engineering Department at the University of Cape Town, Dr. Oosthuizen joined the Department of Mechanical and Materials Engineering at Queen's University in 1968. Dr. Oosthuizen teaches mainly in the areas of Compressible Fluid Flow, Aerospace Engineering, Heat Transfer and Energy Systems and has received a number of teaching awards. He was greatly involved with the CDIO initiative in engineering education in its earlier stages. This work involved investigation of the criteria that define a high quality engineering program.



Dr. Cheryl Regehr, OCAV Representative

Cheryl Regehr is the Vice-Provost of Academic Programs for the University of Toronto with responsibility for ensuring the quality of academic programs and units, academic planning and new program development, cross-faculty initiatives and University-wide academic policies. Former Dean of the Factor-Inwentash Faculty of Social Work, Dr. Regehr is a Professor in the Faculty of Social Work, the Faculty of Law and the Institute for Medical Sciences at the University of Toronto.



Dr. Bruce Tucker, OCAV Representative

Bruce Tucker is the Associate Vice-President, Academic Affairs at the University of Windsor. He is responsible for the academic planning and development of new academic programs, and the review of existing undergraduate programs. Dr. Tucker has published widely in both Canada and the United States on American intellectual and cultural history, the religious history of early New England, American urban history and Appalachian migration. He is currently working on a study of post 9/11 American political culture.



Dr. Donna Woolcott, Executive Director, Quality Assurance, *Ex-officio*

Prior to joining COU, Dr. Woolcott spent 30 years as a faculty member in Ontario and Nova Scotia including a seven year period as Vice-President (Academic) at Mount Saint Vincent University (MSVU) in Halifax, Nova Scotia. Prior to joining MSVU, she was the Assistant Vice-President (Academic) at the University of Guelph for three years, where she had oversight for the university's internal quality review processes. Dr. Woolcott served from 2004 to 2009 on the Maritime Provinces Higher Education Commission, which has responsibility for new programs approvals and for monitoring quality assurance at the universities in the three Maritime provinces.

Senate Appeals Committee

**Report to Senate
 at its meeting of January 24, 2013**

FOR INFORMATION

1. Annual Student Appeals Statistics, 2011-12

In this annual report, the Senate Appeals Committee (SAC) describes its activities for the past year, and presents data on Senate and Faculty-level cases.

Between July 1, 2011 and June 30, 2012 the committee completed consideration of 84 files. The type of appeals filed and breakdown by Faculty remained much the same as in previous years, with late withdrawal accounting for half of petitions and appeals at the Faculty level and appeals to Senate. While there was an increase in the number of petitions and appeals at the Faculty level, the number of appeals to Senate was essentially the same when reconsiderations of SAC decisions are included. The majority (81%) of Faculty-level decisions on appeals continued to be upheld.

**Table 1
 SENATE APPEALS COMMITTEE CASE LOAD BY YEAR**

Year	Cases
2006-2007	156
2007-2008	133
2008-2009	137
2009-2010	120
2010-2011	98
2011-1012	84

**Table 2
 OUTCOME OF CONSIDERATION BY YEAR AND DECISION**

	2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012	
	G ¹	D	G	D	G	D	G	D	G	D	G	D
Leave to Appeal of Faculty Decisions	16	119	12	102	12	107	19	86	8	81	19	65
Reconsideration of Leave To Appeal Decisions	3	18	1	18	3	15	3	12	1	8	2	9
Appeals Granted at Hearing	n/a		9	4	6	9	6	16	6	3	16	5

¹ G=Granted D=Denied

Table 3
SENATE LEVEL APPEALS BY TYPE, YEAR AND NUMBER

Type of Appeal to SAC	2008-09 137 Appeals	2009-10 120 Appeals	2010-11 98 Appeals	2011-12 84 Appeals
Retroactive Withdrawal	75	57	61	61
Reconsideration of SAC decision	18	15	9	13
Deferment	5	1	5	7
Academic Honesty	7	17	4	2
Waiver of Required Withdrawal / debarment/early lifting/ readmission	5	10	9	8
Grade Reappraisal Result	8	14	13	5
Late Enrolment	0	2	1	2
Waiver of report course legislation				
Other	6	5	12	4
Waiver of degree/program requirement				2

*Note: Table 3: For 2011-12 number of appeals refers to number of files. Reconsideration is not counted in the total.

