



The Senate of York University

Notice of Meeting

to be held at **2:30 pm.** on Thursday, May 23, 2013
in the Senate Chamber, N940 Ross Building.

Please note the starting time for this meeting.

AGENDA

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Note: The Provost and Vice-President Finance and Administration will report to Senate on the contexts for academic planning under the auspices of APPRC.

7. Other Business

H. Lewis, Secretary

Consent Agenda (ASCP Items)

1. Changes to Degree Requirements, MSc Program in Business Analytics
2. Establishment of a New Field within the Master of Finance

Minutes

of the meeting held at 3:00 pm on Thursday, April 25, 2013
in the Senate Chamber, N940 Ross Building.

W. van Wijngaarden, Chair	P. Delaney M. Derayeh	R. Lenton H. Lewis	B. Morgan J. Morrison	M. Singer H. Skinner
J. Amanatides	K. Dowler	D. Leyton-Brown	A. Mukherjee-Reed	J. B. Smith
J. Allen	J. Edmondson	C. Lipsig-Mummé	D. Mutimer	Y. Sorokin
C. Archer	J. Elder	L. Lo	R. Mykitiuk	B. Spotton Visano
A. Asif	L. Farley	M. Lockshin	R. Nariani	L. Stewart
P. Axelrod	M. Figueredo	L. Lum	P. Ng	G. Tourlakis
M. Biehl	L. Glibert	W. Maas	J. O'Hagan	R. Udit
K. Bird	R. Haché	S. MacDonald	R. Owston	T. Wesson
G. Brewer	C. Heron	N. Madras	E. Perkins	P. Wilkinson
D. Cappadocia	C. Hibbs	J. Magee	A. Pitt	J. Yeomans
D. Cohn	A. Hilliker	N. Mandell	A. Pos	M. Yousaf
G. Comninel	R. Hornsey	K. McRoberts	H. Qudrat-Ullah	
B. Crow	K. Hudak	K. Michasiw	I. Saleem	
P. Cumming	S. Husein	G. Monette	M. Shoukri	

1. **Chair's Remarks**

The Chair greeted Senators as the Winter Term concluded and the Summer session was about to begin, thanking outgoing student Senators and wishing them success on examinations and final papers. He reported that the Vice-Provost Students had consulted him about academic accommodations for students who resided in a townhome heavily damaged in a fire, confirmed that Senate's meeting in May would begin at 2:30, and saluted Senator David Leyton-Brown on his service, now ending, as Master of Calumet College.

2. **Minutes of the Meeting of March 28, 2013**

With a correction to item 6.4, Awards Report ("for those entering with averages of 80 to 85 per cent the rate was less than about 1 per cent"), it was moved, seconded and *carried* "that Senate approve the minutes of the meeting of March 28, 2013."

3. **Business Arising from the Minutes**

There was no business arising from the minutes.

4. **Inquiries and Communications**

4.1 Senators on the Board of Governors

A synopsis of the Board meeting of April 22, 2013 was distributed prior to the meeting and *noted*.

5. **President's Items**

President Shoukri commented on the following matters:

- the review of Strategic Mandate Agreement submissions conducted by the Higher Education Quality Council of Ontario and the advice HEQCO gave to the government
- the tuition free framework announced by Queen's Park for the next three years, during which time increases will be no more than 3 per cent on average
- the budget challenges facing York (and other Ontario and Canadian universities) and the need to continue investing in academic priorities

- the awarding of 4 Canada Research Chairs to York, which both illustrates research intensification and will lead to further success
- progress being made by PRASE teams and an event on May 9 that will feature AIF projects
- major donations for the Lassonde School of Engineering, the Graduate Program in Philosophy, and Greek History
- the designation of York as one of Canada's Greenest Employers

Dr Shoukri also announced the names of individuals who will receive honorary degrees at Spring Convocation ceremonies.

6. Committee Reports

6.1 Executive

6.1.1 Senate Membership as of July 1, 2013

A motion to set the membership of Senate effective July 1, 2013 was *withdrawn* in order to provide Senate Executive with an opportunity to assess the implications of an amendment submitted just prior to the meeting.

6.1.3 Information Items

The Executive Committee advised that it continues to welcome nominations and expressions of interest in service on Senate committees and other Senate-elected positions.

6.2. Academic Standards, Curriculum and Pedagogy

6.2.1 Senate Policy and Guidelines on Bridging Programs at York University

It was moved, seconded and carried **“that Senate approve the Policy and Guidelines on Bridging Programs at York University as set out in Appendix A.”**

6.2.2 Draft Policy and Guidelines on Co-Registration Options with Ontario Post-Secondary Institutions

ASCP provided a draft Policy on Co-Registration Options with Ontario Post-Secondary Institutions and its associated Guidelines, together with an illustrative draft arrangement with Ryerson. ASCP sought the views of Senators by posting the following questions:

Does the option of co-registration programs between York and peer universities align with York's values and commitments?

The policy has been drafted to highlight the advantages to York students (such as mobility). Are there possible disadvantages to the option? For students? For the University?

Are there critical considerations not addressed in the draft legislation?

Proponents emphasized the goals of portability, predictability and ease of movement. The Registrar's Office and units have a great deal of familiarity with the assessment of courses at other institutions. Grading practices may vary at other universities, but there is variation within York as well.

Among the points made in discussion were the following:

- it is not clear why grades earned at other institutions by students studying on traditional letters of permissions continue to be excluded from transcripts
- it would be helpful for ASCP to provide a list of courses approved for the new RYE rubric assigned to co-

registration courses for Ryerson, and to explicitly state that unit approval is required to designate a course for a co-registration option.

ASCP affirmed that it would monitor the Policy with care and agreed to consider at a later date the larger question of recording grades earned elsewhere on transcripts.

6.2.3 Other Information Items

Academic Standards, Curriculum and Pedagogy facilitated a discussion of a draft Policy and Guidelines on Co-Registration Options with Ontario Post-Secondary Institutions and informed Senate that it had approved the following minor curriculum proposals:

Faculty of Graduate Studies

- minor change to requirements for the MSc Program in Business Analytics (increasing credit value of the MRP from 6 to 9)
- approval of a new course rubric (MSBA) for use by the MSc Program in Business Analytics
- minor change to requirements for the International MBA Program

Faculty of Liberal Arts & Professional Studies

- Minor changes to requirements for the BA programs in Children's Studies (edits to the list of courses from which students are required to take a defined number of credits)

6.3 Academic Policy, Planning and Research

6.3.1 Strategic Research Plan 2013-2018: Building on Strengths

It was moved, seconded and *carried* **“that Senate approve the Strategic Research Plan 2013-2018: Building on Strengths.”** A minor typographical error in the text was noted.

6.3.2 Information Items

Academic Policy, Planning and Research informed Senate that there would not be a traditional spring planning forum, but, through the Chair, advised that consideration is being given to an alternative, open event to discuss academic priorities in the current budget context. It also provided Senate with reports from its Sub-Committee on Organized Research Units as well as the annual reports of the three VPRI-supported sub-committees in its reporting line. APPRC announced that it supports efforts to better profile faculty members on the Web given the extensive use of University Websites by prospective graduate student applicants as they contemplate options.

6.4 Awards Committee

6.4.1 Recipients of President's University-Wide Teaching Awards

Senators joined in congratulating Professor Stan Shapson and Professor Paul Wilkinson, chosen by the Committee as the 2013 University Professors, and the following recipients of 2013 President's University-Wide Teaching Awards:

Dawn Bazely, Senior Full-time Faculty Member
Peter Tsisis, Full-time Faculty Member
Annette Bickford, Contact and Adjunct Faculty Member
Janet Melo-Thaiss, Teaching Assistant

6.4.2 Review of Renewable Entrance Scholarship Renewal Rates

The Awards Committee confirmed that it would consult with the Provost and others as a follow-up to the discussion at Senate in March about the low rate at which students renew entrance scholarships

7. **Other Business**

There being no further business, Senate adjourned.

W. van Wijngaarden, Chair _____

H. Lewis, Secretary _____



EXECUTIVE COMMITTEE

Report to Senate at its Meeting of May 23, 2013

FOR ACTION

1. Nominees for Election to Senate Committees and Other Senate Positions

Senate Executive recommends the following candidates for election to Senate Committees (non-designated seats) for three-year terms beginning July 1, 2013 and ending June 30, 2016 and for other positions with specified terms.

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

Senate Executive confirms that nominees for Tenure and Promotions committees meet Senate-approved criteria for membership (at least 2 of the members must hold the rank of Professor, at least 8 must be Associate or higher). Senate Executive also seeks candidates who have experience at another level. Members of Tenure and Promotions may not serve on Faculty T&P committees during their tenure.

Vice-Chair of Senate (1 full-time faculty position; 18-month term as Vice-Chair followed by 18-month term as Chair of Senate) *Senate meets the further Thursday of each month from September to June at 3:00 p.m.; Senate Executive meets at 3:00 p.m. on the third Tuesday of each month from September to June)*

Amir Asif, Professor, Electrical Engineering and Computer Science, Lassonde

Senate Nominee for Membership on the Board of Governors (1 vacancy, full-time faculty member, two year term; must be a member of Senate to stand for election) *Board of Governors normally meets five times each year; Senate Executive meets on the third Tuesday each month at 3:00 p.m.; Senate meets on the fourth Thursday of the month at 3:00 p.m.*

Angelo Belcastro, Professor, Kinesiology and Health Science, Health
Hassan Qudrat-Ullah, Associate Professor, Administrative Studies, LA&PS

Academic Standards, Curriculum and Pedagogy (2 vacancies, full-time faculty members, three-year terms) *Meets Wednesdays at 1:30 p.m., normally twice each month*

Irene Henriques, Professor, Schulich
Mary Ellen Armour, Associate Lecturer, Natural Science, Science

Academic Standards, Curriculum and Pedagogy (1 vacancy, contract faculty member, one-year term)
Meets Wednesdays at 1:30 p.m., normally twice each month

Kabita Chakrobarty, Children's Studies, Liberal Arts and Professional Studies

Appeals (2 vacancies, full-time faculty members, three-year terms)
(Meets in panels at the call of the Chair)

Dan Adler, Assistant Professor, Visual Arts, Fine Arts
Susan Winton, Assistant Professor, Education

Awards (2 vacancies, full-time faculty members, three-year terms)
(Meets 4-5 times annually; Tuesdays or Thursdays)

Ikechi Mgbеoji, Associate Professor, Osgoode
Judith Rudakoff, Professor, Theatre, Fine Arts
Peter Tsisis, Associate Professor, Administrative Studies, Liberal Arts & Professional Studies
Yuehua Wu, Professor, Mathematics and Statistics, Science

Tenure and Promotions (10 vacancies, full-time faculty members, three-year terms) *(Meets in panels at Thursdays at 3:00 when Senate is not in session; members participate in the deliberations of committees constituted at the Faculty level)*

Alidad Amirfazli, Professor, Mechanical Engineering, Lassonde School of Engineering
Susan Dimock, Professor, Philosophy, Liberal Arts & Professional Studies
Minoо Derayeh, Associate Professor, Equity Studies, Liberal Arts & Professional Studies
Jose Etcheverry, Associate Professor, Environmental Studies
Susan Ingram, Associate Professor, Humanities, Liberal Arts & Professional Studies
Kenton Kroker, Associate Professor, Natural Science, Science
Muhammad Yousaf, Associate Professor, Chemistry, Science
Peer Zumbansen, Professor, Osgoode

Tenure and Promotions Appeals (3 vacancies, full-time faculty members, three-year terms)
(Meets at the call of the Chair)

Indhu Rajagopol, Professor, Administrative Studies, Liberal Arts & Professional Studies
Roberta Innacito-Provenzano, Associate Professor, Languages, Literatures and Linguistics, LA&PS

NOTICE OF STATUTORY MOTIONS

1. Establishment of the Lassonde School of Engineering Faculty Council¹

It is the intention of Senate Executive to move the following statutory motion in June

that Senate approve the establishment of the Lassonde School of Engineering Faculty Council effective July 1, 2013.

¹ Faculty Councils are established by Senate by means of a statutory motion, the first stage of which is notice of motion.

Senate approved an interim Faculty Council for Lassonde in November 2012. The interim Council has guided collegial processes in the final stages of implementation leading to Lassonde's official opening on May 1. One important task for the Interim Council was the development of structure, rules and procedures for permanent Council. Senate Executive is satisfied that the committees and their mandates described in the appended material are consistent with principles of collegial governance and practices elsewhere at the University. Until the Council has developed its own rules it will operate under Senate rules and procedures.

Documentation is attached as Appendix A.

2. **Consolidation of Senate Membership Rules²**

It is the intention of Senate Executive to move the following statutory motion in June:

that Senate approve consolidated rules governing Senate membership such that:

a) Senate shall have no more than 167 members distributed as follows:

i) members specified by the York University Act:

Chancellor

President and Vice-Presidents

Deans and Principal of Glendon

University Librarian

2 to 4 members of the Board of Governors (estimated as 2)

ii) 99 faculty members elected by Faculty Councils (except Faculty of Graduate Studies) such that

- each Faculty is entitled to a number of seats proportionate to their full-time faculty complement based on the most recently available authoritative data when calculations are made
- no Faculty shall have fewer than four seats
- until June 30, 2015 only, Glendon shall have 8 seats
- departmentalized Faculties shall elect a minimum number of chairs and directors: Fine Arts 2, Glendon 1, Health 2, Lassonde 1, LA&PS 13, Science 2;
- 2 of the faculty members elected by LA&PS shall be contract faculty members

iii) 2 Librarians elected by Librarians

iv) 2 students for each Faculty as reported by Faculty Councils, except for the Faculty of Liberal Arts and Professional Studies which shall have 6 student seats

v) 1 member designated by the York Student Federation Association and 1 member designated by the Graduate Student Association

vi) the chairs of Senate committees who are not otherwise members of Senate (estimated at 5)

vii) other members:

- Chair of Senate, Vice-Chair of Senate, Secretary of Senate
- Academic Colleague to the Council of Ontario Universities
- President of the York University Faculty Association (or designated alternate)

² Senate Executive believes that this consolidation of previously-approved principles and methods for determining seat allocations to Faculties is statutory in nature.

- a member designated by the York University Staff Association (or designated alternate)
 - a member designated by the Canadian Union of Public Employees of CUPE 3903 (or designated alternate)
 - 2 alumni designated by the Alumni Association
 - a non-Faculty College Master
 - the Registrar, Vice-Provost Academic, and Vice-Provost Students
- b) Senate Executive shall review changes in structures, faculty complements and student enrolments every two years and seats will be reallocated per rule a) ii as necessary.
- c) These rules shall be published in section B of the Senate Handbook.

Rationale

The establishment of the Lassonde School of Engineering gives rise to the requirement for an adjustment of Senate membership. Reallocation of Senate seats will take effect July 1, 2013. The proposed motion seeks to increase the Senators elected by Faculty Councils from 95 to 99. It also consolidates and clarifies the means by which 99 Senate seats are allocated. Senate Executive will use the most up to date faculty complement data to reallocate these Faculty Council Senate seats every 2 years as necessary. These rules will be made readily available in the Senate Handbook.

This is the third time that Senate Executive has recommended a reallocation of seats effective July 1, 2013. It is imperative that a new distribution of seats is fully resolved by June in order that Lassonde's faculty member and student Senators can take their places in September. The Committee is not aware of any issues apart from those raised, and is confident that this revised proposal fully addresses all concerns that have been expressed.

The recommendation made in March was referred back to the Committee for the purpose of reconsidering the allocation of faculty member seats to Glendon. At that meeting, and in subsequent correspondence, the Principal made the case that Glendon's membership should remain at 8 instead of reduced to 6 – its share based on normal calculations -- given its special nature. It has also been suggested that the change might send the wrong signal at a time when there may be significant opportunities for York and Glendon in light of the provincial government's Throne Speech commitment to expand French language and bilingual postsecondary education. While it continues to believe strongly in the rules and principles governing Senate membership, Senate Executive agreed that circumstances warrant the addition of two elected faculty member seats, with both assigned to Glendon, until June 30, 2015. This reinforces York's strong commitment to bilingualism, and Senate will benefit from the participation of Glendon Senators in the discussion of proposals that may emerge over the next two years out of the provincial government's initiative. After careful deliberation, Senate Executive agree to recommend an increase in Senate membership by two, with both of the new seats allocated to Glendon. This is recommended as a temporary arrangement only, and it will be reviewed by Senate Executive in 2015.

In April, the emergence of an amendment that would increase the size of Senate to 99 and keep the membership of LA&PS at 40 (instead of 38 as originally proposed) resulted in the withdrawal of a revised motion in order to provide the Executive Committee with an opportunity to assess the implications of a further increase in the size of Senate. Senate Executive is now persuaded that a modest increase in the size of Senate will make it possible to allocate seats on a proportional basis.

All proposals to adjust the membership of Senate necessitated by changes in the number of Faculties have been presented by Senate Executive as ordinary substantive motions. This was true when Health

and LA&PS were created, and Senate Executive was following precedent when it recommended new allocations in March. Senate Executive believes a statutory motion is now appropriate since this motion not only takes into account the creation of the Lassonde Faculty but also increases the number of Senators elected by Faculty Councils while consolidating and clarifying the means by which these Senate seats are being allocated now and in the future. Henceforth amendments to membership rules will be deemed to be statutory in nature in accordance with VI.5.b.v (p. 17 of the Senate Handbook) which specifies that a motion proposing “changes in Senate and committee rules” is statutory.

Documentation is attached as Appendix B.

FOR INFORMATION

1. Review of Revised Glendon Faculty Council Rules and Procedures

Senate Executive has reviewed substantial amendments to the rules and procedures of Glendon’s Faculty Council and unanimously agreed that they be used on an interim basis subject to a number of additional steps, including changes to certain rules to make them consistent with principles of collegial governance and recognized practices. The Committee has also asked that Council continues its review exercise to include revisions to committee mandates and membership and give careful consideration to point-by-point suggestions made by the University Secretariat.

2. Equity Sub-Committee

The Vice-Chair has reported that the Equity Sub-Committee continues its review of the Senate Policy on Academic Accommodation for Students with Disabilities. The community will be consulted on any proposed amendments to the Policy.

3. Senate Absences

In accordance with Senate’s membership rules, the Secretary of the Executive Committee has informed Faculty Councils of the names of twenty-three individuals who were absent for three consecutive meetings of Senate since February. Councils may declare the seats vacant and elect replacements for Senators who have missed three consecutive meetings. The names of individuals are provided to the Chair and Secretary of Faculty Councils, and to the member of Senate Executive from the applicable Faculty.

4. Thanks to Student Members of Senate Executive

The Committee expresses its appreciation to Carolyn Hibbs and Roshan Udit for their service to the Committee and Senate, and wishes them well in their future endeavours.

W. van Wijngaarden, Chair

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: William Van Wijngaarden, Chair, Executive Committee
Harriet Lewis, Secretary
Bob Everett, Assistant Secretary

FROM: Richard Hornsey, Chair, Interim Faculty Council

SUBJECT: Faculty Council Structure & Rules for the Lassonde School of Engineering

DATE: May 8, 2013

On behalf of the Lassonde School of Engineering Interim Faculty Council, I am happy to report that our School unanimously supported the attached “Proposed Faculty Council Committee Structure & Rules.” We now look to the Senate Executive Committee for their endorsement of this proposal, and welcome any recommendations for moving forward.

We intend to work with our colleagues in the coming weeks to ensure that the membership on all our committees will be in place before the end of June, so that Council business is ready to commence in September. The one area that we will need to act more swiftly on is with respect to our Petitions & Appeals sub-committee. We are moving to establish at least 2 of the 3 proposed groups to promptly respond to any academic student issues that come forward this summer, as we transition procedures and processes from FSE to Lassonde.

The attached proposal includes the description and rationale for the School’s desire to move toward developing its permanent structure over the course of the next academic year, and intends to adopt Senate rules and procedures for governance during this period. We see that bringing this proposal forward at this time is the next logical phase in preparing the foundation for collegial governance.

Regards,

Proposed Faculty Council Committee Structure & Rules

The following is intended as a working document to illustrate the Council committee structures that Lassonde would like to form. Many of the existing descriptions have been borrowed from the Faculty of Health to assist in characterization of the types of work these committees will engage in. Once the membership structures have been defined, the Council committees in Lassonde will work to create the committee mandates, descriptions, rules and procedures for governance. It is expected that the School's Council will adopt the Senate rules and procedures for governance for the upcoming year, and/or until such a time that its committees have defined its own set of rules and procedures for conducting business.

Council Membership

The following may attend and participate in all meetings of Council and shall have the right to vote:

- A) The Dean, Associate & Assistant Deans, full time members of the faculty, contract faculty for the term during which they hold a teaching appointment and emeritus faculty (retirees) for the term during which they hold a teaching, administrative or supervisory position, Masters of Colleges affiliated with the Lassonde School of Engineering (ex officio).
- B) 11 students such that their number shall not exceed 15 per cent of Council membership. This number will include the Lassonde School of Engineering student senators (ex officio) and at least one student from each of the academic units elected annually by the students in the Lassonde School of Engineering.
- C) Two members of the non-academic staff. These two members may not be from the same unit and will be elected by the non-academic staff to serve a one year term.
- D) The Engineering Librarian (ex officio).
- E) The Chair of Senate (ex officio) and the Secretary of Senate (ex officio).
- F) The President of the University (ex officio) and the Vice-President Academic and Provost (ex officio).

The Council may issue invitations for either the full academic year or for a particular meeting to individuals who are not members of Council. Such individuals shall be entitled to participate in the meeting(s) of Council to which they have been invited but shall not have the right to vote.

All members of the Lassonde School of Engineering including non-academic staff and students registered in the Lassonde School of Engineering shall have the right to attend Council meetings, but shall not have the right to vote.

Members:

- All full time faculty
- Assistant Deans
- Students (15% of Council Total)
- Staff (max. 2)
- Contract faculty (max. 2)
- Master
- Librarian
- Alumni (1)
- plus ex-officio members required by Senate rules

Chair and Secretary

Council shall elect a Chair and Vice-Chair shall be elected by members of Council for one year terms. Normally, the Vice-Chair shall succeed the Chair.

The Secretary of Council shall be appointed by the Dean. The duties of the Secretary shall be to take charge of the records and papers of the Council; to keep the same properly arranged for convenient reference; to be responsible for keeping minutes of the proceedings of all Council meetings; and shall prepare and countersign all official Council documents.

Rules

Until such time as Senate Executive has completed a positive review of the rules of Council, the Council shall adapt Senate's rules and procedures for the conduct of meetings

- Normally, non-adjudicating committee meetings will be open (meetings and agendas circulated to all; input from all Council members can be made to committee chairs)
- Only designated people vote (with named alternates)
- Quorum set for adjudicating committees

Committees of Council

1. Executive

The Executive Committee shall make informed recommendations to Council on long-range academic planning and comprehensive policies for the Faculty. It will serve as Council's Nominating Committee and as Council's summer authority following Senate practice, and act on behalf of the Council from the last meeting of Council in the spring, to the first meeting of Council in the fall.

Members:

- Dean (Chair), Associate and Assistant Deans, Chair of Council, Secretary to Council
- Department Chairs
- 1 student nominated by the student members of Council

2. Planning, Academic Resources & Research (PARR)

The Committee on Planning, Academic Resources & Research shall make recommendations and provide advice to Council on policy matters related to planning, academic resources and research. It will promote and evaluate resources and research at the Faculty level. It will adjudicate Faculty level competitions and programs and adjudicate research awards as applicable. This committee will also be responsible for coordinating cross-Faculty academic and research partnerships.

Members:

- Dean, Associate Deans, Chair of Council
- One faculty member selected from each Department
- 2 students, normally one undergraduate and one graduate students nominated by students on Council
- 1 Staff
- Assistant Dean Finance, non-voting
- Secretary to Committee, non-voting
- (may have sub-committees on Grad & Research: GPDs + ORU Director)

3. Learning, Curriculum & Students (LCS)

The Learning, Curriculum & Students Committee shall review and recommend to Council approval or other appropriate action in relation to the Faculty's regulations and practices as required relating to degree requirements for all years of study and all programs and Faculty-level legislation including:

- i. new or changes to certificates
- ii. new or changes to programs of study (including courses), and
- iii. other matters relating to academic policy and planning

The Committee shall encourage the development of interdisciplinary and inter-Faculty programs; review and act on behalf of Council with regard to proposals for new or changes in requirements of existing programs and certificates, courses and programs at all levels including content and patterns of study. The Curriculum Committee will receive curricular submissions from the schools and department, and will report to Council on these matters according to Senate reporting requirements. It will forward proposals to Senate as appropriate, and report such actions to Council for information.

The Committee will review, report and recommend for approval or other appropriate action to Council on the academic implications of the curriculum policy of all departments responsible for instruction, and the Faculty as a whole, on regulations and practices regarding academic standards; admissions policy; University degree expectations; degree, certificates and program requirements. The Committee will encourage the development of inter-disciplinary and inter-Faculty programs. It will collaborate with the Committee on Academic Standards on issues of joint concern.