Table 4
NUMBER OF FACULTY-LEVEL PETITIONS & APPEALS IN ENROLMENT CONTEXT
2008-2009 TO 2011-2012

Faculty	2008-2009 (*strike year)	2009-2010 YU Enrolment: 53,205	2010-2011 YU Enrolment: 54,237	2011-12 YU Enrolment 54,507
Education	89 Enrolment: 753	128 Enrolment: 734	134 Enrolment: 742	119 Enrolment: 650
Environmental Studies	49 Enrolment: 810	64 Enrolment: 874	N/A Enrolment: 901	76 Enrolment: 850
Fine Arts	79 Enrolment: 3,034	20 Enrolment: 3,018	119 Enrolment: 3,015	213 Enrolment: 3,022
Glendon	290 Enrolment: 2,435	408 Enrolment: 2,572	292 Enrolment: 2571	335 Enrolment: 2,563
Graduate Studies				776 Enrolment: 5,198
Health	775 Enrolment: 8,445	956 Enrolment: 8,872	1,046 Enrolment:9,550	1,099 Enrolment: 9,752
Liberal Arts and Professional Studies	1782 AK/2089 AS Enrolment: 24,672	4,622 Enrolment: 24,559	3,660 Enrolment: 24,837	3,910 Enrolment: 25,081
Osgoode	88 Enrolment: 901	30 Enrolment: 894	30 Enrolment: 920	51 Enrolment: 934
Schulich	259 Enrolment: 1,593	241 Enrolment: 1,660	252 Enrolment: 1,650	362 Enrolment: 1,641
Science	592 Enrolment: 3,436	680 Enrolment: 3,894	985 Enrolment: 4,045	876 Enrolment: 4,096

Table 5
FACULTY-LEVEL PETITIONS AND APPEALS BY TYPE AND NUMBER
FALL/WINTER 2011-2012

Type of Petition	GL	FES	ED	OSG*	FA	FGS	FSE	HH	LAPS	SSB	Totals By Type
Late Withdrawal	219	50	15		96	18	471	647	2240	44	3800
Deferred/Supplementary Exam	23	2	1	24		99	192	87	729	10	1167
Waive Required Withdrawal/Debarment		2	28				7	116	303	83	539
Waive Honours Standing Requirement		3						96	224		323
Change of Status			1			303				11	315
Late Enrolment	22	1			12		14	39	154	54	296
Leave of Absence				2		218				57	277
Waive Degree/Prog/Gen Ed Requirement	46	7	16		87		17	39	53		265
Department/Program Waiver			20	2		93	7			53	175
Other	1		9	34	8	30	70		1	8	161
Course Overload		1			8		34	21	55	4	123
Take/repeat additional credits to Upgrade GPA								21	90		111
Grade Reappraisal	7	7	2	26		3	2	1		38	86
Waiver of repeat course legislation							17	25	43		85
Waive deadline							45		4		49
Stop Out (BEEd)			26								26
LOP		1			2			6	14		23
Pass/Fail Option	17	1						1			19
Financial Appeal (FGS)						8					8
External (FGS)						4					4
Delay Convocation (Bed)			1								1
Exemptions		1									1
Waive Required GPA											0
Take a Course out of Sequence (BEEd)											0
Waive Elective Requirement											0
Faculty Totals:	335	76	119	88	213	776	876	1099	3910	362	7854

Note: Osgoode report is for 2010-11.

SAC includes in its annual report, statistics on Faculty considerations of charges of breaches of academic honesty. The number of appeals to SAC regarding academic honesty remain low, with two appeals of the finding of a breach of academic honesty and 7 appeals of the penalty. The majority of cases involved plagiarism and the charges were generally resolved at the Faculty level, the majority at the exploratory meeting stage. For 2011-2012, there were 498 reported cases of breaches of academic honesty equal to .9% of the total student body at York (54,507 students). See Table 6.