Members:

- Dean, Associate Deans, Librarian, Chair of Council
- 2 students, normally one undergraduate and one graduate students nominated by students on Council
- 1 Staff
- Science Curriculum Reviewers: 3 elected non-PEng faculty members (these members vote on curricular changes affecting science)
- Engineering Curriculum Reviewers: 3 elected PEng faculty members (these members vote on curricular changes affecting engineering programs)
- Curricular issues affecting engineering and non-engineering programs are approved by the whole committee
- All members of LCS meet together at the same time and collectively make decisions on all other issues within the committee's mandate
- Assistant Dean Students, non-voting
- Secretary to Committee, non-voting

Petitions & Appeals (sub-committee of LCS)

The Petitions Committee shall receive and act upon student academic petitions and make recommendations on policy matters and procedures relating to student academic petitions. The Committee meets in panels for consideration of petitions and appeals against previous committee decisions (e.g., one group hears appeals of the previous one's decisions; requires 3 groups of 3 people (2 faculty + 1 student/group)).

Members:

- 6 full-time faculty members elected by Council
- 3 students
- Secretary to Committee, non-voting

4. Academic Standards

The Committee on Examinations and Academic Standards shall oversee academic policy, academic standards and policies and practices related to examinations. It will monitor and provide Faculty-level academic oversight of grades exercises undertaken by academic units. It will recommend to Council policy on student honours, awards, scholarships and bursaries. The Committee shall conduct hearings and make decisions in cases of breach of the Senate Policy on Academic Honesty.

Members:

- 3 full-time faculty members elected by Council
- 1 student nominated by student members of Council
- Associate Dean, non-voting
- Secretary to Committee, non-voting

No panel may reach a decision at a hearing unless at least three members are in attendance.

5. Tenure & Promotion

The Committee on Tenure and Promotions makes recommendations, as required, on Faculty and University policy concerning tenure and promotions—shall deliberate on Faculty tenure and promotion policy and make recommendations on such policy to Faculty Council and the Dean. It liaises with the Senate Committee on Tenure and Promotions to confirm the list of tenure and/or promotion candidates scheduled for consideration, ensures that timelines are maintained and makes regular reports to Council on the disposition of files by category. The Faculty Committee on Tenure and Promotions, when augmented by two members from the Senate Committee on Tenure and Promotions, acts as a Review Committee and is constituted as a sub-committee of the Senate Committee on Tenure and Promotions. Acting as a review committee, it will evaluate the recommendations of Department Adjudicating Committees to ensure that procedures set out have been followed and that the criteria used in the evaluation of files have been applied fairly and in accordance with University criteria. When the committee determines that the procedures have been followed in all material respects, that the appropriate criteria have been fairly applied and that the judgment of the Adjudicating Committee concerning application of University criteria is correct, it will concur in the judgment and forward the file to the President. When the committee determines that procedures have not been followed and/or that the appropriate criteria have not been fairly applied, it shall send the file back to the Adjudicating Committee and require that proper procedures be followed and the file be reconsidered with the criteria fairly applied.

If a member of the review committee has considered a file as a member of an adjudication committee, he/she shall not take part in consideration of the file at the review level. The majority of members shall be tenured.

Members:

- One full-time faculty member from each Department (or designate), elected by Council
- One full-time faculty member elected by Council
- 2 students, normally one undergraduate and one graduate students nominated by students on Council
- 2 members from the Senate Tenure and Promotions Committee when meeting as a Senate Review Committee
- Associate Dean Academic, non-voting
- Secretary to Committee, non-voting

6. Awards: Students, Faculty & Staff

The Committee on Awards shall make recommendations and provide advice to Council on policy matters related to awards and scholarship. It will promote and celebrate outstanding performance and creative scholarship across the School. It will adjudicate School level competitions and programs and adjudicate student, faculty and staff awards as applicable.

Members:

- 4 faculty members elected by Council
- Librarian
- 1 Staff
- 2 students, normally one undergraduate and one graduate students nominated by students on Council
- Associate Dean, non-voting
- Assistant Dean Students (or designate), Secretary to Committee, non-voting

Proposed Senate Membership Adjustments Effective July 1, 2013

Table 1
Calculation of Senate Seat Allocations Based on
Full-Time Complement and Faculty Member Seats on Senate¹

Faculty	Full-Time Complement 2008-2009		Present Senate Seats	Full-Time complement 2012-2013		Senate Seats based on Rule a) ii
	Number	Percentage		Number	Percentage	
Education	48	3.1	4	54	3.6	4
FES	44	2.9	4	42	2.8	4
Fine Arts	133	8.7	8	126	8.5	8
Glendon	99	6.5	8	95	6.4	6 (8 to June 30, 2015)
Health	178	11.6	10	177	11.9	11
Lassonde	n/a	n/a	n/a	78	5.3	5
LA&PS	667	43.7	40	622	41.9	40
Osgoode	60	3.9	4	64	4.3	4
Schulich	87	5.7	6	86	5.8	6
Science	212	13.9	11	139	9.4	9
Totals	1528	100.0	95	1,483	100.0	99

Table 2
Current Membership, Elected Faculty Member Seats by Faculty
Current and July 1, 2013

Faculty	Current	July 1, 2013
Education	4	4
Environmental Studies	4	4
Fine Arts	8 (minimum 2 Chairs)	8 (minimum of 2 Chairs)
Glendon	8 (minimum of 1 Chair)	8 (minimum of 1 Chair)
Health	10 (minimum of 2 Chairs)	11 (minimum of 2 Chairs)
Lassonde	n/a	5 (minimum of 1 Chair)
Liberal Arts & Professional Studies	40 (minimum of 13 Chairs; minimum of 2 contract faculty members)	40 (minimum of (13 Chairs and 2 contract faculty members)
Osgoode	4	4
Schulich	6	6
Science	11 (minimum of 5 Chairs)	9 (minimum of 2 Chairs)
Total	95	99

¹ The year 2008-2009 was the last one in which significant changes in membership were instituted. Source Fact Book 2012-2013, with updated information from the Lassonde School of Engineering and Faculty of Science. Full-time faculty member attributions include tenure stream, alternate stream, special renewable conversions, and contractually limited appointments. Numbers attributed to LA&PS for 2008-2009 reflect the combined totals for Arts and Atkinson.

Table 3
Senate Membership by Category, Current and Proposed

Category	Current	Proposed
Members specified by the York Act Chancellor (1) President (1) Vice-Presidents (4) Deans and Principal (11) University Librarian (1) Two-to-four members of Board (2)	20	20
Faculty Members Elected by Councils	95	99
Librarians	2	2
Students 2 per Faculty except 6 for LA&PS GSA (1) YFS (1)	26	28
Other Members Chair of Senate (1) Vice-Chair of Senate (1) Secretary of Senate (1) Academic Colleague (1) President of YUFA (1) plus a designated alternate YUSA Member (1) plus a designated alternate Member of CUPE 3903 (1) plus a designated alternate Alumni (2) College Masters (1) Registrar (1) Vice-Provost Academic (1) Vice-Provost Students (1)	13	13
Chairs of Senate Committees	5 (est.)	5 (est.)
Total	161	167

COMMITTEE ON ACADEMIC STANDARDS, CURRICULUM AND PEDAGOGY

Report to Senate
at its meeting of 23 May 2013

Documentation for Information items will be provided upon request.

FOR ACTION

6.2.1 Senate Policy and Guidelines on Co-Registration Options with Ontario Post-Secondary Institutions

The Committee on *Academic Standards, Curriculum and Pedagogy* recommends that Senate approve the Policy and Guidelines on Co-Registration Options with Ontario Post-Secondary Institutions as set out in Appendix A.

Rationale

Following the discussion of the draft legislation at the last meeting of Senate, the Committee is bringing forward the policy and guidelines for approval.

The policy articulates York's commitment to pursue co-registration options with accredited post-secondary institutions within Ontario where appropriate, and the guidelines establish the standards and regulations which will frame such arrangements. Co-registration options are an evolution of the existing practice of enrolling in a course at another institution on a Letter of Permission (LOP). Where York enters into a formal co-registration arrangement with a partner institution, students in good standing will be able to enrol in a maximum number of approved courses offered by the other institution, have them appear on their home university transcript and included in their grade point average (GPA). Students are not required to obtain an LOP for these courses and each course will form part of their formal record, as opposed to appearing as a generic transfer credit. Co-registration programs are therefore more transparent, efficient and forward-looking than the LOP process, which better serves students. Senators should however note, that co-registration programs are not replacing LOP's, that option will continue to exist for students.

From a planning perspective, co-registration initiatives are aligned with several of York's values as stated in the University Academic Plan (UAP), including:

- Making post-secondary education accessible to the communities the University serves
- Embracing partnerships in support of the advancement of learning
- Taking innovative approaches to the delivery of education

Moreover, the establishment of such options is a response to the UAP call for innovative strategies to support the goals of enhancing the student experience and extending York's presence in the external milieu. And, not insignificantly, moving in this direction reflects crucial external planning influences, specifically the Province's promotion of institutional collaboration and improving student mobility among post-secondary institutions. The advantages that co-registration initiatives offer students and the University warrant seizing the opportunity to pursue them. Senate legislation governing the framework will ensure their consistency, academic integrity and alignment with academic priorities.

In the Senate discussion of the draft co-registration legislation in April, misgivings were expressed that courses taken on LOP and exchange programs are not included on students' transcripts and within their GPAs, while courses taken through a co-registration program would be. Presently the amount of administrative work to accommodate the 1000+ number of LOPs annually across dozens of institutions precludes York – and most Canadian universities– from being able to individually record such courses on students' transcripts. However,

recent discussions among University Registrars indicate that moving in this direction is desirable. The Senate Committee supports such a development and will continue to encourage it through its liaison with York's Registrar.

Approved by ASCP 8 May 2013

6.2.2 Ryerson University – York University Undergraduate Co-Registration Option

Pending the approval of item # 6.2.1 above, the Committee on *Academic Standards, Curriculum and Pedagogy* recommends that Senate approve the Ryerson University – York University Undergraduate Co-Registration Option as set out in Appendix B.

Rationale

The proposed *Ryerson University – York University Co-registration Option* will simplify the ability of students from each institution to enroll in courses at the other institution. The formal option substitutes the need for students and faculty members to use the Letter of Permission (LOP) process for each individual course students wish to take at Ryerson.¹ In addition, the option provides for the inclusion of the Ryerson courses on the transcript, and the grades received in the GPA, which the LOP process does not include. It is anticipated that this initiative will provide students with enhanced mobility and transparent transfer credit between affiliated institutions, as students will be able to directly register for courses that have been pre-approved by the respective academic units.

The list of York courses to be made available for the co-registration option is being finalized jointly by the Registrar's Offices at York and Ryerson in collaboration with academic units, and should be completed in June. Spaces in York courses for Ryerson students are expected to be made available in August to ensure that YU students have access to the courses first. Ryerson's enrolment cycle is slightly different than York's, which means that York students will be able to access the Ryerson courses probably in June - July.

Note the statement in the *Implementation Section* of the proposal that "*course credit exclusions already established through the transfer credit assessment process will apply*". Substantively, this means that Ryerson courses for which York students have been granted a course credit exclusion (CCE), either through an LOP or an application for transfer credit, will be included on the list of co-registration courses once confirmed by the department. These courses are not deemed to be "equivalent" to York courses, but *exclusions* to prevent substantially similar courses counting twice towards a degree. By programs establishing the CCEs between York and Ryerson and the Registrar's Office coding the courses as such, students will not be able to count both courses towards their degree requirements. The communications to students about the Ryerson-York Co-Registration option, and the dedicated website for it, will clearly convey the message about course credit exclusions between the two universities.

There are two compelling reasons for York to partner specifically with Ryerson:

- i. the complementary strengths of the two institutions; and
- ii. the geographical proximity of the institutions that will allow students to attend the other university for in-class courses (or also on-line courses).

Both Ryerson and York are committed to exploring how this initiative might be expanded to include other universities as well, and/or could be linked to other initiatives.

Four other universities have partnerships that allow this kind of specialized co-registration opportunity. The University of Waterloo and Wilfrid Laurier University as well as the University of Ottawa and Carleton University have had similar arrangements in place for more than ten years. The framework and terms of the proposed York-Ryerson Co-Registration initiative are consistent with the ones at those universities. Further, extensive

¹ The Letter of Permission (LOP) process will continue as an option for visiting students to enroll in courses at York outside the framework of a co-registration option.

data exchange between the Registrar's Offices of York and Ryerson will ensure a smoother experience for students and preserve the integrity of each school's academic transcript and student records.

Inter-university collaboration which facilitates student mobility and success has been identified as a priority by the Ontario Academic Vice Presidents (OCAV) and MTCU. Offering a co-registration option with Ryerson aligns York with the post-secondary education plans of the Province.

Internally, the initiative supports the achievement of the White Paper and UAP priorities of enhancing the student experience for undergraduates.

Approved by ASCP 8 May 2013

6.2.3 Changes to Undergraduate and Graduate Admission Requirements (Language Proficiency)

The Committee on *Academic Standards, Curriculum and Pedagogy* recommends that Senate approve changes to the language proficiency requirements for admission to undergraduate and graduate programs as follows:

- i. to specify that the Academic Module of the International English Language Testing System (IELTS) is the only module that is acceptable for admission to undergraduate and graduate studies;
- ii. to eliminate the Computer-based Test (CBT) version of the Test of English as a Foreign Language (TOEFL) as an acceptable test for admission to undergraduate and graduate studies;
- iii. to include the *Michigan English Language Assessment Battery* (MELAB), the *Canadian Academic English Language Assessment* (CAEL) and the *Cambridge English Language Assessment* among the recognized tests of English language proficiency for the purpose of admission to both undergraduate and graduate studies; and
- iv. to establish a minimum threshold in language skill areas (writing, reading, speaking, listening) as part of the published requirements for acceptable tests of language proficiency in addition to overall score requirements,

Rationale

The documentation attached as Appendix C sets out the details of the proposed changes to the language proficiency requirements, and the reasons in support of each. In sum, the revisions to the requirements either codify existing practices, update them to reflect a change in status of the test or the expanded use of other accepted tests by post-secondary institutions internationally. The last change entails establishing minimum scores for each of the writing, reading, speaking and listening components of several language tests to complement the overall test score. Defining sub-test scores will provide for an enhanced assessment of the breadth of applicants' language proficiency to better inform admissions decisions. As noted in the proposal, the process of defining the scores for each of the four test components will be through consultation with the relevant academic units across the University, and will come to ASCP and Senate thereafter.

Approved by ASCP 17 April 2013

6.2.4 Changes to the Name of the Graduate Program in Theatre Studies • Faculty of Graduate Studies

The Committee on *Academic Standards, Curriculum and Pedagogy* recommends that Senate approve the change in name of the Graduate Program in Theatre Studies to Theatre and Performance Studies, effective immediately.

Rationale

The full rationale is included in the proposal attached as Appendix D. The proposed new program name:

- clarifies the identity of the program which includes methodologies and theoretical frameworks from both Theatre Studies and Performance Studies;

- better positions the program to participate in major national and international research initiatives that include Performance Studies;
- acknowledges the research expertise of full-time faculty members involved with the program who work at the intersection of Theatre and Performance Studies
- reflects the shift in name being taken by many undergraduate and graduate theatre programs in Canada, the US and the UK; and
- may make graduates more competitive on the job market with the recognition of the broader scope of their degree program

There is strong support for the name change across the program, among the current cohort of graduate students and from the anchor Dean.

Approved by: FGS Council 2 May 2013; ASCP 8 May 2013

CONSENT AGENDA

6.2.5 Changes to Degree Requirements for the MSc Program in Business Analytics • Faculty of Graduate Studies

The Committee on *Academic Standards, Curriculum and Pedagogy* recommends that Senate approve the following changes to the requirements and structure of the MSc program in Business Analytics, housed in the Schulich School of Business:

- an increase in the number of required credits from 30 to 42
- restructuring of the program from 1 field of study to a common core and 3 specialized fields of study from which students choose 1

Rationale

The detailed proposal is attached as Appendix E. The program in Business Analytics established an internal Advisory Committee and a Task Force to guide the ongoing development of the program and ensure its quality and relevance to students. The proposed changes to the credit requirements and program structure stem from recommendations of the two bodies. The new curriculum - two new 3-credit courses and two new 1.5-credit courses – will better align the program with its student learning outcomes. The establishment of a common core of courses and three specialized fields for students to choose one area of focus, also enhances the achievement of the learning outcomes and reflects the structure adopted by most of the graduate business programs at York (eg., Master of Finance, MBA, Master of Accounting).

The Dean has confirmed that the Faculty is able to resource the costs of the new curriculum and program structure, partly through a planned increase in enrolments for the MSc program.

Approved by: FGS Council 4 April 2013; ASCP 17 April 2013

6.2.5 New Field in the Master of Finance Program • Faculty of Graduate Studies

The Committee on *Academic Standards, Curriculum and Pedagogy* recommends that Senate approve the addition of the field of *Regulatory Affairs for Financial Institutions* within the Master of Finance Program, housed in the Schulich School of Business.

Rationale

The proposed new field of *Regulatory Affairs for Financial Institutions* will be added to the two existing fields of *Capital Markets* and *Financial Risk Management* within the Master of Finance program. The global financial crisis has highlighted the importance of regulated financial services. As such, the introduction of the *Regulatory Affairs for Financial Institutions* field is timely. Three new 1.5-credit courses will be offered along with existing courses in the program to support the new field. Graduates of the program who have specialized in the Regulatory Affairs field will be well-positioned to gain employment in financial institutions.

The introduction of the new field does not include a change to the admission requirements for the Master of Finance program. The Faculty has confirmed that the Faculty is able to resource the new field. Documentation is attached as Appendix F.

Approved by: FGS Council 4 April 2013; ASCP 8 May 2013

FOR INFORMATION

2. Minor Curriculum Items Approved by ASCP (effective FW 2013-14 unless otherwise stated)

Copies of the full proposals are available on the Senate website.

(a) Glendon

- Minor change to the requirements for the Bilingual iBA degree option

Faculty of Graduate Studies

- Changes to the Master of Environmental Studies program (adding *Major Portfolio* as a fourth category under Major Activity options; minor changes to the Thesis Option under Major Activity).
- Minor change to degree requirements for PhD program in Philosophy (replacement of two core courses with core courses; reduction in credits outside the program from 1 course to a half- course)
- Minor change to degree requirements for MFA program in Film (Production) (deletion of one required half-course deemed to be redundant; total number of required credits unchanged.)
- A series of minor updates to policies governing examinations, grading, promotion and graduation for the graduate programs in Business Administration, Executive MBA, International MBA, Finance, and Public Administration (aligns policies with Senate legislation).

(b) Faculty of Liberal Arts & Professional Studies

- Minor changes to requirements for the BA programs in Children's Studies (edits to the list of courses from which students are required to take a defined number of credits)

*George Turlakis
Chair, Academic Standards, Curriculum & Pedagogy*

Policy and Guidelines on Undergraduate Co-Registration Options with Ontario Post-secondary Institutions

1. Policy Statement

York University is committed to promoting the mobility of students among Ontario's postsecondary institutions. It shall be the policy of the University to offer co-registration options jointly with accredited post-secondary institutions, when the initiative supports York's academic objectives.

2. Guidelines

2.1 Characteristics of Co-Registration Options

Co-registration allows York students to concurrently enrol in courses at another post-secondary institution for credit towards their degree programs at York, and students from the other institution to enrol in courses at York for credits towards their degree program.¹ Co-registration options provide for:

- i. Inclusion of grades earned through the option on transcripts issued by York (including failing grades)
- ii. academic unit approval of the courses included in the co-registration option
- iii. a streamlined administrative process for students

2.2 Academic Regulations Governing Co-registration Options for York Students

- i. Students must have Honours standing to be eligible for a co-registration option. Students on academic warning, debarment warning, academic probation, or who have committed a breach of academic honesty will not be eligible. Similarly, students who are no longer in good standing or become ineligible to proceed will have their enrolment in courses at the partner institution revoked.
- ii. Students must have earned the equivalent of at least 24 credits at York towards their undergraduate degree program to be eligible for a co-registration option.
- iii. A maximum of 24 credits can be taken over their degree through a co-registration option. The number of co-registration courses permitted per session will be determined by the relevant Memorandum of Understanding. Individual degree programs may establish a lower number of credits available to students in that program.
- iv. Where necessary, final grades achieved in courses taken at the partner institution will be converted to the York 9.0 grade scale according to established correlations used by the York University Registrar's Office.
- v. All co-registration courses and the York equivalent grade achieved will be included on York students' transcripts. Consistent with the Senate *Common Grading Scheme for Undergraduate Faculties*, credit will be awarded for courses in which a York-equivalent grade of D or above is achieved.
- vi. All co-registration courses and the York equivalent grade achieved will be included in the calculation of a student's cumulative grade point average (GPA), including failing grades.
- vii. Credits earned at partner institutions will not count towards meeting York's residency requirement.

¹ The policy and guidelines are enabling legislation for the development and approval of Co-registration Options with Ontario post-secondary institutions. Students in good standing may continue to enroll in courses elsewhere for credit towards a degree at York University through the Letter of Permission (LOP) process.

- viii. The Pass / Fail grading option cannot be used for courses taken through a co-registration option.
- ix. The Senate policy on *Repeating Passed or Failed Courses for Academic Credit* applies to courses taken through a co-registration option.
- x. The *Senate Policy and Guidelines on Academic Honesty* applies to courses taken through a co-registration option at the partner institution. Allegations of a breach of academic honesty in courses taken through a co-registration option shall be dealt with by the student's home Faculty at York.
- xi. Petitions for waiver of academic regulations or deadlines for courses taken through a co-registration option shall be considered by the student's home Faculty at York through the existing petitions process.
- xii. Requests for grade reappraisals in courses taken through a co-registration option shall follow the process available to students at the partner institution offering the course.

Co-registration options may not be available for students in professional programs that are externally accredited. Individual co-registration programs will identify degree programs to which the option is not applicable.

3. Approval Authority

Co-Registration Options are established by Senate on recommendation from its Senate Committee on *Academic Standards, Curriculum and Pedagogy* (ASCP), which oversees the application and evolution of this policy and guidelines. ASCP also approves any new course rubrics established to support Co-Registration agreements.

Co-Registration *Memoranda of Understanding* (MOU) are established and signed by the Vice-President Academic and Provost on behalf of the University. Such agreements shall ensure that the partner institution requires its students to be in good academic standing to be eligible for co-registration in courses at York University.

4. Implementation

4.1 List of Co-registration Courses

A list of courses available for a Co-Registration Option will be established by the respective Registrar's Office in consultation with programs and departments at York University prior to each term or session.

Course credit exclusions already established through the transfer credit assessment process will apply; any new course credit exclusions will be established by the department.

Courses at the partner institution without a York University course credit exclusion may count as an elective course towards meeting degree requirements.

4.2 Co-registration Courses on York Transcripts

Course titles and grades for courses taken by York students through a co-registration program will appear on the York transcript in the session during which they were completed, using the rubric specified for the particular co-registration agreement.

4.3 Sessional Dates

The sessional dates (i.e., start and end of term, examination period, drop deadlines, etc.) of the institution offering courses for co-registration shall apply to York students.

Ryerson University - York University Undergraduate Co-Registration Pilot

Introduction

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

A specific initiative flowing out of the MOU is the proposed *York University - Ryerson University Co-Registration Option*. It is being proposed as a pilot project for five-years beginning with the Fall/Winter 2013 session.

Framework of the Co-Registration Option

The proposed Co-registration Option will allow York students to concurrently enrol in a maximum of 24 credits at Ryerson University for credit towards their degree programs at York, and Ryerson students to concurrently enrol in 24 credits at York for credit towards their degree program. The co-registration program is consistent with the terms of the *Senate Policy and Guidelines on Co-registration Options*. Specifically, the framework of the Option is as follows:

- students with Honours standing, who have completed at least 24 credits at their home institution, are eligible to enrol in a maximum of six credits per academic year at the other institution;
- courses available for the Co-registration Option will be identified by York and Ryerson; course credit exclusions (CCE), if applicable, will be approved by the relevant department or program at York;
- courses taken by York students at Ryerson University will appear on the York University transcript and will be explicitly identified as Ryerson courses through the use of the rubric "RYER"; the course title from Ryerson will appear on the York transcript;
- courses taken as part of the co-registration option will be calculated into the sessional and overall grade point average at York (but will not be included in any major GPA calculations);
- final grades achieved in courses taken at Ryerson by York students will be converted from the Ryerson 4.0 grade scale to the York 9.0 scale according to established correlations used by the York University Registrar's Office;
- courses taken at Ryerson do not satisfy York University's residency requirements;
- the pass / fail grading option may not be used for Ryerson courses;
- the Senate policy on *Repeating Passed or Failed Courses for Academic Credit* applies to courses taken through the Co-registration Option;
- Petitions by York students for waiver of academic regulations or deadlines for courses taken at Ryerson shall be considered by the student's home Faculty at York through the existing petitions process;
- York's *Senate Policy and Guidelines on Academic Honesty* applies to courses taken at Ryerson. Allegations of a breach of academic honesty in Ryerson courses shall be dealt with by the student's home Faculty at York; and
- Requests for grade reappraisals in courses taken at Ryerson shall follow the process available to students at the partner institution offering the course.

The pilot will run for five years, between FW13 - FW17. The Office of the Vice Provost Academic will conduct an annual review and Senate ASCP will receive a report on pilot progress at the end of the third year, in the fall of 2016. Reciprocity on enrolments between institutions will be reviewed annually to ensure that revenues are unaffected.

Implementation Summary

Courses

A list of York University and Ryerson University courses available for the Co-Registration Option will be established by the respective Registrar's Office in consultation with programs and departments at York University prior to each session or, at a minimum, annually.

Course credit exclusions established through the transfer credit assessment process and confirmed by the program, will apply; any new course credit exclusions will be also established by the program.

Ryerson University courses without a York University course credit exclusion may count as an elective course.