**Table 6
ACADEMIC HONESTY CASES BY FACULTY
2007-2008 TO 2011-2012**

Faculty	2007-2008 n=302	2008-2009 n=439	2009-2010 n=654	2010-2011 n=515	2011-2012 n=
Education	0	2	3	0	0
Environmental Studies	No data	11	18	No data	25
Fine Arts	No data	10	9	19	46
Glendon	No data	11	12	26	15
Graduate Studies	No data	23	27	21	10
Health	77	41	85	44	11
Liberal Arts and Professional Studies	223 (Arts / Atkinson)	229 (Arts / Atkinson)	351	252	247
Osgoode	2	8	10	3	2
Schulich	No data	29	15	32	16
Science	No data	77	127	118	126

Table 7 is a source-Faculty breakdown of the SAC caseload in recent years. Requests for reconsideration are not included. The data show the number of files reaching SAC from LA&PS has continued to decrease while those from FSE are increasing. The committee will explore if there are any particular reasons for this increase. Table 8 shows

**Table 7
APPEALS TO SENATE APPEALS COMMITTEE BY FACULTY OF ORIGIN**

Student Home Faculty	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
Education	1	7	1	0	1
Environmental Studies	0	0	0	0	0
Fine Arts	0	2	1	0	1
Glendon	12	8	8	10	11
Graduate Studies	3	3	7	4	1
Health	13	9	13	19	7
Liberal Arts and Professional Studies	76 (Arts / Atkinson)	80 (Arts / Atkinson)	48	40	35
Osgoode	10	8	8	3	3
Schulich	5	4	6	3	4
Science	13	16	13	10	22

Table 8

STUDENT ENROLMENT AND APPEALS BY YEAR

2007-08 APPEALS: 133	2008-09* APPEALS: 137	2009-10 APPEALS:105	2010-11 APPEALS:89	2011-12 Appeals: 84
Total Number of Faculty appeals: 7,757	Total Number of Faculty appeals: 3,871 (*strike year)	Total Number of Faculty appeals: 7,522	Total Number of Faculty appeals: 7,379	Total Number of Faculty appeals: 7,766
Enrolment: 51,819	Enrolment: 51,989	Enrolment:53,205	Enrolment: 54,237	Enrolment: 54,507

2. Committee Actions

To ensure the integrity of the process, on the advice of counsel the committee made some changes in its consideration of files in the past year. In the past, where a third panel member was unexpectedly absent, two members would be considered "quorum" and the meeting would continue. Current practice is now that all members must be present for files to be considered. As well, beginning in July 2012, completely different panels consider a file at the leave to appeal stage, appeal hearing and any request for reconsideration. These two changes allow a more complete consideration of files.

The Committee has noted that many cases dealt with last year contained evidence relating to student health from medical and other professionals. With input from Marc Wilchesky, Executive Director, Counselling and Disability Services, and Noel Badiou, Director, Centre for Human Rights, it has developed some draft guidelines for weighing professional evidence and plans to discuss these with the Faculty committees.

3. Joint ASCP-SAC Sub-Committee on Academic Integrity & Appeals (JSCAIA)

The sub-committee continues to work on developing a first-year leniency policy. The intention is to establish a policy that provides consistency for students across Faculties and:

- embodies the purpose and principles of the existing Faculty first-year forgiveness petitions processes;
- maintains academic integrity; and
- provides an enhanced form of outreach to students with transitional difficulties.

Consultations have taken place with Associate Deans and staff in Faculties and the Registrar's Office and implementation processes are currently being developed.

In addition, the secretaries of the joint committee are participating in the PRASE (Process Re-engineering and Service Enhancement) Community of Practice on Petitions Process Optimization which is aiming to introduce recommendations to improve the processing of petitions. A report is expected in Spring 2013.

4. Hail and Farewell

The members of the Senate Appeals Committee and the support staff of the Secretariat would like to extend their thanks and appreciation to long-time secretary, Liz Veness, who retired last year, and to our departing members for their work on and commitment to, the Senate Appeals Committee this past

year: Professors Logan Donaldson, Richard Hill and Anestis Toptsis and our student members Andrey Mazurkov, Ashley Naipaul and Nelson Marques.