Students may co-register in a maximum of 6.0 credits per academic year.

Students pay fees to their home institution for all courses taken through the Ryerson- York Co-registration Option.

Ryerson University Students

Enrolment of Ryerson students in York courses is subject to available space and will take place after the enrolment period for York's academic terms.

Courses taken at York as part of the Co-Registration pilot will appear on the Ryerson University transcript.

Administration

The Registrar's Office at each institution will be responsible for obtaining approvals for courses that are available for co-registration.

Enrolment, registration and grades uploading will be managed collaboratively by the Registrars' Offices. The student's home institution is responsible for ensuring students meet all course prerequisites and that students have honours standing in their degree program

Students are required to honour the academic sessional dates of the institution teaching the course.

Undergraduate and Graduate English Language Proficiency Requirements Proposed Changes

Summary of Proposed Revisions:

- To specify the International English Language Testing System (IELTS) module that is acceptable for admission to undergraduate and graduate studies
- To remove from all York materials and Websites any reference to the Computer-based Test (CBT) version of the Test of English as a Foreign Language (TOEFL)
- To increase the roster of recognized tests of English language proficiency for the purpose of admission to both undergraduate and graduate studies
- To establish a minimum threshold in language skill areas (writing, reading, speaking, listening) as part of the published requirements for acceptable tests of language proficiency in addition to overall score requirements

1) International English Language Testing System (IELTS)

Proposed Change

To include the term *Academic Module* alongside IELTS in every instance that York publicizes acceptance of IELTS as proof of language proficiency for the purpose of admission to both undergraduate and graduate studies (i.e., IELTS (Academic Module))

Rationale:

IELTS has two test types: The Academic Module assesses the English proficiency suitable for an academic or higher learning environment, while the General Training Module measures English proficiency for practical or everyday contexts.

This change codifies the longstanding practice to only accept the Academic Module of the IELTS, while it clarifies for applicants which version of IELTS is acceptable to York.

2) Elimination of TOEFL Computer-based Test (CBT)

The TOEFL CBT was discontinued by the Educational Testing Service (ETS) in September 2006 in favour of the Internet-based Test (iBT). Scores are only valid for two years; therefore, it is no longer accurate to publicize requirements for a test that no longer exists and is no longer valid. Note that ETS has not discontinued the paper-based version of TOEFL (PBT) because a few countries around the world are unable to support the iBT.

3) Add the following tests of English language proficiency to York's roster of acceptable tests for admission to both undergraduate and graduate studies:

- Michigan English Language Assessment Battery (MELAB), part of Cambridge Michigan Language Assessments (CaMLA)¹
- Canadian Academic English Language Assessment (CAEL), developed at Carleton University
- Cambridge English Language Assessment - specifically, the Certificate in Advanced English (CAE) and the Certificate of Proficiency in English (CPE), University of Cambridge

Rationale:

¹ The MELAB used to be included in the roster of acceptable tests of language proficiency for the purpose of admission to York; however, over the last decade, it was removed. Since that time, MELAB has forged a partnership with the University of Cambridge and the test has been revamped. In addition, there is a MELAB testing centre housed at the University of Toronto.

- *Recognition:* These tests are internationally and nationally recognized and are considered valid, reliable and standardized measures of English language proficiency in an academic context. In addition, they have been designed for high stakes purposes, which includes for use by institutions of higher education as part of their requirements for admission. These tests are accepted by other Canadian postsecondary institutions.
- *Accessibility:* The greater the variety of language tests that York accepts, the fewer barriers to potential applicants, especially for overseas applicants who are required to present proof of English language proficiency for admission (i.e., more options ensure broader geographic coverage and an increased availability of test offerings).
- *Relevance:* These tests measure all four language skills (writing, reading, speaking², and listening) in an academic context.

Setting minimum scores: Once the proposal is approved, the Office of Admissions will consult with the English as a Second Language Coordinating Committee (ESLCC), other language proficiency experts in the York community, as well as experts within the various internal offices of admission to ensure that the scores align with York's existing language requirements.

4. Establishing a minimum threshold in language skill areas (writing, reading, speaking, listening) as part of the published requirements for acceptable tests of language proficiency in addition to overall score requirements:

Rationale

TOEFL iBT, IELTS, CAEL and MELAB report both overall scores and individual sub-test scores (writing, reading, speaking and listening). Currently and for the majority of York's programs, a minimum overall requirement for admissions purposes is published with no requirement for a minimum level of proficiency in specific or all language skill areas. Although an overall score may reflect consistency in all four language areas, it may also be skewed by uneven language skills. For example, test-takers may have met the overall score requirement but when scores on sub-tests are examined, candidates' speaking skills may have far exceeded their writing or reading skills, or vice versa. This proposal therefore seeks to establish a minimum threshold in specific language skills to complement the overall score requirements.

- **Academic quality:** This proposal would support the Provostial White Paper goals in enhancing the quality of the incoming class.
- **Academic reputation:** This proposal would align York with many Canadian universities who publish minimum requirements for all or key language skill areas in addition to overall scores.
- **Academic preparedness:** More refined information on applicants' language strengths and challenges would be readily available to assist with discretionary decisions on their preparedness for university study. As well, advisors would be better able to tailor any recommendations for additional language supports for incoming students.

Next steps: The Office of Admissions will consult with academic units in addition to the experts in admissions and language proficiency to recommend a minimum threshold in language skills areas and to develop discretionary ranges.

Consultations/Research to date

- Office of Admissions, internal expertise
- Chair of the English as a Second Language Coordinating Committee (ESLCC)
- The Toronto MELAB Centre, University of Toronto
- Web research on language proficiency testing
- Review of Canadian university admissions requirement

Change to Program/Graduate Diploma Academic Requirements Proposal Template

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

1. Program/Graduate Diploma:

MA/ PhD in Theatre Studies

2. Effective Session of Proposed Change(s):

Fall 2014

3. Proposed Change(s) and Rationale

The description of and rationale for the proposed change(s) should provide information with respect to each of the following points. Please provide:

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

This is a proposal to change the name of the MA/PhD program in Theatre Studies to Theatre and Performance Studies, effective September 2014.

As a discipline, Theatre Studies has undergone substantial transformations in research and teaching over the past two decades, particularly where its relationship to Performance Studies is concerned. Many scholars and students now combine methodologies and theoretical frameworks from both Theatre Studies and Performance Studies in exciting, productive ways. In recognition of the important, symbiotic relationship that has developed between these disciplines, numerous undergraduate and graduate programs throughout Canada have begun to change their names from Theatre or Theatre Studies to Theatre and Performance Studies. These changes are reflective of a much larger shift at the international level to develop departments and graduate programs dedicated to Theatre and Performance Studies (see lists below).

The Graduate Program in Theatre Studies now involves many faculty members who work at the intersection of Theatre and Performance Studies in departments including Anthropology, English, Dance Studies, Environmental Studies, Film, Humanities, Gender, Feminist, and Women's Studies, Nursing, Sociology, and Visual Arts. Indeed, our program membership includes Professor Christopher Innes, the Canada Research Chair in Performance and Culture, and Janine Marchessault, the Canada Research Chair in Art, Digital Media, and Globalization. Attracted by the scholarship of these and other core faculty, students entering the Graduate Program in Theatre Studies are increasingly drawn to projects that combine both Theatre Studies and Performance Studies methods, theories, and histories to understand theatrical performance as well as other performance events and phenomena, e.g. tourism, military spectacle, fashion shows, gaming. In light of this cultural shift, a number of current students and faculty have asked whether the Program name continues to represent who we are and what we do.

The Graduate Executive, with the support of the program membership (see discussion of consultation in 3c), feels strongly that changing the Program name to Theatre and Performance Studies is necessary, not only for the reasons outlined above, but also as a strategy for positioning the program and its students competitively on a national and international level. In the area of recruitment, faculty have found that prospective students have, at times, assumed that Performance Studies projects or projects that incorporated Performance Studies methodologies were unwelcome and applied elsewhere. Prospective and current students have also expressed a strong feeling that a program that combines Theatre and Performance Studies would make them more competitive on the job market, as increasingly Performance Studies expertise is emphasized as a requirement in job postings in Canada and throughout the world. In fact, the Executive is concerned that students graduating from the program with a MA or PhD in Theatre Studies will be less competitive on the job market than students graduating with an MA or PhD in Theatre and Performance Studies, particularly in cases where the job specifies Performance Studies training as a prerequisite. Finally, the Executive is concerned that without a name change the Graduate Program in Theatre Studies will continue to be overlooked for major research initiatives because researchers looking to align with Performance Studies programs at a national or international level will fail to consider our program. Given the cutting edge scholarship of many of our faculty and students, we are eager to adjust the program name to avoid such oversights in future.

The change in program and degree name to Theatre and Performance Studies does not reflect a change in substance, focus, or direction of the program in general and degree programs in particular. Rather it represents the culmination of a multi-year review process that has included the revision of our program sub-fields of specialization, changes to degree requirements, the arrival of new faculty (in the Department of Theatre, Magdalena Kazubowski-Houston, Ian Garrett, and Alberto Guevara all have training in and work explicitly with Performance Studies methodologies), and the expansion of the graduate program membership to include colleagues in Anthropology, Dance Studies, and Gender/ Women's Studies.

The proposed name is consistent with the names of similar programs offered at other universities in Ontario and throughout Canada, as follows:

- University of Toronto: MA and PhD in Drama, Theatre and Performance Studies
- University of Alberta: PhD in Performance Studies
- Concordia: Specialization in Performance Studies as part of the Individualized Interdisciplinary Program
- Waterloo: Undergraduate degree (in development)

These program name changes are also consistent with changes to programs outside Canada. Examples include:

- Queen Mary, University of London: MA in Theatre and Performance
- King's College London: MA in Theatre and Performance Studies
- Roehampton University: PhD in Theatre and Performance Studies
- University of Warwick: MA in International Performance Research
- University of New South Wales: Theatre and Performance Studies
- Brown: PhD in Theatre and Performance Studies
- UC Berkeley: PhD in Theatre and Performance Studies
- Stanford: PhD in Theatre and Performance Studies
- University of Washington: PhD in Theatre and Performance Studies

To conclude, the proposed change in program name of the MA/PhD in Theatre Studies to Theatre and Performance Studies will give students an up-to-date program name that matches name changes in the discipline as a whole.

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

Other than the internship requirement under review (see internship proposal documents), we do not foresee any additional degree changes at this time. Our program has just completed extensive degree changes in response to budgetary challenges, pressure from competing programs, and shifting developments within the field. These changes include revisions to program fields and adjustments to degree requirements. We see the name change as the final stage in the revision process.

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

(Where and as appropriate, the proposal must include statements from the relevant program/graduate diplomas confirming consultation/support.)

The program name change proposal was approved by the Theatre Studies Graduate Executive, which includes a grad rep, in December 2012 and then brought to the program membership at a program meeting on December 6. Some members of the program offered other options for the name change and so we decided to have a run-off vote (via Survey Monkey) to determine the most appealing name change options, followed by an official e-Vote (administered through York's E-Vote system).

In January, in advance of the vote, I polled the graduate students using Survey Monkey for their perspective on the name change and the majority opted for Theatre and Performance Studies. I shared this information with the program membership before our run-off vote (also via Survey Monkey). After the survey, the top two choices were "Theatre and Performance Studies" and "Performance and Theatre Studies." Some program members strongly felt that a third option of "keeping the current name" should be included in the official E-Vote.

The E-Vote was conducted between Feb. 27 and March 8, 2013. There was a strong majority (28 of 34 votes cast with 42 eligible voters; OR 82% of all who voted; 65% of all program members) for changing the program name to Theatre and Performance Studies. After the vote, I wrote to Dean Sellers-Young for her approval. She has since submitted that letter to Dean Crow.

d) A summary of any resource implications and how they are being addressed. (Attention should be paid to whether the proposed changes will be supported by a reallocation of existing resources or if new/additional resources are required. If new/additional resources are required, the proposal must include a statement from the relevant Dean(s)/Principal.)

We do not foresee that this change will have any negative resource implications. Degree requirements will remain the same as they previously were, with the exception of the proposed change to the internship (see other documents), which will have a positive effect on resource allocations. The program will also continue to enlist the support and

involvement of faculty engaging in performance studies research in other programs across the university.

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

Students currently enrolled in the program will not required to do any new or additional requirements. When they graduate, they may choose to graduate with an MA/ PhD in Theatre Studies OR an MA/ PhD in Theatre and Performance Studies.

4. Calendar Copy

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

Existing Program/Graduate Diploma Information (change from)	Proposed Program/Graduate Diploma Information (change to)
Graduate Program in Theatre Studies	Graduate Program in Theatre and Performance Studies Please note: All subsequent references to the program in the calendar copy will be adjusted to reflect the program name change.

Proposed Changes for MS in Business Analytics: Two Motions

Motion 1

It is moved that Faculty Council approve the following:

New course structure & degree requirements for the MS in Business Analytics

Rationale

Based upon the combined efforts of the MSBA Advisory Committee and the MSBA Task Force, a new curriculum is proposed that better aligns the program and course structures with expected learning outcomes. (For a detailed rationale, see Graduate Studies “Change to Program ...,” pp. 4ff.)

The new curriculum shifts the degree requirements of the program from 30.00 to 42.00 credit hours and features four new core courses (two 3.00 credit courses and two 1.50 credit courses). The new curriculum also draws upon courses already offered within the MBA program, which have enough capacity to absorb the MSBA students.

Motion 2

It is moved that Faculty Council approve the following:

Restructuring the MSBA program from one field of study to three different fields through the creation of a set of core courses common to all fields and a set of specialized courses for each field

Rationale

In its review of the MSBA curriculum, the Advisory Committee also recommended the establishment of fields of study within the degree. This development is in line with all Schulich programs, which provide students with the option of focusing on a particular area or specialization. (For a detailed rationale, see Graduate Studies “Change to Program ...,” pp. 8ff.)

With this change, all MSBA students will be required to complete a common core of courses and then to choose one of three fields of study: Supply Chain Management, Marketing, and General Stream. (The “General Stream” is comparable to the original program design.) Within each field, students must earn 12 credits by completing a set of required, field-related courses and a set of courses that they choose from a list of electives. (Specifics vary by field; see Table 4 on p. 9). These field requirements draw largely on existing courses and capacity within Schulich’s MBA Program.

Change to Program/Graduate Diploma Academic Requirements Proposal Template

1. Program/Graduate Diploma:

Master of Science in Business Analytics

2. Effective Session of Proposed Change(s):

Fall 2013

3. Proposed Change(s) and Rationale

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

As stated in the Expected Learning Outcomes (ELO) for the Master of Science in Business Analytics Program (MSBA), “one of the biggest gaps that needs to be addressed from a skills perspective is to train students to address a business question, and secondly, understand how to apply business analytics to the problem to get to the answer that balances time, resources and complexity. Too often, graduates just do what they are told instead of understanding the organizational setting, and developing an appropriate solution based on the real need. In addition to the analytical training, finding ways to help our graduates understand the real issues by giving them the tools to understand business processes is a critical outcome of this program. To achieve this, students will require both quantitative and qualitative skills” (see Appendix 1).

To support these fundamentals, the program’s Advisory Committee, whose members are executive level experts in Business Analytics, has articulated the needs of the industry and further helped define expectations for graduates of the MSBA. Parallel to the Advisory Committee, an academic Task Force was struck, consisting of colleagues from different management disciplines. This group checked and updated the program’s ELOs, incorporating the Advisory Committee’s input. The updated ELOs are in line with those submitted earlier this year to the Vice Provost-Academic.

Based upon the combined efforts of the Advisory Committee and the Task Force a new curriculum is proposed that better aligns the program and course structures with the ELOs. The new curriculum shifts the degree requirements of the program from 30.00 to 42.00 credit hours and features four new core courses (two 3.00 credit courses and two 1.50 credit courses). The new curriculum also draws upon courses already offered within the MBA program, which have enough capacity to absorb the MSBA students.

In making the curriculum changes, the Advisory Committee also recommended the establishment of fields of study within the degree. This development is in line with all Schulich programs, providing our students with the option of focusing on a specific functional area. This change involves a common core of course work which is required by all students and a list of specific electives that prepare a student in any one of the three proposed fields of study. These fields are the Supply Chain field, which comprises courses currently on the list of electives, the Marketing field, which introduces electives which are already part of the MBA, and the General Business Analytics field, which is comparable to the original program design.

In each case, the electives may comprise a set of required electives and a choice from an optional list of electives.

In summary, below are the two proposed changes:

Major Change 1: New Course Structure & Degree Requirements

Major Change 2: Restructuring of the program from one field of study into three different fields of study by creating a set of core courses common to all streams and a set of electives for each stream.

The proposed changes will result in a proper alignment of program structure and content with the ELOs and, in so doing, will create a program which is more attractive to both students and future employers.

Alignment with academic plans: These changes will provide the flexibility that will allow Schulich to substantially grow the MSBA program over the next few years. This plan is in keeping with the University’s strategic goals to increase enrolments at the graduate level, both for the domestic and international markets. The program structure includes a major experiential learning project (the Major Research Project) in addition to experiential learning components within the proposed courses.

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

Major Change 1: New Course Structure & Degree Requirements

The tables below highlight the changes to the existing program structure and outline the relationship between the proposed requirements and the ELOs. Also, attached are the course descriptions for core (Appendix 2) and elective courses (Appendix 3).

Table 1: Degree Requirements: Current & Proposed

Current Degree Requirements		Proposed Degree Requirements	
Core:	12.00 credit hours	Core:	21.00 credit hours
Electives:	9.00 credit hours	Electives:	12.00 credit hours
Major Research Project:	9.00 credit hours*	Major Research Project:	9.00 credit hours
Total Credit Hours Required for Graduation:	30.00*	Total Credit Hours Required for Graduation:	42.00

* A proposal for a change in the number of credits awarded for the Major Research Project from 6.00 to 9.00 and the Degree from 27.00 to 30.00 was submitted earlier this year.

Table 2: New Program Structure

Fall Term (10.50 credit hours core 6.00 credit hours electives)	MSBA 5110 3.00: Introduction to Predictive Modeling MSBA 5120 1.50: Data Management & Programming I MSBA 5150 3.00: Skills for Leadership OMIS 6000 3.00: Models and Applications in Operational Research Elective I (3.00 credits) Elective II (3.00 credits)
Winter Term (10.50 credit hours core 6.00 credit hours electives)	MSBA 5220 3.00: Data Management & Programming II MSBA 5250 1.50: Analytics Consulting MSBA 6300 3.00: Case Analysis and Presentation Skills MSBA 6400 3.00: Multivariate Methods for Business Analytics Elective III (3.00 credits) Elective IV (3.00 credits)
Summer Term (9.00 credits)	MSBA 6090 9.00: Major Research Project

Table 3: Relationship between Expected Learning Outcomes and Program Structure

Expected Learning Outcomes	How are the Learning Objectives achieved?	OMIS 6000	MSBA 5110	MSBA 5120	MSBA 5220	MSBA 5250	MSBA 5150	MSBA 6300	MSBA 6400	MSBA 6090
1. Breadth and Depth of Knowledge										
<ul style="list-style-type: none"> Be knowledgeable in a wide range of business analytics topics, and be able to converse intelligently with a variety of professionals in different job functions. Be able to conduct competent business analytics projects in a variety of job functions. 	These objectives are achieved through four 3.00 credit courses and one 1.50 credit course, all in business analytics or in a related function (e.g., statistics, operations research, marketing research, etc.). As well, the MRP enables students to either study a topic in business analytics in detail or work on a specific analytics project within an organization. In addition to these courses, the electives offer students a chance to explore specific functional areas and deepen their knowledge within these areas.	•	•	•	•				•	•
2. Research and scholarship										

Expected Learning Outcomes	How are the Learning Objectives achieved?	OMIS 6000	MSBA 5110	MSBA 5120	MSBA 5220	MSBA 5250	MSBA 5150	MSBA 6300	MSBA 6400	MSBA 6090
<ul style="list-style-type: none"> • Be able to conduct research using readily available transactional level data that resides in various organizations, at a level expected in a business analyst role (or higher) in the private sector. • Be able to generate well-structured and formatted research reports. • Have an appreciation of theoretical and empirical academic research in business analytics. • Be familiar with the top scholarly outlets in the field. 	<p>All courses have at least one group research project, and some assignments require individual student research. Originality and creativity are emphasized. The MRP is the capstone of the program and involves conducting in depth research using organizational data. Students are expected to draw upon empirical academic research to support their conclusions and recommendations.</p>	•	•	•	•	•	•	•	•	•
3. Level of application of knowledge										
<ul style="list-style-type: none"> • Be able to apply their knowledge to new applications, such as retention analysis, or a new method of market segmentation of new customers, etc. 	<p>Students are given opportunities through course-based research projects to explore different situations and are well equipped with the tools they need to apply their knowledge to new frontiers. Besides coverage in the core courses, the 12.00 credit hours of electives will enable students to apply business analytics to a specific functional area and the MRP will provide an industry specific context in which to work.</p>	•				•				•
4. Professional capacity/autonomy										
<ul style="list-style-type: none"> • Graduates are expected to exercise good judgment and make informed decisions. • Graduates are expected to understand best practice and good governance while collecting and analyzing data. 	<p>Students will be exposed to various scenarios in which experts need to make informed decisions and exercise good judgment on specific business analytics projects. This decision making involves consideration of technical questions, such as the appropriateness of data and methods, as well as intra- and inter-organizational political processes.</p>	•	•	•	•					
5. Level of communication skills										

Expected Learning Outcomes	How are the Learning Objectives achieved?	OMIS 6000	MSBA 5110	MSBA 5120	MSBA 5220	MSBA 5250	MSBA 5150	MSBA 6300	MSBA 6400	MSBA 6090
<ul style="list-style-type: none"> Graduates are expected to be able to write concise, well researched, professionally formatted and structured reports. Graduates are expected to be able to present, communicate, and market ideas clearly and effectively. Graduates are expected to be able to put together effective and professional presentations. 	<p>Students have group presentations in the majority of their courses in the program. Presentation style and skills are honed. Twice in the fall term, individual feedback is provided by the Program Director to help students develop an appropriate presentation style for the business analytics sector. In addition, class participation is encouraged in all classes and is a graded component of many courses.</p> <p>The consolidation of these learning outcomes occurs in the MRP. Students are required to produce an articulate and well-formatted presentation that summarizes the research they have completed at an organization or on a business analytics research study.</p>									
6. Awareness of limits of knowledge										
<ul style="list-style-type: none"> Be cognizant of the limitations of theoretical models and empirical findings. Be aware of different schools of thought in statistical applications. 	<p>These objectives are achieved through the presentation and discussion of alternative schools of thought in statistical applications. The Analytics Consulting and Multivariate Methods courses as well as the MRP will provide case specific contexts in which theoretical models will be tested.</p>									

Major Change 2: Restructuring of the program from a single stream into a modular structure consisting of core courses and fields of studies

One of the most important recommendations of the Advisory Committee was the establishment of subject matter specializations in areas such as marketing, supply chain, risk, and work force management. Such a focus will provide graduates with further depth and knowledge in specific functional areas. Two subject matter specializations (fields of study) are proposed: Supply Chain Management and Marketing. These specializations will be supported by courses currently taught in the MBA program.

This restructuring is achieved by differentiating between core and elective courses. The core courses will provide students in the program with the necessary analytic and managerial foundations. Then, students may focus on either Supply Chain Management or Marketing as part of their elective selection. Alternatively, students may remain within the General Stream, which provides a large variety of elective courses to choose from.

In order to balance qualitative and quantitative skills throughout the program (see ELO # 4) 6.00 credit hours of electives must be taken from the list of approved qualitative courses, and 6.00 credit hours must be taken from the list of approved quantitative courses, regardless of the field of study. These lists are subject to change as authorized by the appropriate program committee. Appendix 3 provides a complete list of course descriptions for the qualitative and quantitative electives. Required courses within the Supply Chain Management and Marketing fields are shown in Table 4.

Table 4: Field of Studies (Streams)

	General Stream	Marketing	Supply Chain Management
Qualitative Requirements	6.00 credit hours of qualitative courses listed in Appendix 3(b).	MKTG 6360 3.00: Marketing Metrics <i>Plus one of the following:</i> MKTG 6300 3.00: Service Marketing MKTG 6250 3.00: Business Marketing MKTG 6150 3.00: Consumer Marketing	OMIS 6500 3.00: Global Operations and Information Management OMIS 6560 3.00: Supply Chain Management
Quantitative Requirements	6.00 credit hours of quantitative courses listed in Appendix 3(a).	MKTG 6050 3.00: Marketing Research Plus 3.00 credit hours quantitative elective(s) listed in Appendix 3(a)	OMIS 6350 3.00: Advanced Spreadsheet Modelling Plus 3.00 credit hours quantitative elective(s) listed in Appendix 3(a)

c) An overview of the consultation undertaken with relevant academic units and an assessment of the impact of the modifications on other programs/graduate diplomas. (Where and as appropriate, the proposal must include statements from the relevant program/graduate diplomas confirming consultation/support.)

Consultation has primarily taken place with industry experts that have joined the MSBA Program's Advisory Committee, and with a cross-functional Task Force from within Schulich (Operations Management / Information Systems, Marketing, Finance, Associate Dean, Academic, Student Services) to translate the ELOs into the proposed program. The MSBA Program Advisory Committee ensures the validity in the workplace of the ELOs while the Task Force is responsible for the academic components in the programs to deliver the ELOs.

Worldwide there are very few programs in Business Analytics. Within York University, there are some courses that overlap with Schulich's MBA program. MSBA students will be enrolled in some MBA elective courses until stand-alone sections can be offered to MSBA students based on enrolment numbers. MSBA students will normally enrol in MBA electives where current capacity is sufficient to accommodate the expected number of students. For quantitative electives, we have also identified courses offered in the Master's program in Mathematics and Statistics through the Faculty of Science and Engineering. These courses will be highly technical in focus, and we expect only a limited number of MSBA students to be prepared for and interested in these courses. The MSBA program director will approve each individual request with the MATH department prior to allowing an MSBA student to take an elective in that

discipline. Ample capacity has existed in the four MATH courses, making it possible to absorb potential demand from MSBA without additional costs.

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

(Attention should be paid to whether the proposed changes will be supported by a reallocation of existing resources or if new/additional resources are required. If new/additional resources are required, the proposal must include a statement from the relevant Dean(s)/Principal.)

The restructured program calls for four completely new courses – two 3.00 credit core courses (MSBA 5110 3.00, MSBA 5220 3.00) and two 1.50 credit core courses (MSBA 5120 1.50, MSBA 5250 1.50). In addition, two 3.00 credit courses currently available in the MBA program will be customized for MSBA students to better suit their profiles (MSBA 5150 3.00 and MSBA 6300 3.00). This customization will affect the framing of the material and the course delivery, but not the ELOs. As long as the MSBA class is small, these courses will be cross-listed with MBA courses; once the MSBA program reaches a sufficient class size, those courses will be offered on a stand-alone basis. One course (MSBA 6400 3.00) will be offered as a cross-listed course with the Schulich PhD program.

All other courses already exist and have capacity to accommodate the MSBA students. Longer term, with program growth, dedicated sections of all core courses (21.00 credits plus the Major Research Project) may become necessary.

Please see the Dean’s letter for more detail on resources.

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

Current students will not be affected as they are expected to graduate after Summer 2013.

4. Calendar Copy

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

Existing Program/Graduate Diploma Information (change from)	Proposed Program/Graduate Diploma Information (change to)
The demand for multi-functional professionals with recognized business analytics qualifications is intensifying and this timely new program responds to the needs of organizations that seek individuals who can better handle the challenges of the future. Graduates of this program will possess the unique skill set to develop and implement integrated operations management, statistics and information subsystems solutions to complex problems.	The Master of Science in Business Analytics (MSBA) is a professional degree program designed to provide students with the breadth and depth of knowledge to be successful in a wide range of careers in areas such as banking, insurance, marketing, consulting, supply chain management, healthcare, and large technology firms. The MSBA may also serve as a foundation to pursue a PhD in this field.

As a Schulich Master of Science graduate, job prospects will range across all sectors of the economy from service industries, manufacturing, resource industries as well as public and non-profit sector organizations, both in the Canadian and global setting. Graduates of this program will be able to pursue several career options such as systems analysts, logistics analysts, information systems managers, consultants, operations analysts, supply chain managers, and operations managers. The MSc program may serve as a foundation to pursue a PhD in this field.

Students will gain a conceptual understanding and methodological competence of established techniques in business analytics which are used to create and interpret knowledge in various business environments. They will be able to address complex issues using quantitative methodologies and create value for organizations using business analytics as a key measurement of performance and organizational planning. Graduates will understand how to apply business analytics to generate solutions which balance time, resources and complexity. They will possess a skill set that is both quantitative and qualitative, with the technical competence to analyse data coupled with the skills required to communicate insights effectively.

Appendix 1: Complete Program Level Expected Learning Outcomes

Degree level expectations and learning objectives

The Master of Science in Business Analytics (MSc in BA) is a specialist business degree designed to provide students with the breadth and depth of knowledge to be successful in a wide range of careers in banking, insurance, marketing, supply chain management, and in health care. In today's competitive world, one of the biggest gaps that needs to be addressed from a skills perspective is to train students that can address a business question, and understand how to apply business analytics to get to the answer that balances time, resources and complexity. Business Analytics is defined as the science of responding to individuals' needs by providing them the product or service, at the right time, at the right price, with the help of business theory, analytical tools and data. Too often, graduates just do what they are told instead of understanding the organizational setting, and developing an appropriate solution based on the real need. In addition to the analytical training, finding ways to help our graduates understand the real issues by giving them the tools to analyze business processes is a critical outcome of this program. This requires both quantitative and qualitative skills. In addition to focusing on the theory and practice of statistics and operations research fundamentals, the program emphasizes responsible and ethical behavior.

Overall Expected Learning Outcomes:

Graduates of this field are expected to be able to:

- a. employ advanced business analytics techniques to conduct projects in order to understand customer and transactional data;
- b. communicate with organizations about data requirements for business analytics projects;
- c. gather data and build Model Data Files that will be used in analytics projects;
- d. conduct projects ethically when accessing, analyzing and reporting the results of Business Analytics projects.

Expectations and Objectives

1. Breadth and depth of knowledge

Graduates are expected to be:

- a. knowledgeable in a wide range of business analytics topics (retention analytics, customer segmentation, etc), and be able to converse intelligently with a variety of professionals in different job functions;
- b. able to conduct competent business analytics projects in a variety of job functions.

The above objectives are achieved through 22.50 credit hours of courses, all in business analytics or in a related function (e.g., statistics, operations research, marketing research, etc.), as well as a Major Research Project. The Major Research Project enables the students to either study a topic in business analytics in detail or work on a specific analytics project in order to gain real life experiences.

2. Research and scholarship

Graduates are expected to:

- a. be able to conduct research using readily available transactional level data that resides in various organizations, at a level expected in a business analyst role (or higher) in the private sector;
- b. be able to generate well-structured and formatted research reports;
- c. have an appreciation of theoretical and empirical academic research in business analytics;
- d. be familiar with the top scholarly outlets in the field.

While a master's thesis is not a requirement in the program, all required courses have a research component. All courses have at least one group research project, and some assignments require individual student research. Originality and creativity are emphasized.

3. Level of application of knowledge

Business Analytics is a dynamic and an evolving field, with an ever changing set of issues and challenges.

Graduates are expected to:

- a. be able to apply their knowledge to new applications, such as retention analysis, or a new method of market segmentation of the new customers, etc.

Students are given many opportunities in their course based research projects to explore different situations and are well equipped with the tools they need to apply their knowledge to new frontiers.

4. Professional capacity/autonomy

Graduates are expected to:

- a. exercise good judgment and make informed decisions;
- b. understand best practice and good governance while collecting and analyzing data.

5. Level of communication skills

Graduates are expected to be able to:

- a. write concise, well researched and professionally formatted and structured reports;
- b. present, communicate, and market ideas clearly and effectively;
- c. put together effective and professional presentations.

Students have group presentations in the majority of their courses in the program. Presentation skills are honed. Twice in the fall term, individual feedback is provided by the Program Director to help students develop an appropriate presentation style for the business analytics sector. In addition, class participation is encouraged in all classes.

6. Awareness of limits of knowledge

Graduates are expected to be:

- a. cognizant of the limitations of theoretical models and empirical findings;
- b. aware of different schools of thought in statistical applications.

The above objectives are achieved through research seminars (which are jointly attended by faculty and PhD students), and the presentation of alternative models.

Appendix 2: Descriptions of Core Courses

OMIS 6000 3.00: Models and Applications in Operational Research

This course provides a survey of selected topics in operational research (OR). Emphasis is placed on the practical application of OR tools rather than on the mathematical properties. Application areas include: financial planning and portfolio selection, production, priority planning and marketing. Topics include: linear programming and its applications; programming to achieve a set of goals or targets with applications in finance and production; capital budgeting and project selection; transportation and network models; and portfolio models.

MSBA 5110 3.00: Introduction to Predictive Modeling*

This course provides the tools needed to build models from data sets, validate models, and make predictions. The course emphasises the SAS environment. Major areas for discussion include analysis of variance, regression, categorical data analysis, and predictive modeling. The course emphasizes both theory and practice, allowing students to use statistical theory for purposes of business case analysis.

MSBA 5120 1.50: Data Management & Programming I*

The Data Management and Programming I course introduces students to the key techniques required to manage data. The course emphasises the SAS environment but also incorporates other tools, such as Excel and SQL Programming. Major areas of discussion include reading and validating data, manipulating and combining data sets, and displaying data in reports.

MSBA 5220 3.00: Data Management & Programming II*

The Data Management and Programming II course introduces students to the key techniques required for manipulating data. The course emphasises the SAS environment. Major areas for discussion include controlling input and output, summarizing data, data transformations, and debugging.

Prerequisite: MSBA 5120 1.50

MSBA 5250 1.50: Analytics Consulting*

The Analytics Consulting course provides a broad overview of key analytics disciplines in the real world. It exposes students to how analytics professionals plan, conduct, and implement analytics projects in varying industries and within different work-streams. The course allows students to see the real-life impact of analytics and observe the similarities in approaches and issues across business environments. This six-session course convenes every other week and focuses on five disciplines such as human resources management, supply chain management, marketing, finance, and insurance. A final lecture summarizes the course and introduces emerging applications of analytics and big data.

MSBA 5150 3.00: Skills for Leadership+

The objective of this course is to teach students the thinking and reflective skills required for business leadership. The course develops and enhances students' ability to deliver compelling and coherent presentations; to apply analytic, critical and strategic thinking to complex business problems; and to identify underlying assumptions and reframe them in order to drive to actionable outcomes.

+ Initially taught with MGMT 5150 3.00

* *Indicates new course to be approved.*

Changes to MS in Business Analytics [Nov. 15/13]

MSBA 6300 3.00: Case Analysis and Presentation Skills+

This course is designed to give students the opportunity to practice and develop their analytical thinking and presentation skills. The key objective of the course is to train students to participate successfully in national and international case competitions. A secondary objective is to prepare students to successfully interview for management consulting positions. Second year MBA students who enjoy analyzing cases and delivering presentations are encouraged to take the course.

+ Initially taught with MGMT 6300 3.00

MSBA 6400 3.00: Multivariate Methods for Business Analytics+

This course covers fundamental issues in various statistical methods. The course includes topics such as partialling and statistical control, interaction effects and multi-group analyses, curvilinear and piecewise linear effects, cluster analyses, multivariate regression and canonical correlation.

+ Cross-listed with OMIS 7300 3.00

MSBA 6090 9.00: Major Research Project

The MRP is the capstone, integrative course of the MSc program. It will allow students to deepen their understanding of the subject matter and methodologies, as well as provide an opportunity for hands-on, problem-driven research. Normally, students spend a minimum of 12 weeks working for a company, government agency or the administration of an educational institution on a business analytics project. With the approval of the program director students may also conduct a similar project within the faculty, using secondary data sources. At the conclusion of the MRP students submit and present their final work to a panel of at least two experts, including the course director.

Appendix 3: Electives

(a) Quantitative Electives

SB/ECON 6210 3.00: Economic Forecasting and Analysis

An increasing number of organizations make explicit forecasts of the economic environment within which they will be operating as a basis for forward-looking plans. This course studies the main forecasting methods in relation to the length of the forecasting time horizon. Several systematic appraisals of past forecasts are reviewed.

SB/FINE 6310 3.00: Econometrics of Financial Markets

This empirical methods course focuses on the statistical techniques that are most often used in the analysis of financial markets. The list of topics include: statistical properties of asset returns, tests of asset pricing models, efficient market hypothesis, event study methodology, simulation methods, panel data analysis, and volatility estimation such as GARCH, value-at-risk, and time-varying correlations.

GS/MATH 6627 3.00: Practicum in Statistical Consulting

The goal of this course is to help students develop the skills and confidence to solve real-world problems. Students learn about the key role of many statistical concepts that are rarely seen in detail in standard courses. They also learn the vital role of visualization and graphics, communication and presentation skills.

GS/MATH 6633 3.00: Introduction to the Theory and Methods of Time Series Analysis

A systematic presentation of many statistical techniques for the analysis of time series data. The core topics include time dependence and randomness, trend, seasonality and error, stationary processes, ARMA and ARIMA processes, multivariate time series models and state-space models.

GS/MATH 6901 3.00: Operations Research II

This course covers nonlinear optimization and an introduction to queuing theory. The following topics will be discussed: 1) modelling nonlinear optimization problem mathematically and in a modelling language; 2) methods for unconstrained optimization in one or more variables; 3) Lagrange method for equality constrained problems; 4) KKT conditions for inequality and equality constrained problems; 5) introduction to queuing theory and models. Time permitting, some advanced topics such as interior point method and trust region method will also be discussed.

GS/MATH 6910 3.00: Stochastic Calculus in Finance

Probability models and discrete time stochastic processes; Brownian motion; Filtrations, conditional expectations, martingales; Stochastic integrals, Ito's formula; Stochastic differential equations; Diffusions, Kolmogorov equation; Girsanov Formula; Black Scholes.

GS/MATH 6911 3.00: Numerical Methods in Finance

Introduction to Partial Differential Equations; basic properties of the diffusion equation; Finite difference methods; explicit methods; implicit methods including Crank Nicholson; Free boundary problems; variational inequalities; Lattice Methods.

SB/MKTG 6050 3.00: Marketing Research

This course develops a managerial appreciation toward marketing research. The steps of the research process are delineated, starting from recognizing and specifying the informational needs of the decision-maker and definition of the problem, through research design, sample selection, preparation of the instrument, data collection, data reduction, analysis, presentation and follow-up. Integration of the concepts discussed is achieved through considering the broader requirements of a marketing information system. The method of instruction includes cases, discussion of readings and use of computer analysis packages. A major term project is required.

SB/OMIS 6350 3.00: Advanced Spreadsheet Modelling & Programming for Business

This course enables the design, development, and implementation of integrated business analysis systems by combining the extended functionality of spreadsheets with the Visual Basic for Applications (VBA) programming language. The course demonstrates the power of combining the advanced analysis and modelling techniques of spreadsheets and VBA through applications to several practical problems from disparate business functions.

(b) Qualitative Electives

SB/ACTG 5210 1.50: Management Accounting

This course provides an introduction to management accounting techniques that are useful in management decision-making situations such as cost management, pricing special orders, determining service levels and performance appraisal. The non-applicability of external reporting figures for most management decisions is reviewed.

SB/ACTG 6350 1.50: Advanced Cost and Management Accounting

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

SB/FNSV 6700 3.00: Management of Risk in Canadian Financial Institutions

Risk is the fundamental element that influences the behaviour of financial institutions. FNSV 6700 provides a comprehensive introduction to risk management. Presented within the framework of financial institutions, the course covers the design and operation of a risk-management system, modeling and the interplay between internal oversight and external regulation. The theory of risk management (market, credit and operational risk) comes alive through practical case evaluation and presentations from senior executives in the risk management field. The course provides the essential analytical foundations of risk management in a way appropriate for those who do not have a mathematical background.

SB/FNSV 6990 1.50: Enterprise Risk Management and Strategy

Strategy and risk management are two sides of value creation for companies. Strategic choice must identify how these choices affect a broad array of stakeholders. A firm must be organized to recognize, measure, monitor, and disclose risks if it is to implement its strategy. This course will focus upon the strategic importance of risk management rather than more technical aspects.

SB/MGMT 6700 3.00: Project Management

This course covers the strategic, organizational and operational aspects of managing projects. Students learn to manage the technical, behavioural, political and cultural aspects of temporary groups performing unique tasks. Topics covered include: defining deliverables, formulating project strategy, effective group organization and management, dynamically allocating resources, managing without authority, and resolving conflict. Traditional cost and time management techniques are covered using contemporary software packages.

SB/MKTG 6150 3.00: Consumer Behaviour

This course assists students in developing a thorough understanding of the behaviour of both organizational buyers and end consumers. The psychological, sociological, organizational and environmental factors that shape buyer behaviour are reviewed. Throughout the course, the implications for both marketing strategies and tactics are addressed.

SB/MKTG 6250 3.00: Business Marketing

The course explores the management of inter-firm relationships in a supply chain context, encompassing both supplier-manufacturer relationships, and the relationships between manufacturers and channel intermediaries. Students learn to see these relationships as strategic combinations of market competition, power and trust. Topics covered include firm buying behaviour, the design of distribution channels, strategic implications of forward and backward vertical integration, various technology applications in SCM, and franchising.

SB/MKTG 6300 3.00: Service Marketing

Changes to MS in Business Analytics [Nov. 15/13]

This course examines the need for marketing in service industries, and develops an understanding of the ways in which service marketing differs from product marketing, and improves students' understanding of how service characteristics affect the marketing function. Students learn to develop and implement marketing plans for service organizations.

SB/MKTG 6360 3.00: Marketing Metrics

This course focuses on developing the analytical skills required to successfully apply the principles of quantitative analysis to the marketing discipline. Students will learn the most common measurement methods currently being used in the marketing field.

SB/OMIS 6500 3.00: Global Operations and Information Management

Plant location, supplier selection and product and process development are no longer solely national issues. Hence, the first part of this course, we give an overview of global operations, including global supply chain management, network design for global operations and global entry strategies. This deals with how the use of information technology supports the management of global operations. Topics include value chain management, the concept of marketspace, business-to-business e-commerce, enterprise resource planning, and the effect of IT on R&D and collaboration, all in an international context.

SB/OMIS 6560 3.00: Supply Chain Management

This course is about how to make decisions that lead to the better design and management of supply chains. This often involves changing the network of relationships between suppliers and customers and other stakeholders as they design, contract, order, plan and coordinate goods and services together. This course covers essential quantitative supply chain management models, supportive information and ecommerce technologies, environmentally and socially responsible practices and customer-supplier relationship management.

SB/OMIS 6955 3.00: Service Operations Management

This course is about designing and implementing service processes that respond effectively to customer requirements. Service processes involve high customer interaction, information-intensive products and the requirement for real-time responsiveness to a wide variety of customer demands. Designing, implementing and maintaining these processes in a competitive environment requires service-oriented organizations to have a new level of competence. This course concentrates on the problems and opportunities found in large companies in rapidly changing industries such as financial services. Best practice and generic problems in service delivery can be found in many industries, from manufacturing to retailing. Identifying effective strategies as well as specific techniques for process planning and control and project implementation are important in the development of managerial competence in service operations.

SB/ORGS 6350 3.00: Managing Change

As the environment of many business and nonprofit organizations becomes increasingly complex and unstable, it is imperative that top managers be able to create a climate of flexibility and adaptability in their operations. This course surveys the major methods available to the modern manager for effectively managing the process of change and creating a general climate in which needed changes are sought and welcomed throughout the organization. The course emphasizes case studies and the discussion of alternative change-management models.

SB/ORGS 6500 3.00: Interpersonal Managerial Skills

Research demonstrates that people and their ability to work effectively together are critical success factors for organizations. This course focuses on specific personal and interpersonal skills for organizational (and professional) effectiveness. With an emphasis on experiential exercises, the course helps students develop skills such as communication; time, conflict and stress management; performance management; gaining influence; and self-awareness (including emotional intelligence).

SB/ORGS 6560 3.00: Negotiations

This course will provide students with insight into their own negotiation style and how to become a more effective negotiator. The course takes an experiential approach to exploring the concepts, theories, and psychology of negotiations. Students will gain knowledge of the different approaches to negotiations and the strategies and tactics unique to each. The course will provide students with opportunity to learn, practice and refine negotiation skills as well as equip them with the skills necessary to negotiate constructive resolution to conflict in the workplace.

SB/SGMT 6000 3.00: Strategic Management

This course examines business and corporate strategy. The focus is on strategic management, the process of choosing and defining purposes and objectives, formulating and implementing a viable strategy and monitoring strategic performance. It deals with the organization in its totality and demonstrates how and why the various functions of business are interdependent and need to be coordinated if the organization is to perform effectively. The course elaborates on the applicability of the strategic management discipline to a variety of sizes and types of organizations.

SB/SGMT 6250 3.00: Strategy Execution

This course addresses the managerial challenge of executing a firm's strategy, by focusing on organizational elements that must be aligned to support a strategy as well as the tremendous difficulty of doing so. These elements include, but are not limited to, organizational structures and control mechanisms that "match" the given strategy as well as strategic leadership. Students learn and apply theory regarding strategy execution by analyzing implementation and performance in specific firms.

SB/SGMT 6700 3.00: Strategic Capabilities Development

We bridge and extend SGMT 6000 and ORGS 5100, drawing on contemporary theory and practice to further develop the skills and knowledge needed for translating strategy into action. Strategic successes and challenges are viewed as opportunities for building and strengthening long-run dynamic strategic capabilities. Emphasis is placed on experiential and applied approaches.



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Memo

To: Rhonda Lenton, Vice-Provost Academic
From: Dezső J. Horváth, Dean
Date: February 13, 2013
Subject: Resource Statement for the Schulich Master of Science in Business Analytics

I would like to express my full support for the proposed restructuring of the *Master of Science in Business Analytics* (MS BA), offered to direct entry students with an interest in the emerging field of Business Analytics. We hope to start offering the revised version of the program starting in September 2013.

While offering the MS BA this year, it has become apparent that the curriculum needs to be restructured to offer a stronger base in analytical tools typically applied in the field. The program director has convened an industry advisory group of senior executives active in the field. The advisory group has helped the director define the knowledge and skills required of a successful graduate in Business Analytics. A Schulich-based cross-disciplinary task force has translated those requirements into the proposed new program structure. The new version of the program operates under the same framework as the old one – it still admits students into a 3-semester long full time program. The degree requirements in terms of credit hours, however, have been increased. In addition, students will now have the option to specialize in one of two fields – Marketing and Supply Chain Management – in addition to remaining in the general ‘stream’.

There are two changes with respect to costs and revenues. First, we expect to admit more students into the new version of the program than the current version. Despite this, admissions to the program will not affect the current enrolment framework as negotiated with the Provost. Second, the program calls for 9.00 credits worth of new courses, as well as some additional sections of customized MBA courses when demand justifies it. 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 program changes will be addressed by new part-time faculty who are experts in their fields. Given the strong support by the program's advisory group and the interest in the program, the hiring of additional part time or contract teaching staff will not pose a problem.

On balance, I expect that the increased enrolment in the program will more than offset the additional resources required to implement its new structure. I fully support the changes and can assure that the Schulich School is able to completely absorb the incremental costs.



9 May 2013

**Proposal for a new field in the Master of Finance:
Regulatory Affairs for Financial Institutions**

by

James Darroch
Director, Financial Services Program
Schulich School of Business

Graduate Fields Definition and Proposal Template

Definition

In graduate programs, field refers to an area of specialization or concentration (in multi/interdisciplinary programs a clustered area of specialization) that is related to the demonstrable and collective strengths of the program's faculty. Institutions are not required to declare fields at either the master's or doctoral level. Institutions may wish, through an expedited approval process, to seek the endorsement of the Quality Council.

Graduate Field Proposal Guidelines

1. Indicate the name of the field being proposed and identify the parent program.

Program: **Master of Finance**

New Field: **Regulatory Affairs for Financial Institutions**

2. Provide a description of the field (its intellectual focus, etc.) including the appropriateness and consistency of the field name with current usage in the discipline or area of study.

Around the world financial services is a regulated industry because of its important linkages to the real economy. The field builds upon the extensive knowledge in Finance taught in the MF and complements this knowledge with an understanding of the role of and tools used by financial regulators. The field focuses upon the regulatory dimension of financial institutions in order to be consistent with an in depth recognition of the very important public sector dimension. Graduates could be employed in both financial institutions, working with regulators, or by regulators, working as analysts of financial institutions.

3. Comment on the relationship of the admission requirements for the field to those of the parent program. If the same, describe the program admission requirements. If different, describe the field admission requirements, indicate how they are different from those of the parent program, and provide a rationale for the difference in relation to the focus and learning outcomes of the field.

The admissions requirements for the field will not differ from those for the program. The current admissions requirements are as follows:

- 4-year Bachelor's degree from a recognized university in a related discipline such as economics, commerce or engineering with at least a B+ average in the last two full years (or equivalent) of academic work
- Full year of university-level calculus in the degree program
- Strong background in economic theory, statistics, strong communication skills
- Acceptable GMAT scores on all measures of the test or acceptable GRE scores
- Proof of English language proficiency if English is not the applicant's first language (TOFL with TWE, YELT, or IELTS)
- Resume and essays as outlines in the application form
- Three recommendations (as outlined in the online application)

4. Comment on the relationship of the curricular requirements for the field to those of the parent program. If the same, describe the program requirements. If different, describe the field requirements, indicate how they are different from those of the parent program, and provide a rationale for the difference in relation to the focus and learning outcomes of the field.

Financial regulators and supervisors essentially need the same knowledge and skills as experts in other fields within Finance. Changes in regulation since the financial crisis have placed increasingly technical demands upon

both financial sector regulators and those in financial institutions who deal with regulators and supervisors. Increasingly sophisticated products/services will only increase demands upon regulators and those in regulatory affairs. As a result, the existing program-level learning outcomes also apply to the new field. For completeness, they are listed in the next section, after the list of required courses for the field.

5. Provide a list of courses that will be offered in support of the field. 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.)