A warm welcome is extended to our new faculty members: Professors Mino Derayeh and Shelley Kierstead as well as our new student members Sandra David, Melanie Thomas and Safia Thompson-Radoo.

Senate Appeals Committee, 2011-12

Academic Colleague

HEQCO “Productivity” Report

Senate Meeting of January 24, 2013



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Results



The report concludes that Ontario universities are very productive: the province's universities are teaching and graduating more students with less revenue per student and fewer faculty resources than all other provinces, and are leading the country in research output.

The report included a table comparing university operating dollars (grants + tuition) per FTE student in Canadian provinces in 2008/09.

Ontario in Comparative Perspective



Rank	Province	Operating \$/ FTE
1	PE	\$19,368
2	AB	\$18,968
3	NL	\$18,232
4	SK	\$15,971
5	BC	\$15,660
6	NB	\$15,285
7	NS	\$14,947
8	MB	\$14,684
9	QC	\$14,099
10	ON	\$13,770
Canada		\$14,779

Faculty Member Workloads



The more challenging findings of the report, however, concern faculty teaching loads. The data from the pilot study by four Ontario universities – Guelph, Queen’s, Wilfrid Laurier and York – is shown below: (In this and the following table, one course is equivalent to a course of one semester in duration)

	Sciences	Humanities and Social Sciences	Total
Research-Active Faculty average course load per year	2.6	3.4	3.0
Non-Research-Active Faculty average course load per year	3.4	3.9	3.8
Total average course load per year	2.7	3.7	3.4

CAAT Workloads



While the definition of the college faculty member workload differs considerably from university faculty, when looking at teaching only, college full-time faculty workload reported by HEQCO is as follows:

Average total workload per faculty member per week **41.1**

Average total teaching hours per faculty member per week **12.8**

Average course load per faculty member per year **7.9**

Data Gaps



1. Measurement of the quality of education, especially the achievement of desired learning outcomes.
2. Better information on graduation rates (HEQCO supports MTCU's current initiative to implement universal use of the Ontario Education Number [OEN] at the postsecondary level, and recommends a Canadian education number to track the movement of students between provinces).
3. Better information from employers to assess their satisfaction with the knowledge and skills of postsecondary graduates.
4. More comprehensive reporting of the workloads of university faculty (covering the full range of responsibilities expected of the professoriate, including teaching, research and service, organized by type of faculty appointment), and measurement of the proportion of teaching done by part-time and sessional instructors.

HEQCO commends the work of the four universities that conducted the pilot study, and indicates that it should be extended to others

HEQCO's Policy Conclusions



“The opportunities for the biggest future productivity increases are likely to be derived from government changes in the design of the Ontario postsecondary system and how it is funded. For individual institutions, the greatest productivity opportunities may lie in greater flexibility in the distribution and deployment of their faculty resources, particularly in the distribution of workloads of individual faculty taking into account their relative contributions to teaching and research.”

The report includes no evidence or rationale for this first policy conclusion (that the province should change the design of the postsecondary system and how it is funded).

Senate Overview 2013-2014 OUAC Application Data

Prepared by Office of the Vice Provost Students

January 24th, 2013



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FW13 Preliminary Application Data

Direct Entry Students/101 Pool

21 January 2013

	Fall 2013		Fall 2012		Change for York	Change for System
	York	System	York	System		
Applications (all)	37,992	410,963	38,698	392,742	-1.80%	4.60%
1st Choice	6,554	92,554	7,089	90,373	-7.50%	2.40%
2nd Choice	8,183	91,764	8,672	89,487	-5.60%	2.50%
3rd Choice	9,042	90,032	9,284	87,681	-2.60%	2.70%
All other choices	14,213	136,613	13,653	125,201	4.10%	9.10%