The field of study consists of the following courses, all of which are required courses:

Course Number	Course Title	Typical Frequency of Offering [times/year]
SB/FINE 6600 3.00 ¹	Corporate Financial Analysis	4
SB/FNSV 5500 1.50 ²	Introduction to Financial Services Management	3
SB/FNSV 6750 1.50 ³	Applying Regulatory and Supervisory Principles	New course - 1
SB/FNSV 6800 1.50 ³	Objectives and Principles of Financial Regulation	New course - 1
SB/FNSV 6850 1.50 ³	Specialised Topics in Regulation and Supervision	New course - 1
SB/FNSV 6975 3.00 ²	The Co-Evolution of Financial Markets and Institutions	1

Notes:

- ¹ Course currently exists within another field in the Master of Finance and the MBA/IMBA specialization in Finance
- ² Course currently exists in the MBA/IMBA specialization in Financial Services
- ³ New Course designed to support the new field of studies

For short course descriptions please see Appendix 1. Appendix 1 also contains an updated calendar copy of the degree requirements. SB/FNSV 6750 has recently been approved by the Schulich Faculty Council, FNSV 6800 and 6850 by the Master of Finance Program Committee. The three course outlines are enclosed in Appendix 2 for information.

The expected learning outcomes (ELOs) of the courses are listed in the following table:

	Graduates are expected to:	Courses that address ELOs:						
		Core Courses	FINE 6600	FNSV 5500	FNSV 6750	FNSV 6800	FNSV 6850	FNSV 6975
Breadth and depth of knowledge	<ul style="list-style-type: none"> • be knowledgeable in a wide range of finance topics, and be able to converse intelligently to finance professionals in different job functions; • be able to conduct competent financial analysis in a variety of job functions; • be well versed in current affairs and regulatory debates pertaining to financial markets; 	x		x	x	x	x	x
		x	x					x
		x		x	x	x	x	x
Research and scholarship	<ul style="list-style-type: none"> • be able to conduct research using readily available financial databases, at a level expected in a research analyst role (or higher) in the private sector; 	x	X					

	<ul style="list-style-type: none"> • be able to generate well structured and formatted research reports; • have an appreciation of theoretical and empirical academic research in finance; • be familiar with the top scholarly outlets in the field. 	x	X	x	x	x	x	x
Level of application of knowledge	<ul style="list-style-type: none"> • be able to apply their knowledge to new applications, such as the valuation of a new financial product or a new business, a new method of evaluating risk, the implications of new regulations and policy on capital markets...etc. 	x	x	x	x	x	x	x
Professional capacity/autonomy	<ul style="list-style-type: none"> • understand the ethical dilemmas that a financial professional may face; • exercise good judgment and make informed decisions; • understand best practice and good governance. 	x	x	x	x	x	x	x
Level of communication skills	<ul style="list-style-type: none"> • be able to write concise, well researched and professionally formatted and structured reports; • be able to present, communicate, and market ideas clearly and effectively; • be able to put together effective and professional presentation slides. 	x	x	x	x	x	x	x
Awareness of limits of knowledge	<ul style="list-style-type: none"> • be cognizant of the limitations of theoretical models and empirical findings; • be aware of different schools of thought in financial economics. 	x		x	x	x	x	x

6. Comment on the expertise of the faculty who will actively support/participate the field and provide a Table of Faculty by field, as follows:

Faculty Member & Rank	Home Unit	Primary Field	Supervisory Privileges
James Darroch, Associate Professor	Schulich	Strategy/Financial Services	Masters
Ingrid McLeod-Dick, CLA	Schulich	Finance/Accounting	Masters
Michael Hafeman	Schulich	Financial Services	Masters (upon appointment)
John Pattison	Schulich	Financial Services	Masters (upon appointment)
Naren Sheth	Schulich	Financial Services	Masters (upon appointment)

Note: Up-to-date CVs of faculty who will actively participate in delivering the graduate program must be included as an appendix.

Please see attached CVs.

7. Comment on the projected in-take into the field, including the anticipated implementation date (i.e. year and term of initial in-take), and indicate if the projected in-take is within or in addition to the existing enrolment targets for the parent program.

The anticipated implementation would be September 2013. That is, students would start taking courses in the field of study in the Winter of 2014.

The expected initial intake into the field is about 5 MF students, most of whom would complement the intake into the program. However, there will be no net additions to the Enrolment Framework as these additional students are expected to offset decreasing demand for the MBA program.

8. Comment on the impact of the field on the parent program, focusing on the extent of diversion of faculty from existing graduate courses and/or supervision, as well as the capacity of the program to absorb any anticipated additional enrolment.

There is some impact on resources. Revenue from the forecasted net increase in enrolment will address the moderate costs of implementing the new field.

9. Support statements

- from the relevant Dean(s)/Principal, with respect to the adequacy of existing resources necessary to support the new field, as well as the commitment to any plans for new/additional resources necessary to implement and/or sustain the new field
- from the relevant Faculties/units/programs confirming consultation on/support for the new program, as appropriate
- from professional associations, government agencies or policy bodies with respect to the need/demand for the proposed program, as appropriate

Please see attached.

APPENDIX 1 – SHORT COURSE DESCRIPTIONS

SB/FINE 6600 3.00 Corporate Financial Analysis

This course uses principles of economics, finance and accounting to examine problems in topics such as cash flow analysis, ratio analysis, strategic financial planning, interpretation of annual reports and prospectuses, economic modeling and business valuation. Students must deal with multifaceted, ambiguous problems similar to real-world situations. The well-behaved data and simplifying assumptions used in theory courses are discarded in favour of the realistic, complex data in annual reports and other sources of financial information.

Prerequisites: **MBA:** FINE 5200 3.00, ACTG 5210 1.50, OMIS 5120 1.50; **MF:** MFIN5200 3.00

Corequisites: one of FINE 6100 3.00, FINE 6200 3.00, ACTG 6120 3.00 or FNEN 6210 3.00

Course credit exclusion: ACTG 6250 3.00 (either FINE 6600 3.00 or ACTG 6250 3.00, but not both, may be taken for credit)

SB/FNSV 5500 1.50 Introduction to Financial Services Management

This course provides an overview of the global financial services industry with attention to the role of financial institutions in financial systems and the differences between different types of financial institutions. The course will introduce students to key issues facing financial institutions including the importance of public policy, institutional change, growth strategies, risk management and practical management issues.

Prerequisites: All 5100-series Required Foundations of Management Core Courses (FINE 5200 3.00 is recommended) or all Term 1 MFIN Courses.

SB/FNSV 6750 1.50 Applying Regulatory and Supervisory Principles

This course examines the scope of regulatory and supervisory principles and their application to major financial services firms such as deposit taking banks, insurance companies, and securities firms. Applications in different countries are studied. The needs of a particular country in this domain are shaped by a complex combination of political, economic, and legal factors and distinctive differences in financial systems and instruments.

Prerequisite[s] / Co-requisite[s]: All 5100-series MBA core courses (FINE 5200 3.00 is recommended) or all Term 1 MFIN Courses.

SB/FNSV 6800 1.50 Objectives and Principles of Financial Regulation

Weaknesses in financial regulation and supervision are widely viewed as important contributors to the Global Financial Crisis. However, more regulation and supervision does not necessarily mean better regulation and supervision. A clear focus on the objectives policymakers are seeking to achieve, along with careful attention to the design and implementation of financial regulation and supervision, are essential to avoid adverse consequences.

Prerequisites: All Term 1 MFIN Courses or all 5000-level MBA Courses

SB/FNSV 6850 1.50 Specialised Topics in Regulation and Supervision

This course examines the following specialized topics in regulating and supervising financial institutions: risk-based supervision, including consolidated and solo supervision; corporate governance and reliance on external auditors and actuaries; anti-money laundering and combating financing of terrorism; cross-border supervision and cooperation; crisis preparedness and management and dealing with problem institutions; and, organization structures and accountability frameworks of supervisors, including integrated supervisors.

Prerequisites: FNSV 6750 1.50; FNSV 6800 1.50

SB/FNSV 6975 3.00 The Co-Evolution of Financial Markets and Institutions

This course examines differences between market- and bank-based financial systems around the world, their origins and evolution as affected by domestic and global capital markets, and their periodic crises and resolutions. Strategists and policy-makers developing either domestic or global strategies must understand how their opportunities and risks are affected by their unique historical development and domestic and global markets.

Prerequisites: All Term 1 MFIN Courses or all 5000-level MBA Courses or instructor's permission.

Revised calendar copy to include new field

Master of Finance

Core:

MFIN5100.03 Capital Markets
MFIN5200.03 Financial Management and Valuation
MFIN5600.03 Institutional Wealth Management
FINE6310.03 Econometrics of Financial Markets
ACTG6130.03 Intermediate Financial Accounting
ETHC6950 1.5 Ethics and Finance
MFIN5600 1.5 Corporate Governance & Securities
Law
MFIN 5000.00 Research Seminar Series
MFIN 5050.00 Professional Seminar Series
and
Fixed Income Securities:
Either MFIN5400 3.0 or FNEN6850 3.0*
Options, Futures and Other Derivatives:
Either FINE6800 3.0 or FNEN6810 3.0*
Financial Risk Management
Either MFIN5800 3.0 or FNEN6840 3.0*

* Students in the Financial Risk Management stream are expected to take the FNEN version.

Fields:

Capital Markets

MFIN5300 3.0 Investment Banking
ENTR6910 3.0 Private Equity and Venture Capital
MFIN5500 3.0 Analysis of Structured Products
FINE6600 3.0 Corporate Financial Analysis

Financial Risk Management

MATH6910 3.0 Stochastic Calculus in Finance
MATH6911 3.0 Numerical Methods in Finance**
MFIN5500 3.0 Analysis of Structured Products
FNEN6820 3.0 Advanced Derivative Securities

** Course has substitutes listed below:
CSE 5910 3.0 Software Foundation or OMIS6350 3.0 Advanced spreadsheet Modeling and Programming for Business

Regulatory Affairs for Financial Institutions

FNSV5500 1.5 Introduction to Financial Services Management
FNSV6750 1.5 Applying Regulatory and Supervisory Principles
FNSV6800 1.5 Objectives and Principles of Financial Regulation
FNSV6850 1.5 Specialized Topics in Regulation and Supervision
FNSV6975 3.0 The Co-evolution of Financial Markets and
Institutions
FINE6600 3.0 Corporate Financial Analysis

APPENDIX 2 – OUTLINES OF NEW COURSES [not copied for Senate]

APPENDIX 3 – FACULTY CVs [not copied for Senate]

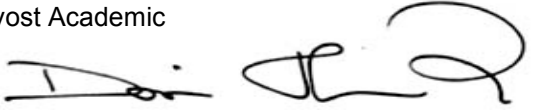


Memo

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To: Rhonda Lenton, Vice-Provost Academic

From: Dezső J. Horváth, Dean 

Date: February 13, 2013

Subject: Resource Statement for the proposed Graduate Field of Studies in
Regulatory Affairs for Financial Institutions within the Master of Finance

I would like to express my support for the establishment of the proposed Graduate Field of Studies in *Regulatory Affairs for Financial Institutions* within the Master of Finance (MF). We hope to start offering the new field to students entering the MF in August 2013. Courses in the field would start being offered in January 2014.

The MF was modified not too long ago to accommodate fields of study, and a proposal for the revision of the set of core courses accompanies the proposal for this new field. Two fields already exist, in Capital Markets and in Financial Risk Management. A logical direction for a new field is to leverage existing resources within the Faculty. The Schulich School created the Financial Services Specialization (FNSV) specialization in the MBA program over 15 years ago. There is obvious synergy between the MF and FNSV, especially in the field of Regulatory Affairs for Financial Institutions. This is a niche area that will attract a different pool of applicants. It can be offered by combining a selection of existing courses from the MF and from FNSV, and adding new specialized courses in regulation and supervision

There will be some impact on resources. On the revenue side, it is anticipated that the new field will initially attract about 5 additional students into the program, with the potential for a more significant increase in the future. On the resource side, only three new 1.5 credit courses will be added to the School's offerings. The teaching of those courses will be coordinated by the existing director of the FNSV specialization. Some of the courses will be staffed by contract faculty drawn from the Toronto Centre: Global Leadership in Financial Supervision, which employs highly experienced experts in Financial Regulation. The Toronto Centre's mission is to enhance the capacity of financial regulators from around the world to help improve their agency's crisis preparedness and to promote change that will lead to a more sound and inclusive financial system.

The net increase in resources is very minor and will be more than offset even with a very low marginal increase in enrolment in the Master of Finance. The Toronto Centre has also committed to support the field financially, in addition to providing subject-matter-experts. As a result, I fully support the establishment of the new field.

DJH/mb



Appendix 5: Support



January 28, 2013

Professor Pauline Shum

Director, Master of Finance Program
Schulich School of Business, York University
C/o Professor James Darroch

Dear Dr. Shum,

I am pleased to write to you in support of the proposed Graduate Field of Study in Regulatory Affairs within Master of Finance. Strong supervision and regulation are vital contributors to a strong economy, particularly in the developing world of special interest to the Toronto Centre. Ensuring there are world-class leaders who can promote sound, effective, regulatory practices and address the challenges facing supervisory and regulatory agencies is an important part of fostering healthy financial sectors, dynamic but stable business environments, and sustainable economic growth. Conversely, a lack of effective leadership in the supervisory and regulatory sectors can result in weakened practices, which contribute to economic instability, and, in extreme cases, financial crises.

Since the 2008 Global Financial Crisis, the importance of sound supervisory and regulatory practices has been being increasingly recognized, causing demand for training and capacity building programs in this field to grow. The Toronto Centre is proud to be providing high-quality regulatory and supervisory training programs that have garnered us an international reputation for excellence. However, a Master of Finance with a Specialization in Regulatory Affairs would go well beyond what the Toronto Centre currently provides, offering more formal academic training and complimenting the work already being done by the Toronto Centre. It would also help address the growing international demand for highly qualified regulators. The Master of Finance / Regulatory Affairs stream would be one of the first of its kind in the world.

The field has been designed to addresses the most current, relevant issues facing the regulatory and supervisory sector. The Toronto Centre will support its partners at Schulich by helping to provide new and updated program materials, authored by members of the Toronto Centre family, and other input as necessary. We will assist Schulich with the identification of experienced, expert professors, and will help secure funding to provide scholarships to ensure that the courses are accessible to students from low-income economies and emerging markets.

I look forward to working with Schulich on this exciting new program.

Sincerely,

John Palmer

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Tel 416.943.9300 Fax 416.943.4800 Email info@torontocentre.org

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Awards Committee

Report to Senate
at its meeting of May 23, 2013

FOR INFORMATION

1. Recipients of Prestigious Awards for Graduating Students

At the May meeting of Senate the Awards Committee will announce the recipients of prestigious awards for graduating students.

David Leyton-Brown, Chair



ACADEMIC POLICY, PLANNING & RESEARCH COMMITTEE

Report to Senate
at its meeting of May 23, 2013

FOR INFORMATION

1. Contexts for Academic Planning and Consultations

At the meeting of May 23 the Provost and Vice-President Finance and Administration will report to Senate on the contexts for academic planning. Normally the Vice-President Finance and Administration provides an update to Senate in June and last year, APPRC was asked to separate the spring Vice-Presidential reports in order to permit fuller consideration of reports from the two Vice-Presidents. However, the Committee has concluded that the challenges we face warrant returning to twinned presentation mode, and it has accepted an offer from Provost Lenton and Vice-President Brewer to present at May meeting.

As the report makes clear, progress is being made to achieve planning priorities set out in the University Academic Plan and the Provostial White Paper (see also the academic planning overview in item 2, below). Maintaining momentum in this regard will be a challenge. Continuing and emerging budget pressures described in the report will require further budget cuts. These come on top of cuts that have been instituted in all but one year over the past decade and more. Without significant structural changes to the University budget, the pressures described in the report will require further ATB cuts. However, the deferral of some expenditures will make it possible to avoid additional cuts in the short term (over the next four years) to allow for detailed consideration of the necessary restructuring. This extraordinary window will provide an opportunity for a collegial process of consultation and discussion to agree to the necessary steps leading to sustainable budgetary arrangements for academic activities, and we can build on a strong planning culture and firm commitment to academic priorities.

The Senate meeting will be an important milestone in consultations about how achieving academic priorities in the current context. APPRC has agreed to co-sponsor an open session on May 30 so that the wider community can be informed about the current context and engage in the process. The session will be held in the Winters Dining Hall on Thursday, May 30 from 9:00 a.m. to 12:00 noon. Senators, [click here](#) for an invitation to this event with an RSVP link.

2. Overview of Planning in 2013

The annual discussions with the Deans, Principal and University Librarian have now concluded and a report on our engagement with academic planners is attached. APPRC is grateful to all those who participated in the exercise. The report contains a number of recommendations and identifies action items for the Committee that will shape APPRC's agenda for the coming year.

Documentation is attached as Appendix A.

3. Concurrence with Proposal to Establish the McLaughlin Chair in 21st Century Science

The Committee has concurred with a recommendation to establish the McLaughlin Chair in 21st Century Science.

This is the latest in a number of named chairs and professorships that have come to the Committee

this year. The Committee has corresponded with the Provost to confirm its understanding that reviews of proposed endowed chairs and professorships include the sufficiency and sustainability of academic resources (criteria include “an endowment of sufficient magnitude to support in perpetuity or for a considerable period of time”) and express its appreciation for an agreement to provide additional information in future on financial arrangements (some such information can be provided to the Committee on a confidential basis if necessary). We have also suggested that it would be appropriate for proponents to identify how an endowed chair or professorship relates to unit or Faculty plans (and to pan-University plans such as the UAP and SRP). A contextualization of this kind, which need not be detailed, would also assist APPRC to fulfill its role on behalf of Senate. The Committee discussed at some length the process by which individuals are selected. APPRC fully respects the authority and diversity of decision-making at the Faculty level and will not counsel our colleagues in this regard. However, we do feel it would be appropriate for transmittal letters to relay an assurance that selection processes will be consistent with customary practices and, if a new appointment is anticipated, will conform in full to University appointment procedures.

Documentation is attached as Appendix B.

David Mutimer, Chair

Academic Policy, Planning and Research Report to Senate on Academic Planning

From early February to mid-April APPRC met with the Deans, Principal and University Librarian for a series of encounters that are a prominent part of the annual planning cycle. This document provides a summary, organized to some extent around sections of the University Academic Plan 2010-2015, of the discussions during in-person visits. (Appendix A, prepared by the Office of the Vice-President Academic and Provide, sets out specific priorities and implantation plans found in in written material.) APPRC also identifies specific actions that the Committee will undertake or that it recommends of others.

Focus of Planning Discussions

In a departure from previous years, planners were asked to share their Integrated Resource Plans – shortened to focus on academic areas – in preparing for this round of planning encounters. These documents provided APPRC with a sense of how Faculty plans relate to the UAP and opened a wider window on specific planning priorities and implementation steps. The Deans, Principal and University Librarian were also asked to provide brief responses to the following questions:

With respect to the student experience, especially the first year experience where applicable, what priorities have you set, what initiatives are you pursuing, and what successes have you achieved?

In terms of research objectives, what priorities have you set, what specific initiatives are you pursuing, and what successes have you achieved?¹

Additionally, APPRC invited respondents to identify impediments to fulfilling objectives and suggest assistance the Committee and Senate can provide in support of Faculty and YUL planners. The Committee believes that the coupling of specific questions with a review of the more comprehensive IRPs is ideal, and is convinced that future engagements with academic planners should continue to integrate the Senate-approved UAP and Faculty-determined IRPs. This also has the advantage of reducing the burden on planners to produce different but detailed documents to multiple audiences.

Actions: APPRC will work with the Provost and planners to further integrate, streamline, and focus planning processes on behalf of Senate.

The Challenges to Preserving and Extending Quality

Together with student success and engagement and outreach, quality is one of the overarching themes of the UAP. It is also stressed in the Provostial White Paper (where five chapter headings begin with the phrase “Promoting Quality in...”).²

Quality and reputation are inextricably bound. In an earlier report to Senate, APPRC reported that “our Faculties have important stories to tell, and are striving to build their identities and reputations at

¹ See Appendix A for a summary of the written submissions prepared by the Office of the Vice-President Academic and Provost.

² Quality is described in these terms: “A key indicator and determinant of academic quality is York’s ability to attract and retain the highest quality faculty, graduate and undergraduate students and staff. This requires attention to improvement of institutional reputations, selectivity in admissions, success in competitions for research funding, sustained funding for graduate students, and pedagogic innovation. A focus on quality calls on all members of the University to develop a capacity for rigorous self-criticism and to search constantly for new and higher levels of achievement.”

a time when budgetary challenges complicate academic planning.”³ The allocation of four new Canada Research Chairs underscores York’s growing reputation for research excellence, and notable accomplishments by individuals and groups throughout the University have resulted in a sharp increase in the value of awards. Faculties continue to pursue innovation, excellence, and distinctiveness. As we know, York does not always get the credit it deserves. Sometimes it does:

- According to the Leiden global rankings released in late April, York ranks 5th in Canada in the Social Science and Humanities and 10th in the country for Sciences (breaking down 12th in in Biomedical and Health, 5th in Mathematics and Computer Science, 12th in Natural Science and Engineering -- pre-Lassonde).
- Leiden puts York 74th in North America overall and 109th in the world for Social Sciences and Humanities.⁴
- A field normalized analysis conducted by Higher Education Strategy placed York 8th in Canada for SSHRC-type income and 8th in Canada for overall research impact.⁵

We must take every opportunity to trumpet our successes. Faculties and programs should not be shy about their standing, and the University should not be inhibited about leveraging the reputations of individual faculty members and programs for the greater good. Our discussions generated the idea that there should be an annual reception to celebrate, and the Chairs of APPRC and Senate have communicated this suggestion to the President and University Secretary.

We must also be realistic. The current climate in terms of resources and reputation presents significant challenges to planners. Resource constraints resulting from stagnant government grants and annual budget cuts complicate planning and undermine efforts. Enrolment challenges include a decline or stagnation of first choice application, which may be attributable to, or exacerbated by a shift in societal views of university education (expectations of direct career training etc.), and ongoing retention problems. It has proven necessary to forego GPA targets in order to meet enrolment goals.

As a result, re-growing the faculty complement has been set back despite the addition of 60 strategic appointments authorized over a two-year period. Higher student/faculty ratios and larger class sizes also threaten quality. Library acquisitions budgets in jeopardy and some cuts to services are likely. The transition in the Faculty of Science (where a task force has been looking to the future of its disciplines) owing to the creation of Lassonde and the ongoing structural issues caused by the merger of Arts and Atkinson pose challenges.

Planners are seeking to overcome these impediments through a variety of strategies. Many are working to develop a coherent vision that is consistent with the University’s values and aspirations and is infused in all academic activities – a mutually supportive approach. The diversification of funding sources is important, and takes the form of endowed chairs for research and complement, student bursaries and scholarships for access, partnerships of various kinds, continuing education). Students and those who influence their decisions are reminded of the demonstrable value of any degree to the quality of life and work, and are also linking specific programs to careers through certificates and diplomas, experiential learning, internships and co-ops (although these are expensive to start and sustain). APPRC also learned of greater internal cooperation to maximize scarce resources along with external partnerships. Efforts are underway to ensure that redundancies are eliminated from the curriculum.

³ APPRC, Report to Senate, February 2013.

⁴ CWTS Leiden Rankings, April 2013

⁵ Measuring Academic Research in Canada: Field-Normalized Academic Rankings 2012, Higher Education Strategy, August 2012.

Actions: APPRC has agreed to jointly sponsor an event on May 30 to launch collegial discussions focusing on academic priorities generally and UAP goals in particular in the current budgetary context. The Committee also recommends

- that the administration improve and make more accessible the data collection necessary for planning (a shortcoming that was illustrated by a number of respondents)
- that campaigns (recruitment, fundraising and the like) should emphasize York strengths and showcase specific Faculties / programs as examples of York's greatness
- that Faculties and programs should be alert to best practices and opportunities for cooperation (which should be built into regular meetings of planners and prioritized at intervals) while seeking ways to keep the curriculum relevant and focused.

Reputations and Identities

The University Academic Plan notes that the “attainment of quality...requires attention to improvement of institutional reputations.” Our discussions often centered on how we can best tell the story of Faculties in the York context. Some Faculties are not as well known to the external world, including prospective applicants, and the University as a whole faces challenges of identity and reputation. It is essential to focus on the quality of programs, and deliver on the promise. It may be advisable, in the near term, to showcase particularly strong Faculties and programs in representing the University. We learned of particular themes -- “law in action” and Experience Osgoode (Osgoode), “Agents of Change” (Health), Renaissance Engineering (Lassonde), doing the digital (Fine Arts), supporting scholars in an information-rich world (YUL) – that give substance to visions. It was heartening to learn that the UAP is helping to inspire local thinking in this regard. We can do more to enlist current students in the effort to make our plural identities and overall reputation vivid and meaningful.

Actions: Our identities and reputations require urgent attention at all levels. The University will soon receive advice from SEM Works, and Senate and its committees should be prepared to act on any recommendations that apply

Graduate Studies

As APPRC reported to Senate earlier this year, graduate studies continue to be a priority for the Committee. We scheduled a longer and more wide-ranging discussion with Dean Crow on February 14. Our exchanges that day identified a number of issues of interest to Senate. However, the Committee will take up the matter again at a later date when there has been further progress on initiatives that bear on graduate studies – including a new budget model. The Committee recognizes the need for structural reforms and the closer integration of undergraduate and graduate planning.

Dean Crow emphasized that prospective applicants to graduate programs rely heavily on information gleaned from University Websites when making choices. They actively search out program details but also are greatly interested in faculty members' research interests and approaches. Faculty member profiles are often missing altogether, inconsistently formatted, out-of-date, or difficult to find. APPRC signaled that it supports efforts to improve this situation in its report to Senate last month.

Actions: APPRC will take up issues related to graduate studies in the near future, and urges planners throughout the University to keep graduate studies at their forefront.

Research⁶

Senate's approval of the Strategic Research Plan 2013-2018 on April 25 has given fresh impetus to an already accelerating research agenda. Intense consultations leading to approval started a conversation about the evolution of research at York and have "created a space in which Faculties, units (including Organized Research Units and applicants), and collaborative research teams can develop their research strengths."⁷ This is true for faculty members, but we must not overlook the importance of graduate students to research cultures, and the undergraduate student experience is greatly enriched by opportunities to participate in research.

There are persistent and new challenges facing researchers. Research funding from traditional sources is lower and competition for research grants is greater than ever. There are still relatively poor rates of participation in funding competitions in some areas of the University. Given the importance of collaborative research to funders and in expressing York's interdisciplinary character, we lack the means to make colleagues aware of others at the University who are doing similar or potentially related work.

Planners have adopted a number of strategies. Maintaining an outward focus is essential in developing partnerships and redeeming our claim to be a research institution of international scope and impact. It is necessary to invest time and resources, and helpful to develop benchmarks and milestones – of a quantitative kind and more inclusive measures. A number of Faculties have re-committed to a revitalization of Organized Research Units as a way of promoting collaboration and interdisciplinarity while incubating new fields and nurturing strengths. All report assisting in the development of research partnerships with other universities and postsecondary institutions, government and quasi-government agencies, non-profit organizations, and private sector actors. Recent hires have been of a high caliber, and must be encouraged and helped to perform at expected levels in all aspects of their professional life at York. We do not hive off teaching from research, and the integration of the two is pivotal.

Actions: APPRC and Senate have been asked by planners to facilitate a dialogue inspired by the SRP, and the Committee reaffirms its commitment to doing so by taking every opportunity to encourage planners to address its themes and mark progress in achieving the aspirations it describes. It is also recommended:

- that Faculties seek new and better ways to connect researchers
- that the University celebrate significant achievements of individuals, teams, and units

⁶ See the specific research question posed by APPRC above. UAP goals:

- intensifying and widening the research culture at all levels of the University and investing in more research infrastructure
- building research capacity by leveraging our research strengths across the university and through strategic collaboration with external partners worldwide
- developing an evidence-based culture of evaluating and comparing York's research successes against international best practices and disciplinary norms
- intensifying research through integrated, strategic Faculty planning
- generating more opportunities for graduate students to fully participate in research
- providing expanded post-doctoral opportunities at York
- communicating and celebrating our research success and thereby building York's reputation
- providing the support needed for the Libraries to fulfill their mandates in support of teaching, learning and research in the context of evolving technology and with the goal of information literacy and
- Providing a culture of support for research across the university, in the relevant non-academic administrative units.

⁷ APPRC Report to Senate, April 25, 2013.

Student Experience⁸

Student success is an overarching theme of the UAP, and the student experience enjoys a special pride of place in the document. The first constituent objective turns on “enhancing the quality and level of preparation of the incoming class.” Clearly, an increase in the minimum average GPA of entering secondary school students in keeping with incremental improvement elaborated upon the Provostial White Paper has not yet occurred. The challenge is not universal, but its impact is felt throughout the University.

More generally, as Appendix A attests, Faculties and the Libraries have launched numerous initiatives related to the student experience, and it is hoped that the best of these will be studied and emulated elsewhere. We want our students to succeed in their studies, but also be exposed to the richness of university life through co-curricular activities. We seek to graduate well-rounded citizen-scholars – and employers prize this attribute.

Mindful that advising is one focus for the PRASE initiative, and aware from Faculty IRPs that a number of initiatives are under consideration or in train, the Committee was at special pains to explore issues associated with advising. Our discussions touched on intake orientations, problem detection and resolution, and contacts that assist students to progress confidently and successfully. The UAP commits the University “to improving advising for students at every stage of their studies” over the next five years.

We learned of delays in arranging appointments, inaccurate advice, and the confusion that results from an array of services. We were also apprised of related challenges, such as the complexity of degree requirements, the lack of full degree audit system available online to all students, the multitude of publications -- many out-of-date, inaccurate, or incomplete – that are published or accessible from the Internet. It was suggested that there be a single source of authoritative degree requirement information (which can be downloaded as required), and that the proliferation of other publications should be contained. We were challenged to consider that there may be too much choice for students and to think how student mobility may be impacted by the program- and Faculty-centric approaches we often take. We know from student surveys that undergraduates desire more time with full-time faculty members, but we know that the contact time has fallen.

Planners are reviewing their advising strategies and methods and it is expected that PRASE will yield helpful advice in this regard. A key goal is to determine the right balance among University, Faculty, and program advising (Lassonde is planning a “single-source” office for students; it is often easier for smaller Faculties to consolidate but there may be scalable lessons for larger ones out of their experiences). A new program called YU Start is beginning to roll out, and there are efforts to identify students at risk as soon as possible. It was suggested that advising would be complemented by degree requirements that are less complex and elastic, a matter for the collegium.

The Equity Sub-Committee of Senate Executive is currently reviewing the *Senate Policy on Accommodations for Students with Disabilities* with a view toward ensuring that it remains current. At the Faculty level, Osgoode is developing ways to accommodate students, including helping some to

⁸ UAP goals

- enhancing the quality and level of preparation of the incoming class
- enhancing the first year experience by fostering students' transition to the university and their engagement with each other and with faculty, with their studies, and with their community
- improving advising for students at every stage of their studies
- creating communities (both in person and virtual) within and beyond the University
- enhancing opportunities for students' involvement in research projects, particularly at the graduate level
- increasing the time spent by students in small group settings with full-time faculty members, including retaining the format of small graduate seminar classes
- coordinating student service functions carried out by different elements of the University
- supporting student communities
- Expanding and improving space for student activities.

overcome the acute stresses that often attach to legal studies. Others are developing plans to identify and help students at risk.

Actions: APPRC recommends that Faculties be provided with the assistance needed, such as access to data, to connect with alumni, who may be a source of invaluable mentorship to current students. Student advising should be a very high priority.

Teaching and Learning⁹

Faculties are enthusiastic about the many promising AIF projects that are concluding. It is expected that knowledge gained from these projects will begin rolling out in the near future. Adapting to changing interests and prioritizing emerging fields has proven beneficial to curriculum planners. One approach involves carrying out an ongoing assessment of knowledge gaps or opportunities to diversify, and encouraging colleagues to develop related curriculum. A number of planners are interested in offering more certificates as a way of providing students with skills and credentials that lend themselves directly to career preparation. APPRC learned that there is real concern that degree requirements are too complex or insufficiently coordinated with the consequence that students may make erroneous course choices and mobility is impeded. In 2011 Senate approved the establishment of the Glendon Language Training Centre for Studies in French / Centre de formation linguistique de Glendon pour les Études en français, and Principal McRoberts reports that it is operational.

Actions: Degree learning expectations and outcomes have not been submitted by all units, and APPRC urges programs to complete this essential task. It also recommends that Faculties actively share practices flowing out of worthy innovations in teaching and curriculum delivery.

Internationalization

Internationalization is not discussed in a discrete section of the UAP, but the document situates York in a global context and declares it will be “a more international University in outlook, reach, reputation, and impact” over the next five years. Goals includes increasing the proportion of international students to enrich and diversify the University and its programs, developing a global reach in research, creating curriculum that is global in nature even when set in Canada (or India in the case of Schulich campus), and fostering collaborations with institutions elsewhere in the world. APPRC heard from planners that internationalization must be intrinsic to planning, and that we should showcase international research and teaching projects.

Actions: APPRC is scheduled to receive a report on internationalization efforts this spring and will share the document with Senate. It is also recommended:

-
- ⁹ Expanding experiential learning opportunities available to students at all levels (including co-op, internships, community-based learning, problem-based learning, etc.)
 - supporting innovative and flexible curriculum delivery through online and hybrid courses, as well as other elements of technology enhanced learning
 - recognizing and supporting innovation in teaching and learning, and providing support and recognition for instructors – full-time faculty members, contract faculty members, and teaching assistants
 - 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
 - recruiting top-flight secondary school graduates and non-traditional students with high academic potential
 - increasing opportunities for students to have international experiences as part of their academic programs and
 - fostering lifelong learning through expansion and enhanced coordination of continuing and professional education programming

- that consideration be given to creating an International House, a possibility raised by a number of our interlocutors
- the University and Faculties should highlight research and teaching activities abroad, and create a stronger online presence for international partnerships and curriculum

Comprehensiveness and Interdisciplinarity¹⁰

York is a more comprehensive university with the expansion of Engineering and the creation of Lassonde. Interdisciplinarity remains a York strength and value even if the concept does not always resonate with students and the fundamentally interdisciplinary nature of some Faculties and programs, such as FES, may not be well understood. Glendon is considering expansion of language offerings to complement its current make up and consolidate University strength.

The UAP notes that “The groundwork has been laid for the eventual creation of a distinctive medical school at York.” Government funding constraints have delayed possibility, but the University remains interested. York must remain ready to act when this opportunity arises, and we have heard from Science and Health that a medical school can be accommodated with distinctive aspects that might, for example, emphasize an alliance between health promotion and treatment.

Actions: The University must continue to prepare for the possibility of a medical school that is distinctive and consistent with the University’s values.

Assisting Planners¹¹

Many of the actions identified above reflect suggestions from planners about how the Committee and Senate can assist them. Other ideas include the following:

- critique and provide timely feedback for proposals and plans

-
- ¹⁰ managing enrolments to ensure that overall and Faculty-specific targets are met while focusing attention on high quality
 - preserving and building on core strengths
 - making the ongoing adjustments necessitated by changes in student preparation and experiences
 - monitoring system and government developments carefully and adjusting targets upwards *if* there are sufficient resources, financial, human and physical, for doing so and if we conclude that such increases are consistent with academic objectives
 - supporting the development of a more comprehensive university through diversification of enrolments
 - paving the way to an expanded Engineering program (and areas such as health, business, applied, and professional programs) consistent with York’s traditional emphasis on disciplinary richness, collaboration and transformation
 - improving seamless education through transfer credit and bridging programs for students applying to York from college, internationally educated students seeking Canadian credentials, and mature students
 - improving support for students in need of additional support, and students for whom English and French are second languages and
 - Improving accessibility and supports for students with disabilities

¹¹ UAP section on “promoting effective governance” includes these objectives.

- a reinvigoration of the commitment to and participation in collegial governance
- improved processes in support of academic planning that streamline without undermining collegial governance
- effective, responsive academic administration
- more sophisticated means of assessing ongoing and proposed academic activities
- continuing attention to academic programs and unit structures so as to achieve a structural array that is appropriate to York’s overall mission and to the objectives set out in this plan
- coordination of graduate/undergraduate planning around curriculum, enrolments, and deployment of resources and
- strategic planning modalities that promote and permit “tough choice” decisions that are fact-based and otherwise informed
- transparency in decision-making where appropriate

- help expedite the consideration of proposals
- restore York's leadership in transfer credit and cooperation with **Colleges of Applied Arts and Technology**
- support Open Source initiatives and help promote awareness of the range of services and activities of YUL

Actions: The Chair of APPRC will bring issues to the next meeting of Senate committee chairs and secretaries. An ongoing priority should be the adoption of “strategic planning modalities that promote and permit ‘tough choice decisions that are fact-based and otherwise informed’” in the words of the UAP.

The Committee is always open to suggestions on how to promote effective governance.

Appendix A – APPRC Planning Report

Faculty Overview Prepared by the Office of the Vice-President Academic and Provost¹²

EDUCATION

Student Experience

- Expansion of direct entry program to all Faculties as a means of attracting high quality students
- Introduction of a blended eLearning course (funded by AIF) replacing two compulsory courses in the consecutive BEd program and allowing students to focus on particular areas of interest (benefits students at satellite locations)
- Development of the Concurrent Partnership element of the school-based practicum component of education programs enhancing community relationships through collaboration
- Enhancement of student advising through online appointment booking and focused advising sessions for groups of students tied to practicum

Research

- Implementation of (2012) Faculty Strategic Research Plan including:
 - o Introduction of a Research and Awards Advisory Committee
 - o Development of a knowledge mobilization strategy building on the Faculty's community-engaged research
 - o Establishment of research benchmarks
 - o Enhanced support for faculty members applying for and receiving research funding

ENVIRONMENTAL STUDIES

Student Experience

- Strengthening role of Las Nubas project in Costa Rica in undergraduate and graduate learning, potential to teach Globalization and Indigenous Peoples at Las Nubes as a second field experience for FES students
- Review of course offerings (BES, MES) to respond to student interests, changes in faculty strengths
- Strengthening joint programs with CAATs and discussion of potential new programs with Seneca
- Collaboration with Faculty of Health on a concentration in Global Health and Environment and with Lassonde on Environment and Engineering module
- Enhanced orientation and advising (including peer leaders, learning strategies workshops, focus on mental health, advising sessions for at risk students); advising on internships and careers

¹² This overview is based on Faculty and York University Library submissions.

- Enhanced graduate student advising (developed a software program to facilitate advising); workshops on professional skills

Research

- Sustainable Energy Initiative (SEI), established in 2010, secured almost \$1M in funding from Powerstream to support the hiring of a chair in energy economics and new student research award; project partners have expanded to include colleges, universities as well as industry
- Initiatives to increase student involvement in research projects
- Discussions initiated re. bringing IRIS into the Faculty
- Large SSHRC Partnership Grant (\$2.5M) on Global Suburbanism, through the CITY Institute, involves international partnerships, fostering faculty and student collaborations in research and teaching
- New Chair in NeoTropical Conservation has joined the Faculty and is working towards construction of a new donor-funded research facility next to the Las Nubes forest
- Revitalization of agreement with Arava Institute for Sustainable Energy

FINE ARTS:

Student Experience

- Each incoming student assigned a mentor
- Regular group meetings with students
- Experiential learning initiatives embedded in all degree programs to promote integration of theory and practice
- Attractive gathering spaces for students

Research

- Emphasis on collaborations with other Faculties, external partners in four areas:
 - o transdisciplinary arts
 - o digital technology
 - o social change and sustainability
 - o globalization

GLENDON

Student Experience

- Establishment of centre to provide French language training for Anglophone students

- New task-based and discipline-sensitive curriculum; student placements in Francophone GTA organizations; development of online task-based assessment tool
- Support for international student exchanges
- Initiatives to broaden program offerings to better serve Glendon's audiences
- Initiatives to support transition to university (enhanced advising, peer advising and mentorship, AIF-supported Jump Start pre-university program)
- Merger of student support offices (Academic Services and Financial Services)

Research

- Opportunities for students to collaborate on faculty members' projects through the Research Office
- Provision of support for faculty research, conferences, etc. through the Centre for Research on Language Contact and Centre for Global Challenges

GRADUATE STUDIES

Student Experience:

- Focus on graduate lifecycle from recruitment to graduation to create strong student cohorts
- Activities include orientation initiatives (sometimes including peer mentors, one-on-one meetings with GPD), curriculum design, enhanced communications, advising and progress reports, field trips, colloquia on research, workshops on grant and scholarship proposals, thesis proposals, teaching, CV preparation, time management
- Professional development activities offered for graduate students: writing, academic job search, conference attendance

Research

- Objective of increasing the number of applications and success rate of various external graduate scholarships; provision of support for applications
- Initiatives to profile graduate research and disseminate results (publications, conferences)
- Support for skills development
- Integration with research offices, ORUs, etc.

HEALTH

Student Experience

- Creation of new interdisciplinary Global Health program
- Development of Agents of Change course in blended format

- AIF-supported YUStart program to foster student community and peer mentoring program (HealthAid)
- Initiatives to provide early warning and support for at risk students

Research

- Consideration of opportunities for new innovative graduate programs or certificates
- Advancement of behavior change research using the health coach and eHealth mobile technology (supported by federal funding)
- Development of strategy for research commercialization with external partners, e.g. Southlake, York Region
- Plans for development of junior faculty mentoring program

LASSONDE SCHOOL OF ENGINEERING:

Student Experience:

- Structural initiatives to provide “one stop” centralized location for student services encompassing admissions, academic records, financial support, registration, student accounts, as well as optional tutoring and counseling, thereby offering a “continuity of care” – led by an Assistant Dean Students working with the Associate Dean Students
- Manager of Student Engagement and Recruiting provides support services to students during the first year transition
- All students will be advised at least once per year
- Staff provide assistance with IT, co-op education, skills development, degree requirements, petitions and appeals, etc.
- Offered in an inviting and comfortable environment

Research: ESPERANS (**E**nergy, **S**pace, **P**eople, **E**nvironment: **R**esearch **A**ctions for a **N**ew **S**ociety)

- Objective to stimulate research relating to four areas or “hubs”:
 - o Energy frontiers: smart technologies for the green environment
 - o Connective media and social interactions
 - o Technologies for healthier life
 - o Intelligent public safety and security services
- Fostering a research culture that supports graduate education and interdisciplinary research
- Links to community partners such as Markham Convergence Centre, MaRS

LIBERAL ARTS & PROFESSIONAL STUDIES:

Student Experience

- Establishment of First Year Experience Advisory Committee
- Enhanced orientation geared to particular groups, e.g., mature students; social media to build student communities
- Encouragement of student participation in assessment through course evaluations, surveys
- Development of student “contract” spelling out what students can expect, student rights, etc.
- Enhanced access to advising (walk-ins, extended schedule); emphasis on provision of clear and consistent advising; online webinars; peer mentoring
- Recognition of key importance of teaching; support for teaching development
- Development of policies, goals around experiential education and eLearning

Research

- Enhanced communications among Dean’s office, units, VPRI
- Promotion of student participation in research
- Communication and celebration of research accomplishments including support for conference participation, enhanced data bases and web site, lecture series

OSGOODE HALL LAW SCHOOL

Student Experience

- Addition of a new clinical program in disability rights and the law (Fall 2013)
- Added new intensive programs in anti-discrimination law and intellectual property law in 2011
- Established the Office of Experiential Education in Fall 2012 to support the new upper-year curriculum requirement and the creation/expansion of new clinical and intensive programs (with funding support from AIF)
- Established two new fellowships: the McMurtry Visiting Clinical Fellowship for leading lawyers and the Osgoode Artist in Residence Fellowship to enhance experiential learning at Osgoode
- Creation of Osgoode Student Success & Wellness Counsellor position
- Enhanced mentorship opportunities for diverse student body

Research

- The new upper-year curriculum adds a significant research/writing paper requirement so that all students will complete at least a 7,000 word paper in each of their three years in the JD program
- In the Fall of 2012, Osgoode established three initiative funds: 1) the experiential education fund; 2) the research intensification fund; and 3) the accessibility fund

SCHULICH SCHOOL OF BUSINESS:

Student Experience

- Introduction of new programs/specializations (e.g., Master of Accounting, Private Wealth Management, EMBA to commence in India in 2014) and modifications to existing programs
- Centre for Teaching Excellence supports professional development and evaluation
- Expansion of eLearning options
- AIF-supported project to advance experiential education in Graduate International Business program
- Support for first year experience through academic orientation, Future Skills Conference, mandatory group advising, career development supports, supports for international students
- Support for students' engagement and success in extra-curricular national competitions
- Expansion of SSB facilities including potential residential wing

Research

- Fostering collaborative activities through, e.g., Canadian Business Ethics Research Network, Centre for Responsible Business

FACULTY OF SCIENCE

Student Experience

- Continuing support for activities for student transition to the University environment and for retention
- Particular area of concern is decreased math ability at the secondary school level, so initiatives provided for development of math literacy in collaboration with Bethune College (some with AIF support)
- Increase in use of blended learning models using Web based supplemental materials
- Experiential education remains a priority; development of a co-op program with AIF support, but costs of expansion may be prohibitive

Research

- Support for preparation of research grant applications; more strategic approach to applications through the Dean's office
- Efforts to broaden sources of funding beyond Tri-Council, e.g., to industrial and foundation funding
- Importance of graduate students in research through student/mentor relationships
- Promotion of Going Global (Brazilian program) and similar programs to attract international graduate students

YORK UNIVERSITY LIBRARIES

Student Experience

- Learning Commons focused on academic literacies (learning skills, writing skills, research skills)
- New Virtual Learning Commons to provide supports online
- Librarians collaborating with faculty in assignment development, research skills
- Archives provide access to primary documents
- Priority of providing more study space in Libraries
- First phase of Frost Library renovations completed
- Expansion of electronic resources

Research

- Emerging role in making university's research widely accessible (through ePublishing, data storage) and providing leadership in computational research methodologies
- Research clusters in the Libraries: digital scholarship, scholarly communications, Canadian documentary heritage, access to knowledge/knowledge organization/knowledge infrastructure, scholarship of teaching and learning, digital humanities
- Role of Archives in supporting research



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Memorandum

To: David Mutimer, Chair, APPRC

From: Rhonda Lenton, Vice-President Academic & Provost

Date: April 8, 2013

Subject: McLaughlin Chair in 21st Century Science

I am writing to seek the concurrence of APPRC for the establishment of an endowed Chair in the Faculty of Science. The McLaughlin Chair in 21st Century Science will recognize a generous gift from the R.S. McLaughlin Foundation.

The specific area of focus of the McLaughlin Chair will be Functional Genomics, which is an area of increasing interest and importance in the sciences and within the cellular and molecular biology field at York. The Faculty has strong research programs in molecular and cell biology and maintains a core facility in molecular biology and DNA sequencing; and the Chair will support the further development of this area of study. The McLaughlin Chair will be an "internal" chair; that is, it is intended to recognize and reward excellence and to proactively address retention in the Faculty. It will be awarded to an existing faculty member, for a five-year term, selected by the Dean of Science in consultation with the Chair of the Department of Biology.

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

Cc: Dean D. Hastie

Senate 2012 – 13 Year End Report

Rhonda Lenton, Provost & Vice President Academic and
Gary Brewer, Vice President Finance and Administration
May 23rd, 2013

Outline

- 1) Context of the Year End Report
 - not just an update
- 2) Successes
- 3) Challenges
 - York University Budget (VPFA)
- 4) Moving the University Academic Plan Forward

1. Reflection on the University's Plan

With support of engaged faculty, students, alumni and supporters, York will be:

- of even higher quality across all academic activities
- more international
- more comprehensive
- better known around the world for its innovation
- a university that connects, unites, extends and enhances experiences

Six Core Priorities

Academic Quality

Student Success

Community Engagement

- Enhancing Teaching and Learning
- Research Intensification
- Strengthening Interdisciplinarity and Comprehensiveness
- Enriching Student Experience
- Building Community and Extending Global Reach
- Promoting Effective Governance

Not Just an Update. Are We on Track?

- Many successes in advancing objectives in the University Academic Plan...and this is in spite of annual budget cuts of approximately 2.5% over the last 10 years
- Nevertheless, we are facing serious challenges
- Changes are needed
- Will require collegial consultation and evidence-based decision-making

Successes: Enhancing Teaching and Learning

- ❑ Academic Innovation Fund intended to support innovation in faculties
 - 14 Experiential Education and 9 eLearning projects received support in 2012/13 with a total of 22 EE and 11 eLearning over two year funding period
- ❑ *eLearning Strategic Report* completed and under review
- ❑ York **1 of 7** universities in the Ontario University Online Consortium
- ❑ New Teaching Commons
- ❑ Display in Vari Hall highlighting recipients of York awards
- ❑ May 9th Teaching & Learning celebration
- ❑ Search underway for new Executive Director to develop institutional School of Continuing Education
- ❑ New opportunities for leveraging alternate stream teaching appointments

Successes: Research Intensification

- ❑ Strategic Research Plan 2013-2018 "Building on Strength"
- ❑ Increase in funding despite flat Tri-Council Funding levels:
 - SSHRC funding awards: 40% increase in the dollar value of our Insight Awards
 - 3 new SSHRC partnership grants (\$13.9M total including partner funding)
 - NSERC Discovery grants up 7% in dollar value
 - NSERC RTI grants up 43% in dollar value
 - CIHR operating grants in the fall competition: up \$2.2M over 2011 (where we had zero)
- ❑ Four new SSHRC Canada Research Chairs (2 Tier I's, 2 Tier II's)
- ❑ York ranked 4th in Ontario on research impact

Research Intensification (continued)

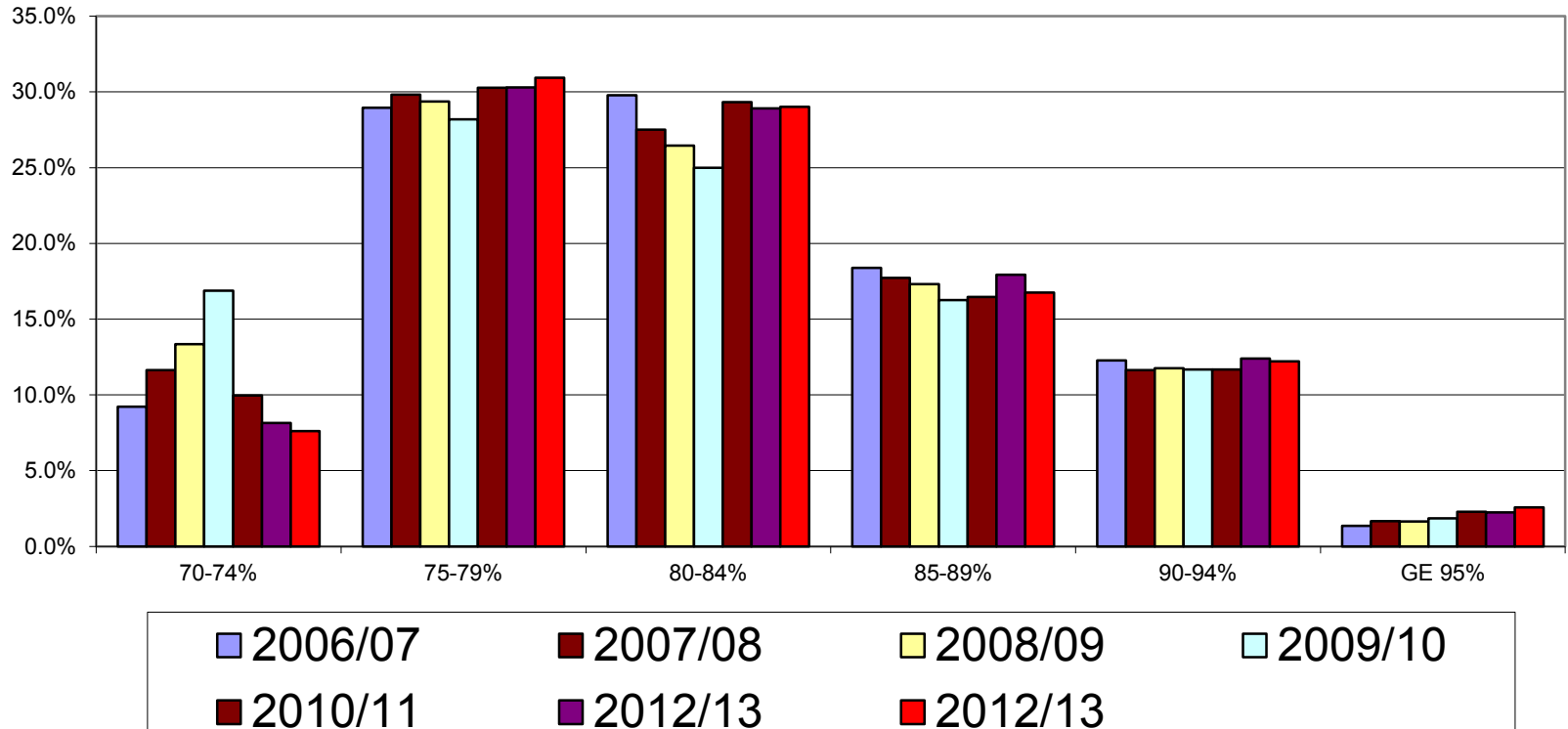
- ❑ Launch of Innovation York (research commercialisation and industrial liaison group with successes such as New Mindsets merger)
- ❑ Expanded infrastructure e.g., Life Sciences Building, Glendon Centre of Excellence, Engineering Building
- ❑ Research-based teaching release program
- ❑ Proposal in progress to better align graduate education with Faculty planning and resources
- ❑ Ad campaign profiling York research
- ❑ Implementation of new Senate policy on ORUs
 - vigorous first round of competition for renewal and new ORUs with new charter request to be brought to Senate in June.