*comparable deadline dates

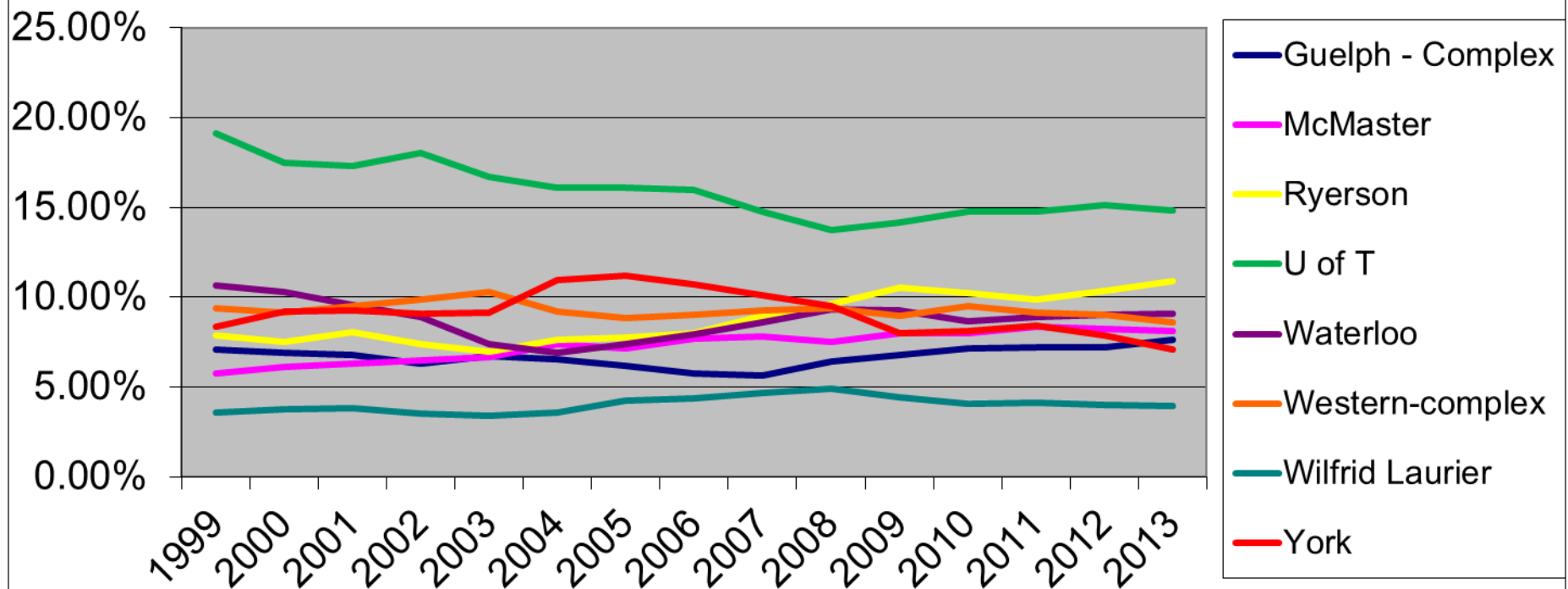
FW13 Preliminary Market Share Data Direct Entry Students/101 Pool 21 January 2013

	<u>Fall 2013</u>			<u>Fall 2012</u>			Change for York	
	York	System	York Share	York	System	York Share	#	%
Applications	37,992	410,963	9.24%	38,698	392,742	9.85%	-706	-0.61%
1st Choice	6,554	92,554	7.08%	7,089	90,373	7.84%	-535	-0.76%
2nd Choice	8,183	91,764	8.92%	8,672	89,487	9.69%	-489	-0.77%
3rd Choice	9,042	90,032	10.04%	9,284	87,681	10.59%	-242	-0.55%