Successes: Enriching Student Experience

- ❑ Enhanced York Graduate Scholarship to attract high quality graduate students
- ❑ AIF projects on First Year Experience e.g., *YU Start, Enrolment without Borders*
- ❑ PRASE projects:
 - *Academic advising dashboard*
 - *Active academic calendar*
- ❑ Scholarship program under review (recommendations due September 2013)
- ❑ *Summer@York*
- ❑ Increasing GPA on track in most faculties ...
- ❑ Renewal of full-time complement ...

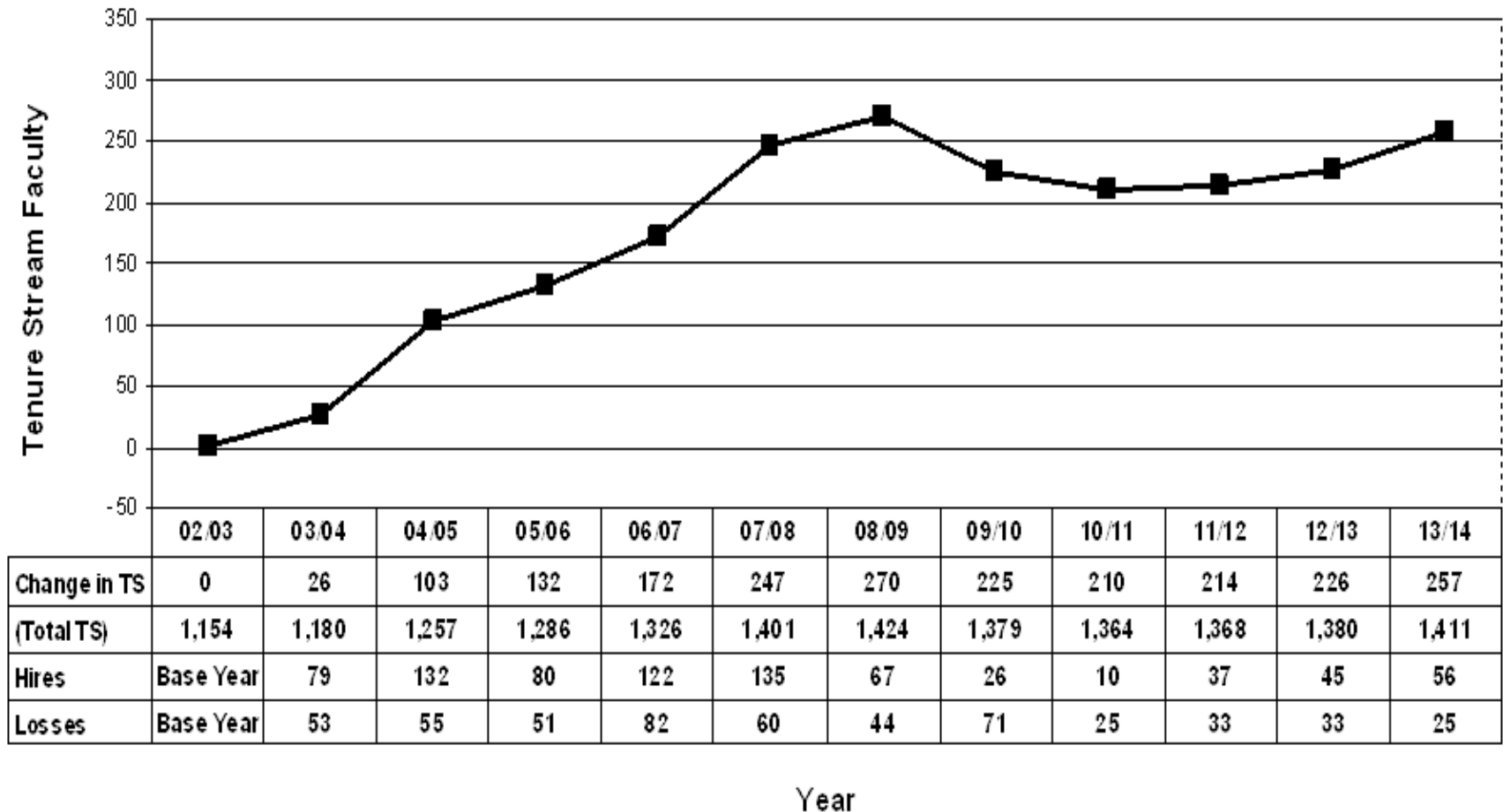
GPA of Entering Undergraduates 2006/07 to 2012/13

Grade Distribution of Full-time Year 1 Secondary School Registrants



Continual improvements in ↓ 70-74% category over time, although not as strong in 85% - 94% this past year.

Cumulative Change in Tenure Stream Faculty Complement: 2002-03 to 2013-14 (not including Librarians)



Significant complement recovery facilitated by strategic funds – details on appointments in Appendix.

Faculty-Student Ratios

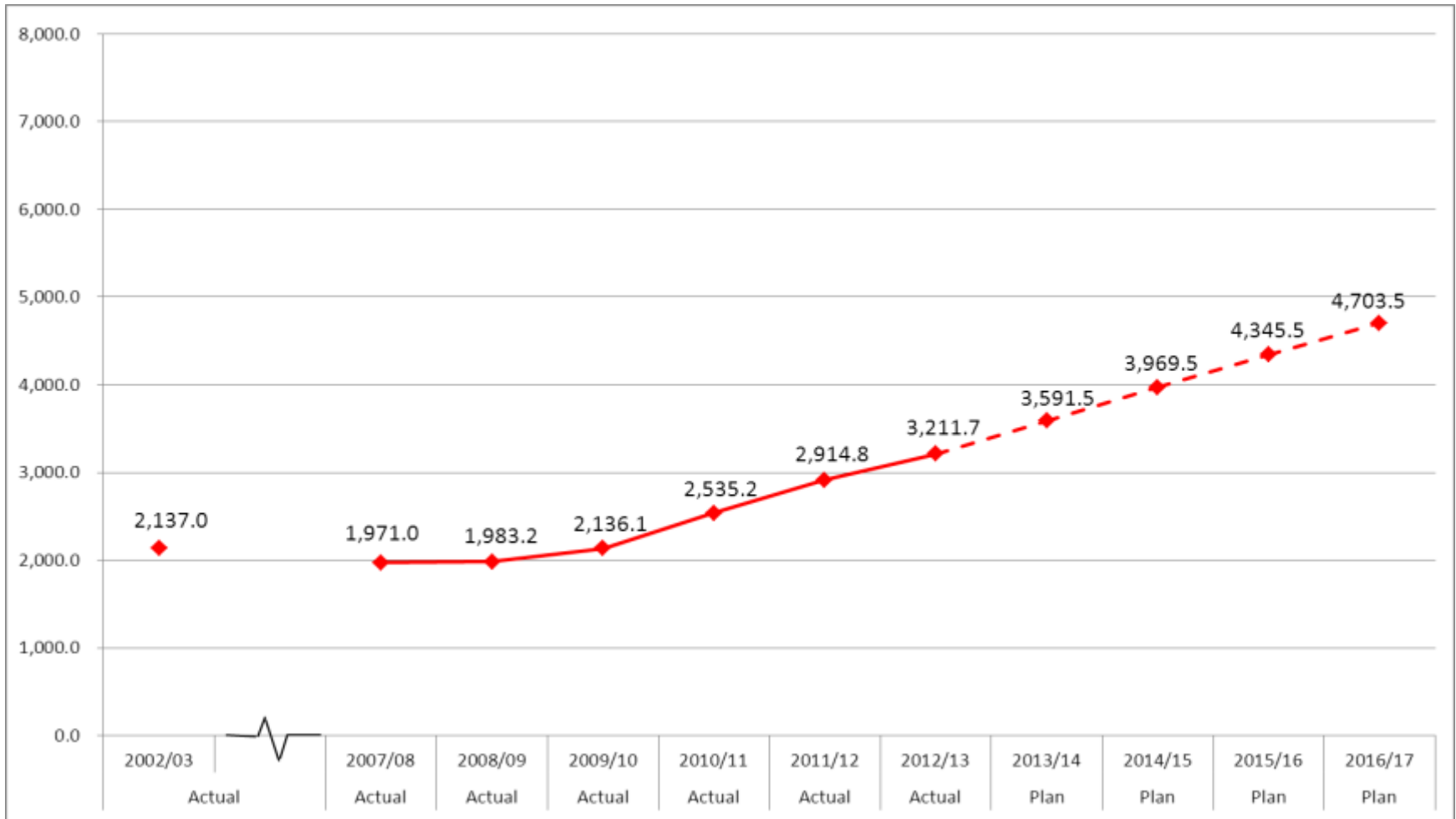
	2009/10	2010/11	2011/12	2012/13	2013/14
Ratios	Actual	Actual	Actual	Actual	Proj.
Tenure stream : Undergraduate FTEs	31.4	32.7	33.0	33.3	33.3
Tenure stream : Total (UG + Graduate) FTEs	34.7	36.0	36.4	36.7	36.9
Combined Full-time/Contract Faculty : Undergraduate FTEs	18.6	18.6	18.7	18.9	18.9
Combined Full-time/Contract Faculty : Total (UG + Graduate) FTEs	20.5	20.5	20.6	20.9	21.0

Source: OIRA

Successes: Building Community & Extending Global Reach

- ❑ Expanded outreach e.g.s, Schulich in India, York Health Network, Faculty of Fine Arts & Canadian Stage Company
- ❑ Expanded Experiential Education in many Faculties - institutional strategy to be developed in 2013/2014
- ❑ On-going leadership in access and student mobility:
 - college-transfer credit
 - ONCAT projects
 - bridging programs (TYP, IEP)
 - cross-registration proposal
 - York-Seneca partnership/York-Ryerson MOU
- ❑ Significant improvements in delivery of services to international students
- ❑ New *Internationalization Strategy* under development – 2013/14
- ❑ Ahead of White Paper benchmark of 7.5% international by 2014/2015...

Enrolment Picture: Undergraduate International FFTEs

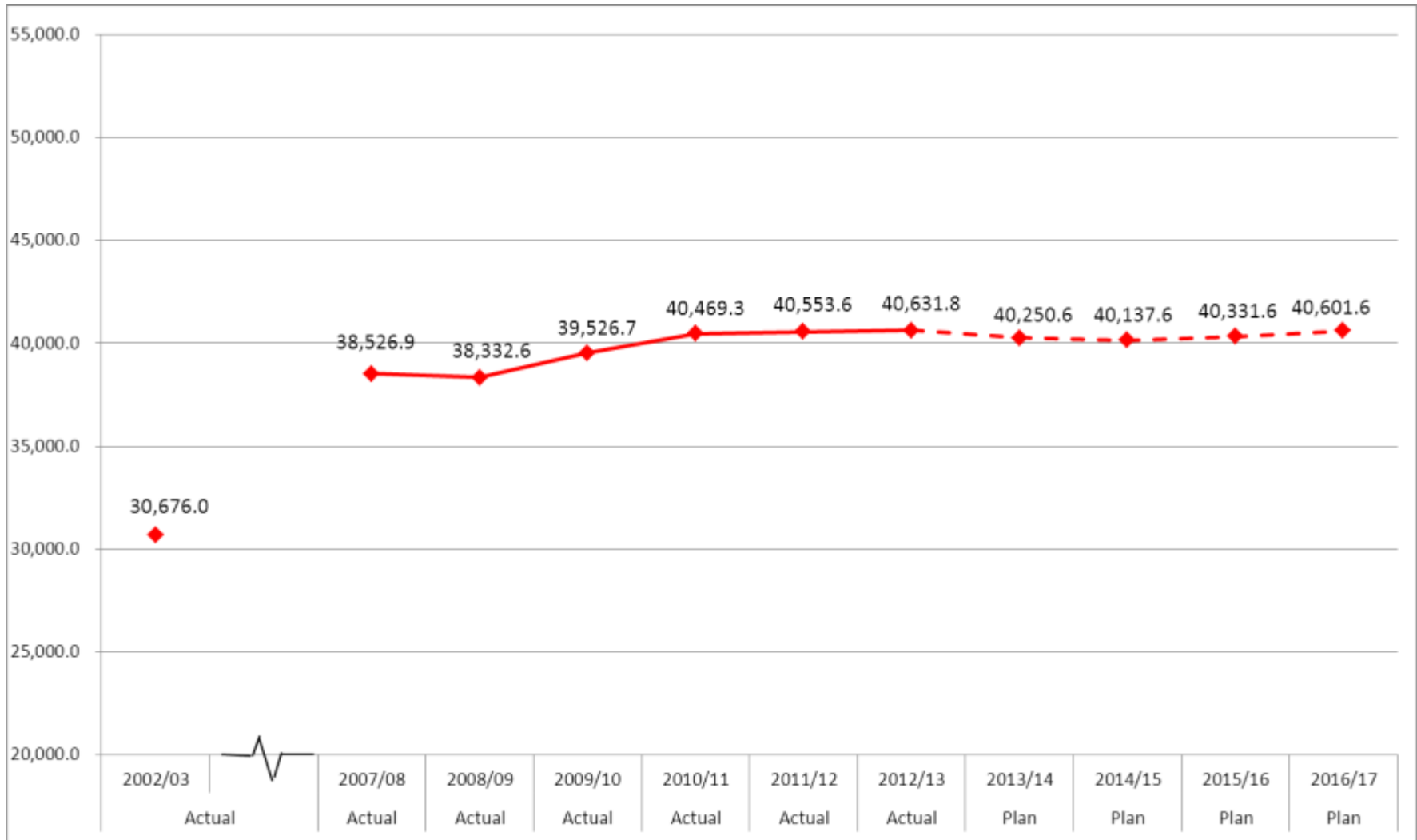


White Paper: "By 2013/14, at least 7.5% of York students will be international students". In 2012/13, 7.3% of total York students are international..

Successes: Strengthening Interdisciplinarity and Comprehensiveness

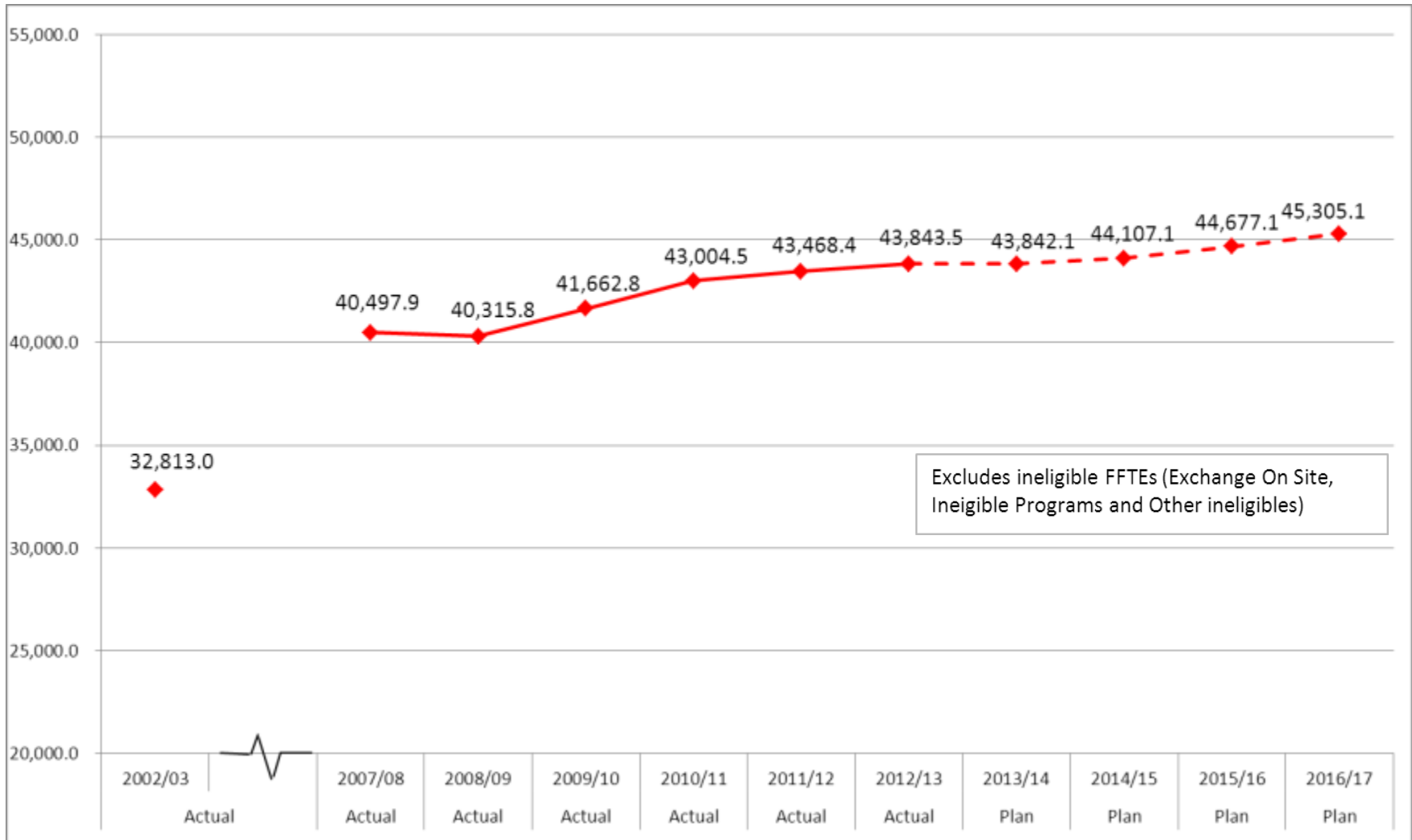
- ❑ Strategic Enrolment Management in partnership with Faculties for obtaining enrolment targets
- ❑ Growing in targeted areas - health, engineering, sciences, business and professional programs (see Appendix for enrolment)
 - Masters of Accounting
 - Masters of Finance
 - Masters of Conference Interpreting
 - Global Health BA and BSc
 - Electrical Engineering BEng
- ❑ New Lassonde School of Engineering
- ❑ Enhancing interdisciplinary curriculum that build on our strengths in liberal arts and professional programs - *Renaissance Engineer, United States Studies BA, Certificates in Public Policy Analysis and Public Administration & Law*
- ❑ Innovative bridging programs - Internationally Educated Professionals, Transition Year Program

Undergraduate Enrolment Picture: Eligible FFTEs



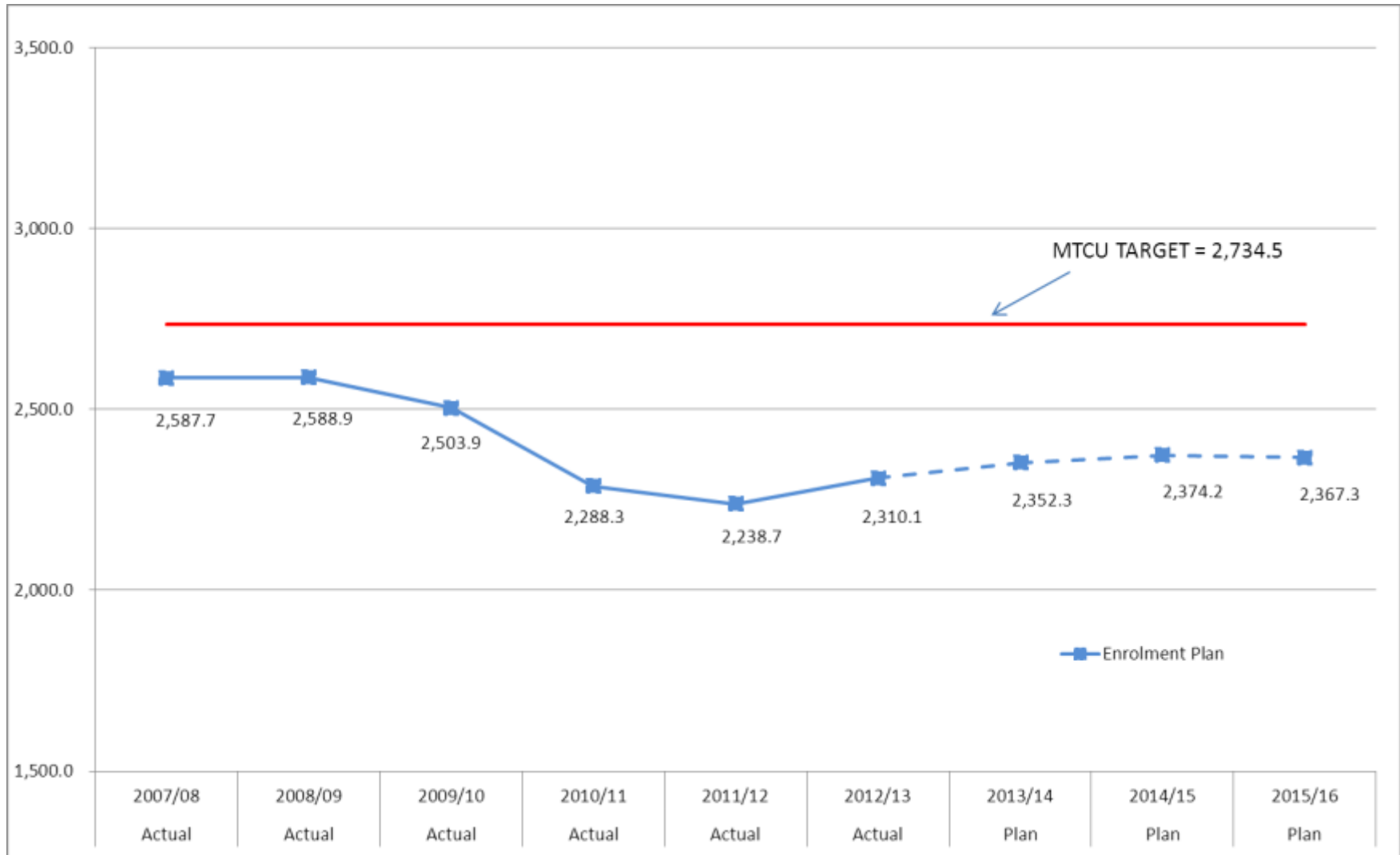
York has consistently made targets during growth period of last 10 years. However, adjustment to plan has been made to “eligible target” in 2013-14 to maintain quality.