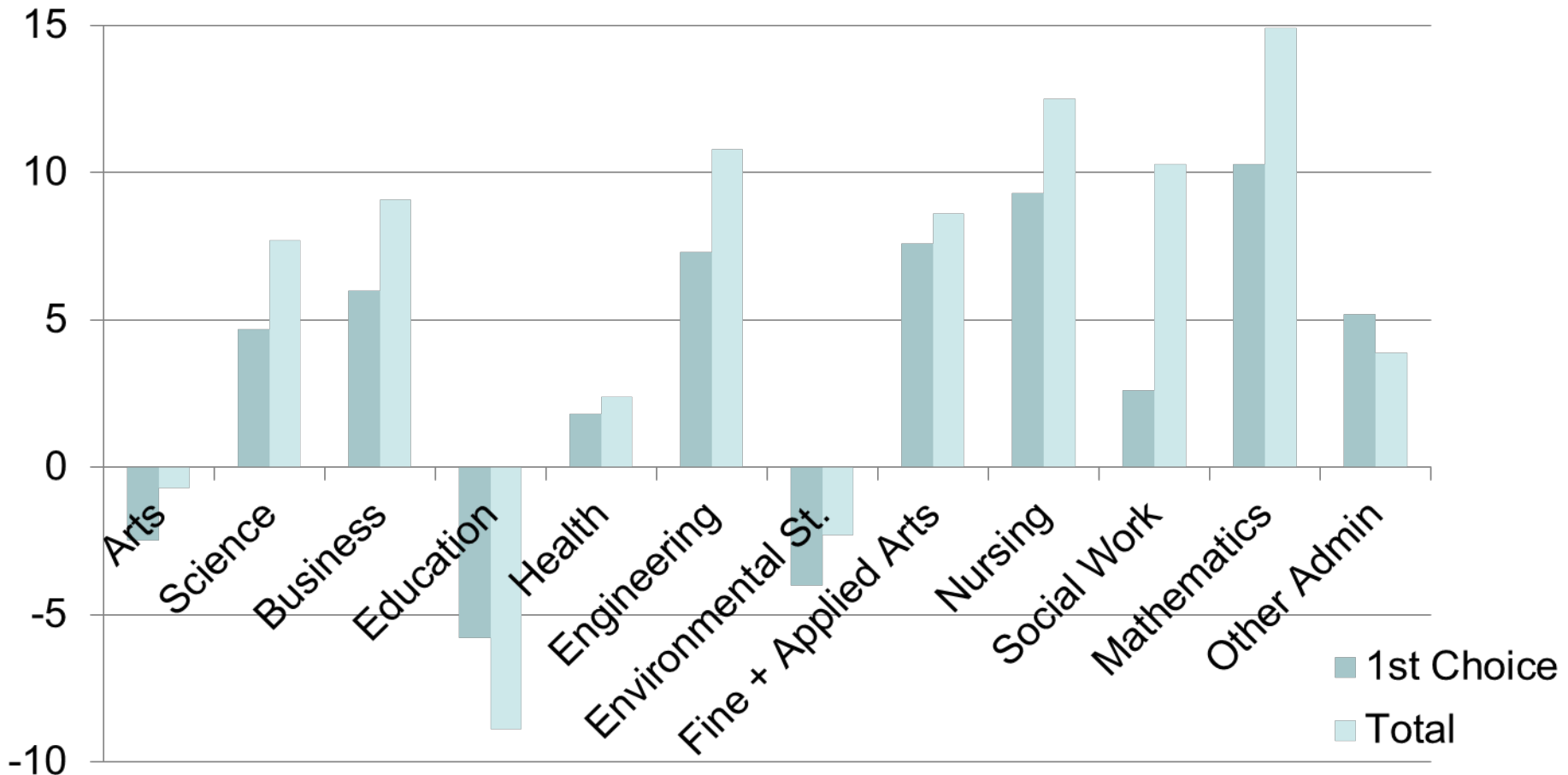
*comparable deadline dates

FW13 Market Share – York vs the Ontario System Direct Entry Students/101 Pool

**Ontario Secondary School OUAC Application Data -
1st choice Market share**



FW13 Preliminary System Program Interest Data Direct Entry Students/101 Pool January 22, 2012 (% change FW13 vs FW12)



Note: Music is reported in a separate category in OUAC data: Music is down 4.3% (first choice) and 6.8% (overall)

Other Application Data

- Non-direct (105 pool) applications are up 5% over last year at this date (combination of OUAC and direct application to York).
- International applications are up 20% over last year at this date (combination of OUAC and direct application to York).
- Conversion rates (101 pool) peaked in FW12 (23.24%), up 1.09% from FW11, and up .06% from FW10. Even further improvement will be key to making our targets for FW13.

Next Steps

- Many activities have already been implemented to enhance enrolment
- Strategic enrolment management evaluation under way