Enrolment Picture: Undergraduate Eligible + International FTEs

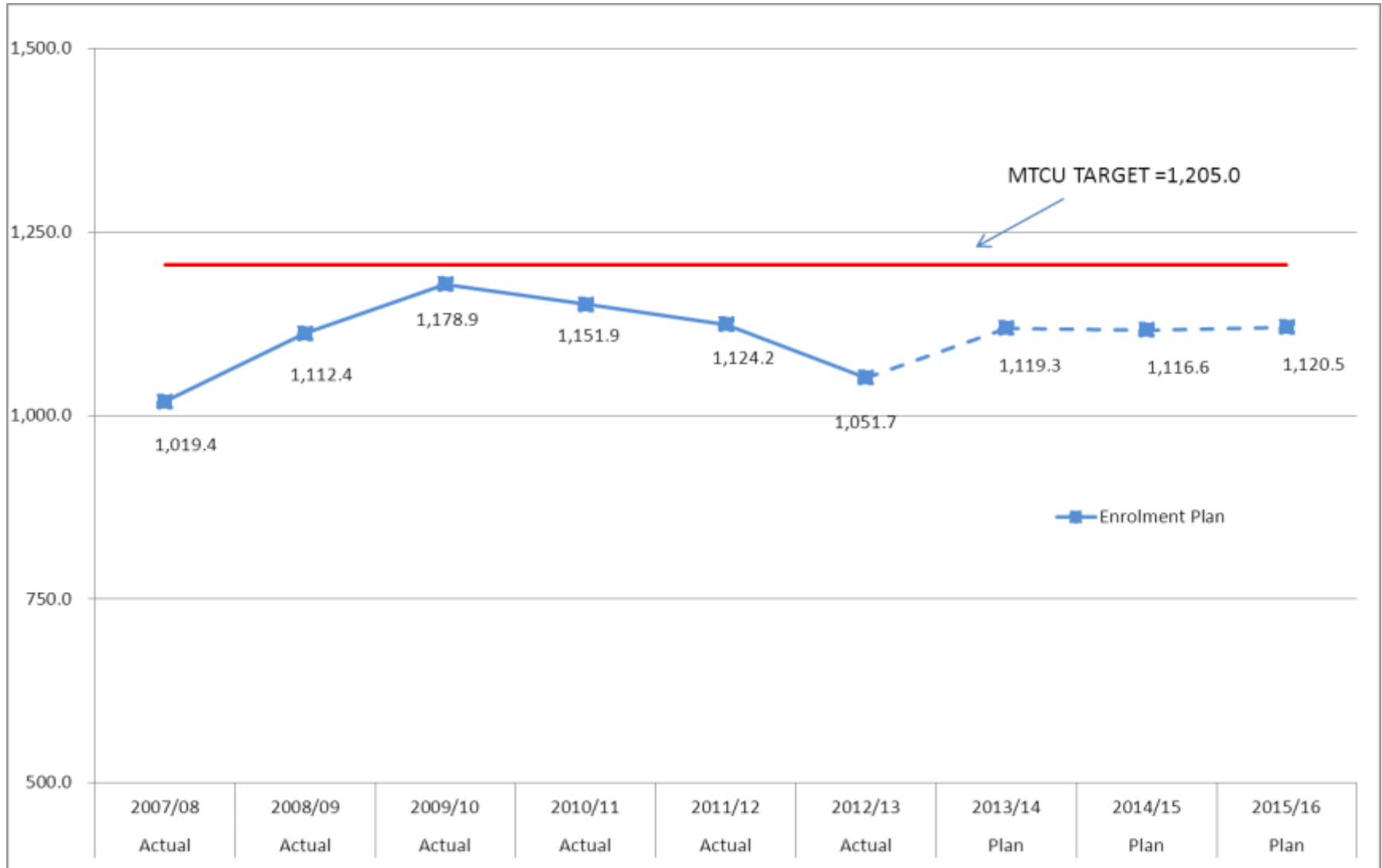


Over-all enrolment plan based on moderate growth tied to international student recruitment plan.

Fall Eligible Masters Enrolment



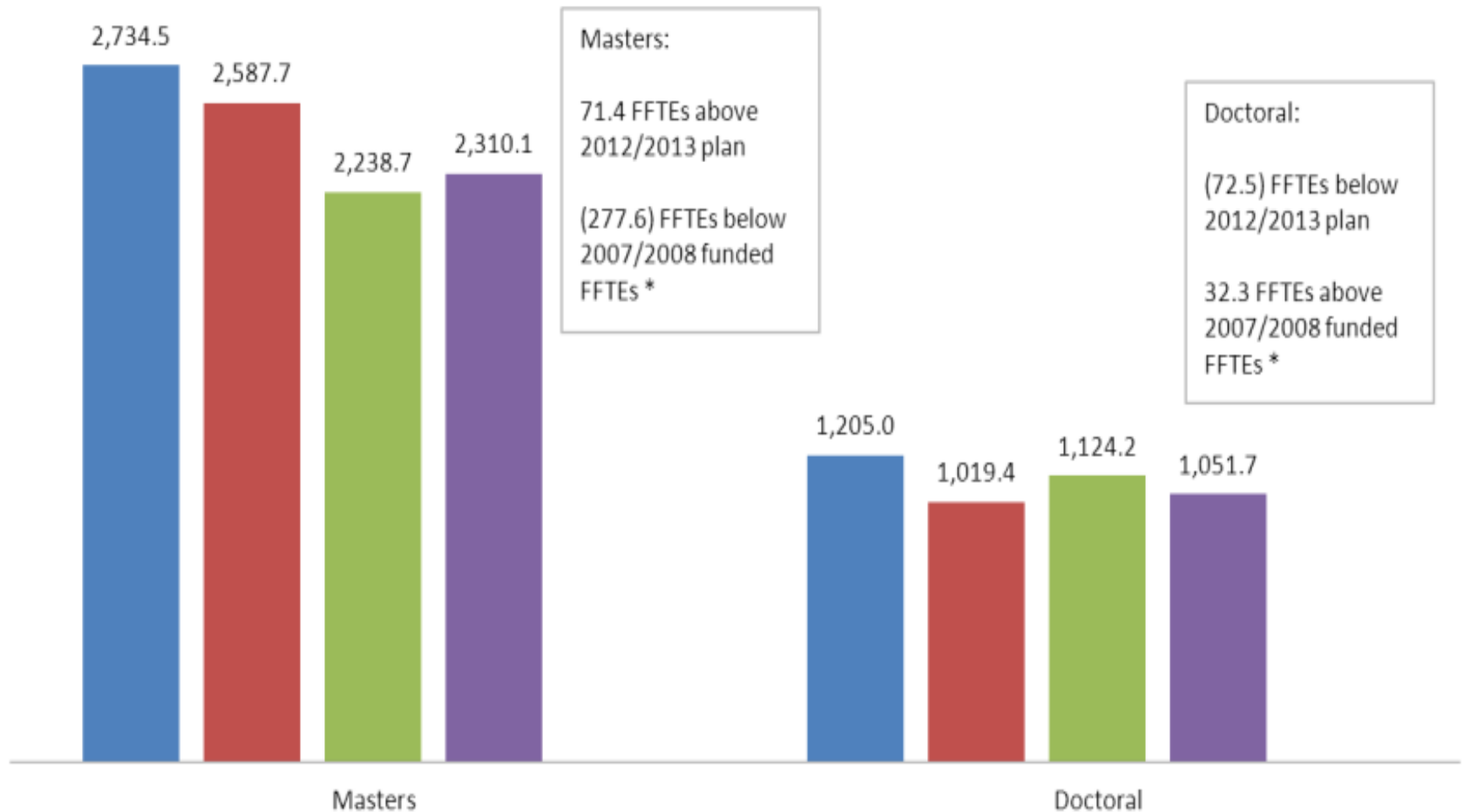
Fall Eligible Doctoral Enrolment



Fall 2012 Eligible Graduate Enrolment Actual vs Plan

Fall 2012 Eligible Graduate FFTEs

■ MTCU Target ■ 2007/2008 Funded FFTEs ■ Target ■ Actual



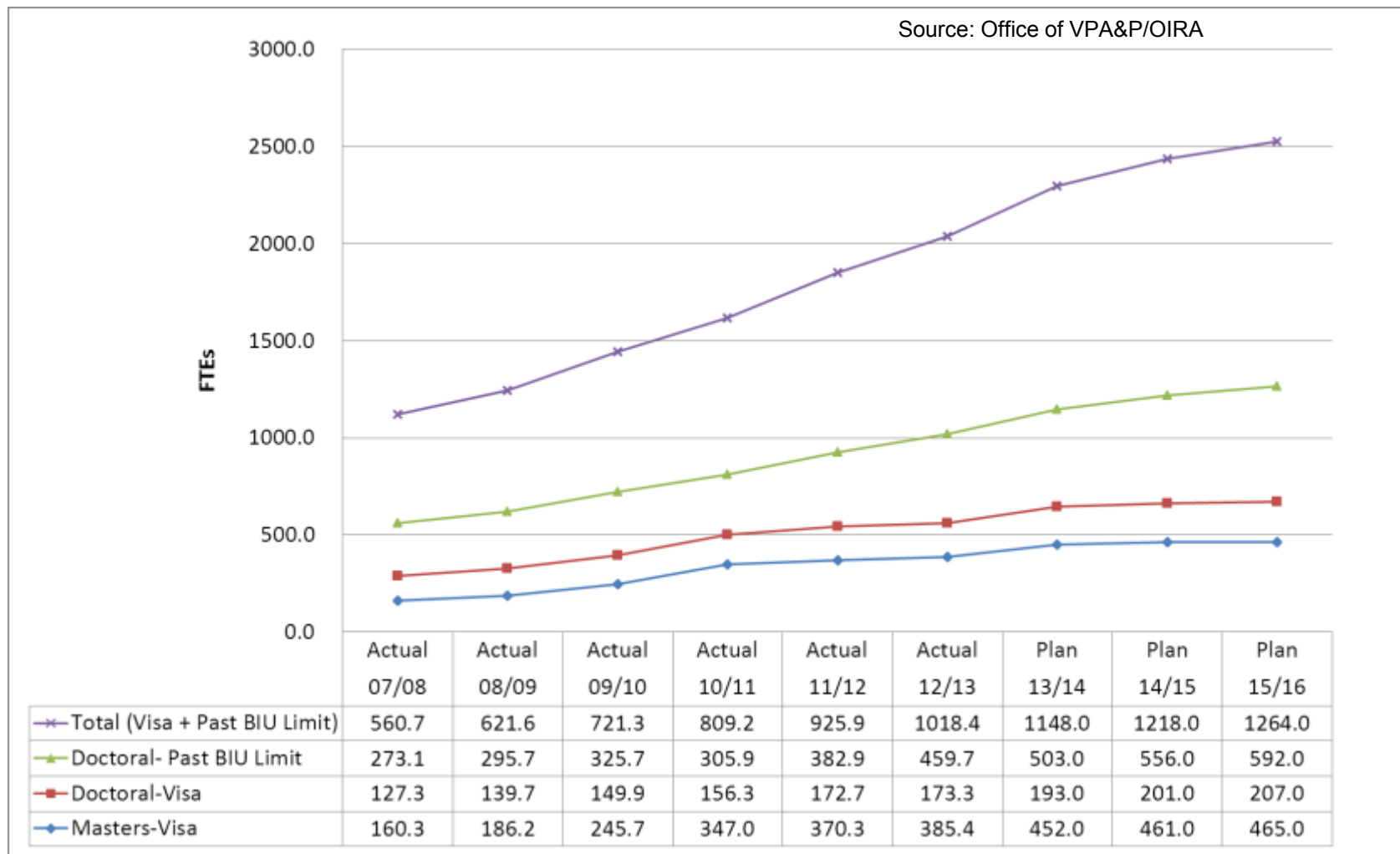
Challenges

- Uncertainty regarding future directions from MTCU in regards to:
 - Rebasing graduate education
 - Altering funding formulae to more strongly align with government objectives
 - Continuing interest in differentiation and collaboration
 - Unknown focus of \$30 million Transformation Fund
e.g., eLearning is a possibility
- Intensifying public scrutiny of the value of higher education and increasing accountability
- Reputational issues

Challenges

- Enrolment
 - Increasing competition for students from colleges and universities
 - Lack of improvement in retention issues in the case of undergraduate (see Appendix)
 - Decline in 1st choice applications
- Preliminary analysis of student survey of 2013/14 applicants highlight the following major factors in students' decision not to choose York:
 - Academic reputation (cited by 30%)
 - Program considerations (24%)
 - Location (20%)
 - Student experience – social (9%)
 - Student experience – academic (8%)
- Major reasons students cite for their first choice include quality of teaching, relevance of degree for career/profession, and program reputation

Challenges: Increase in Unfunded FTEs: Graduate VISA and PhD Past BIU Limit



- In 2012/13, York had 653 unfunded PhD FTEs – 460 past BIU limit and 173 Visa.
- 33.4% of all doctoral students are registered in years 5, 6 & 7.

Challenges

- Financial
 - Financial downturn in 2008 with substantial impact on endowment, pension and gift giving revenue
 - MTCU budget efficiency measures
 - New tuition fee framework of 3% overall reflected in updated budget
 - Revenue continues to fall behind expenditures
 - Implications for York – further budget cuts – **projected cumulative budget cut between 2006/07 and 2015/16 is \$483.2 million**
 - Faculties now at an approximate \$25m in-year deficit – unsustainable without counter measures

Budget Presentation

3. Budget (VPFA)

Budget Context for Academic Planning - Outline

- Review of budget allocations – 2006/07 through 2015/16
- Review of emerging changes to budget plan assumptions
- Identify impact of assumption changes to the June 2012 Budget Plan
- Summarize emerging June 2013 Budget Plan Update

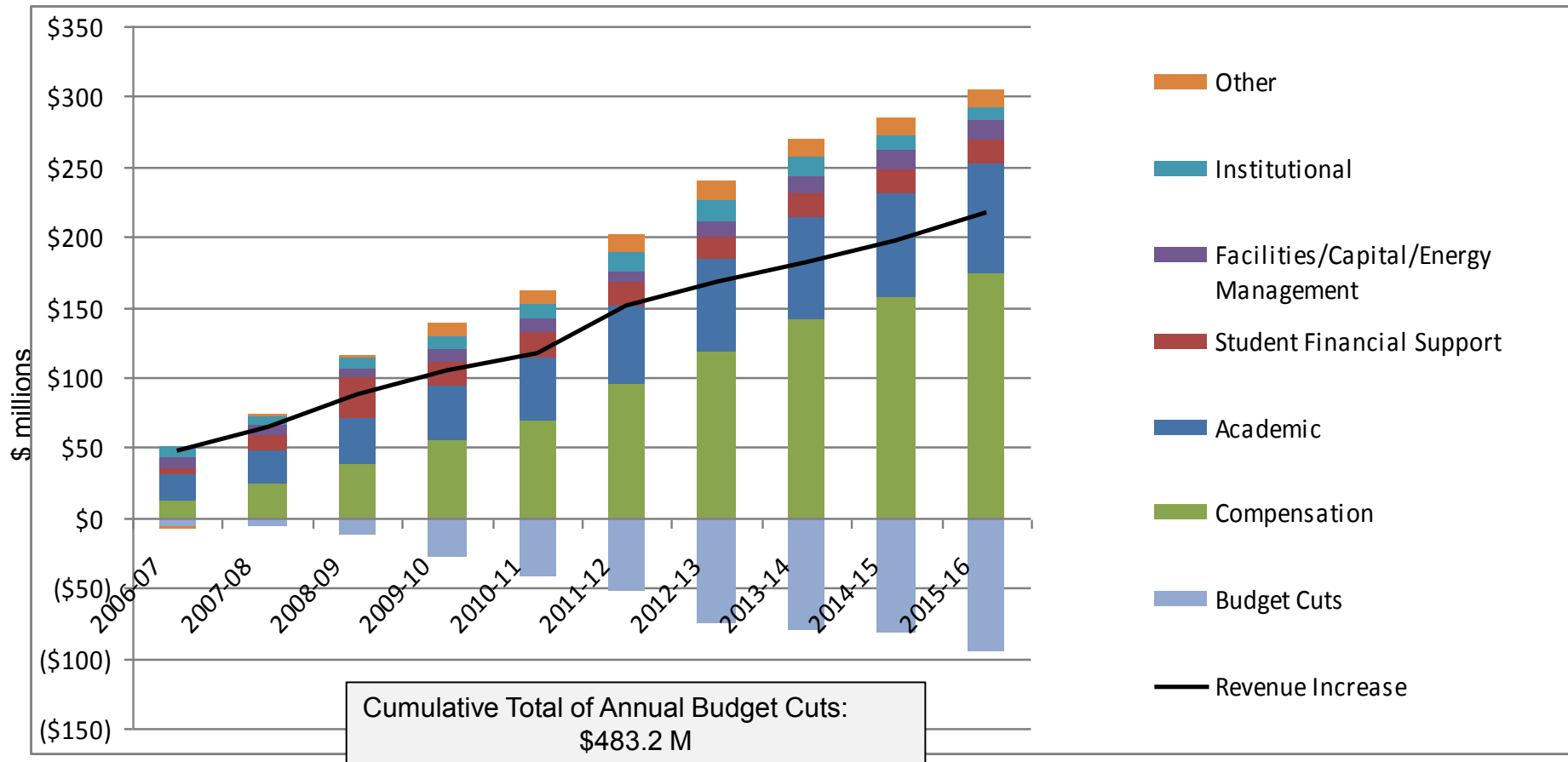
• Note: Key Dates for Budget Plan update process:

- | | |
|---------------------------|---------|
| • Senate APPRC | May 16 |
| • Senate | May 23 |
| • Board Finance and Audit | May 27 |
| • Board of Governors | June 24 |
| • Senate | June 27 |

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

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

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



Budget Plan 2012-2016 (Approved June 2012)

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

Budget Cut

3.25%

3.50%

3.50%

3.50%

Endowment Performance

Endowment Performance		
	<u>2012 Calendar Year</u>	<u>2012-13 Fiscal Year</u>
Total Fund	12.51%	14.63%
Policy Benchmark (50% Hedged)	<u>11.37%</u>	<u>12.32%</u>
Value Added	<u>1.14%</u>	<u>2.31%</u>

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

Endowment Fund Balance:

\$372 M - April 30/13

\$332 M - April 30/12

Pension Fund Performance

Pension Fund Performance Calendar year 2012	
Total Fund	11.9%
Fund Text Requirement	6.0% real

Pension Fund Balance:
\$1,512 M - Dec 31/12
\$1,338 M - Dec 31/11

Pension Valuation – Going Concern and Solvency Deficits

	(\$ millions)		
	<u>Going Concern Deficiency</u>	<u>Solvency Deficiency</u>	<u>Status</u>
2007	\$44.1	\$27.8	Filed in 2008
2008	\$265.6	\$281.4	Not filed
2009	\$228.4	\$192.7	Not filed
2010	\$217.2	\$198.8	Filed in 2011
2011	\$283.0	\$387.0	Not filed
2012	\$219.5	\$354.0	* Preliminary numbers

*Valuation assumptions still being finalized.

Operating budget has incorporated special pension payments as follows:

- \$ 5M in 2010/11
- Increasing to \$15M in 2011/12
- Increasing to \$25M in 2012/13
- Increasing to \$34M in 2013/14

Note: These special payment amounts are in addition to regular annual pension contributions of about \$40M.

Emerging Budget Outlook - Summary

- Revenue outlook is significantly worse than June 2012 Plan:
 - Reduced operating grants from MTCU efficiency targets - \$2.8M / \$5.5M
 - Reduced interest income - \$1 to \$3M (lower projected cash balances)
 - Reduced revenue from fee increases - \$4 to \$16M (2013 gov't announcement on fees provides 3% increases vs. 4.5% assumed in June 2012 plan)
 - Further revenue constraints from emerging enrolment weakness
 - Domestic enrolment plan reduced through planning period
 - Further international growth can only partially offset domestic drop
- Cost changes to from the June 2012 Plan include:
 - Benefit cost escalation - \$2 to \$3M
 - Science/Engineering budget rebasing - \$2.5M
 - Some offset to cost pressures by reducing projected compensation escalation and lower projected energy costs (due to success of energy mgt program and lower gas prices)

REVENUE Changes – from June 2012 Plan

	<u>\$ million</u>	<u>2013-14</u>	<u>2014-15</u>	<u>2015-16</u>	<u>2016-17</u>
Enrolment Growth					
Domestic					
<i>Reductions from June 2012: 400 to 700 FTEs)</i>		(5.00)	(7.00)	(6.00)	(4.00)
International					
<i>June 2012 Plan growth: (+250 FTEs in 2013/14 onwards)</i>		In Plan	In Plan	In Plan	4.00
<i>Additional growth: (+100 FTEs in 2013/14 onwards)</i>		1.50	1.50	1.50	1.50
Fee Increases					
Domestic - U/G		(3.70)	(7.70)	(11.70)	(3.70)
International - Regular fee Increase		In Plan	In Plan	In Plan	2.50
- Municipal tax recovery increase		0.26	0.28	0.30	0.32
- "Head tax" recovery increase		0.90	1.80	2.70	3.60
		<u>(2.54)</u>	<u>(5.62)</u>	<u>(8.70)</u>	<u>2.72</u>
Government Grant Adjustments					
Policy Levers		(2.80)	(5.50)	(5.50)	(5.50)
International Enrolment Taxes		(1.16)	(2.08)	(3.00)	(3.92)
		<u>(3.96)</u>	<u>(7.58)</u>	<u>(8.50)</u>	<u>(9.42)</u>
Other					
Interest Income		<u>(1.00)</u>	<u>(2.00)</u>	<u>(3.00)</u>	<u>(3.00)</u>
		<u>(1.00)</u>	<u>(2.00)</u>	<u>(3.00)</u>	<u>(3.00)</u>
Total Revenue Change - increase/(decrease)		<u>(11.00)</u>	<u>(20.70)</u>	<u>(24.70)</u>	<u>(8.20)</u>

EXPENSE Changes – from June 2012 Plan

<u>\$ million</u>	<u>2013-14</u>	<u>2014-15</u>	<u>2015-16</u>	<u>2016-17</u>
<u>Academic Investments</u>				
VPA/P - domestic growth impact (60% share)	(3.00)	(4.20)	(3.60)	(2.40)
VPA/P - International Fee/growth increase share (72% share)	1.08	1.08	1.08	5.76
Tuition-set-aside - Student support	In Plan	In Plan	In Plan	0.80
Faculty of Science/Engineering- Budget Rebasing	2.50	2.50	2.50	2.50
	0.58	(0.62)	(0.02)	6.66
<u>Compensation/Benefit</u>				
Compensation	In plan	(2.00)	(5.00)	10.00
Employee Benefit Cost Inflation	3.00	2.00	-	-
Pension Special Payments	In Plan	In Plan	In Plan	In Plan
	3.00	-	(5.00)	10.00
<u>Strategic Investments</u>				
Marketing Campaign	-	0.50	0.50	0.50
Restructuring Fund	3.00			
Copyright Office	0.35	0.35	0.35	0.35
Energy - energy mgt prgm/reduced cost	(1.80)	(1.80)	(1.80)	(1.80)
	1.55	(0.95)	(0.95)	(0.95)
Total Expenditure Change - increase/(decrease)	5.13	(1.57)	(5.97)	15.71

Budget Plan 2013-2017 – Assuming ATB Cuts (to balance)

(in \$millions)

	<u>2013-14</u>	<u>2014-15</u>	<u>2015-16</u>	<u>2016-17</u>
Annual Surplus/(Deficit) - June 2012 Plan	(7.8)	(6.2)	7.3	7.3
Revenue Changes (June 2013)	(11.0)	(20.7)	(24.7)	(8.2)
Expenditure Changes (June 2013)	5.1	(1.6)	(6.0)	15.7
Revised Annual Surplus/(Deficit) - before cut adjustments	(23.9)	(25.3)	(11.4)	(16.6)
<u>Budget Cuts:</u>				
2013-14 increase by 3%	12.6	12.6	12.6	12.6
2014-15 increase by 2%		8.4	8.4	8.4
2015-16 increase by 0.5%			2.1	2.1
2016-17 No Cut				-
Total Adjustment to Budget Cuts	12.6	21.0	23.1	23.1
Annual Surplus/(Deficit) - June 2013 Plan	(11.3)	(4.3)	11.7	6.5
Prior Year Carryforward	3.4	(7.9)	(12.2)	(0.5)
Revised Cumulative Surplus (Deficit)	<u>(7.9)</u>	<u>(12.2)</u>	<u>(0.5)</u>	<u>6.0</u>
Budget Cuts	6.50%	5.50%	4.00%	0.00%

EXPENSE Changes – additional targeted cuts

- Rather than responding to the deterioration in our financial outlook through increases to the 3.5% budget cuts already incorporated into the June 2012 Plan, an alternative plan update is being proposed.
- This proposed budget plan update identifies a number of specific targeted cuts to certain administrative/central budget provisions, in order to assist in balancing the budget over the next four years.
- These targeted cuts have potentially adverse consequences – and are not sustainable indefinitely. Since they cannot be continued indefinitely, they are not base cuts – and therefore the underlying structural budget issues remain.
- The targeted cuts outlined below provide a temporary 4-year window to address the serious budget issues facing the University.

<u>Targeted Expense Reductions</u>	<u>2013-14</u>	<u>2014-15</u>	<u>2015-16</u>	<u>2016-17</u>
Defer Other Post Employ't Benefit Contributions	7.00	7.00	7.00	7.00
Defer Additional Sinking Fund Contributions	6.00	6.00	6.00	6.00
Reduce Building Maintenance Funding (4 years)	2.00	2.00	2.00	2.00
Reduce Energy Management program base funding	1.00	1.00	1.00	1.00
Reduce Insurance funding provision	0.50	0.50	0.50	0.50
	<u>16.50</u>	<u>16.50</u>	<u>16.50</u>	<u>16.50</u>

Budget Plan 2013-2017 – (applying targeted expense reductions)

	<u>2013-14</u>	<u>2014-15</u>	<u>2015-16</u>	<u>2016-17</u>
Annual Surplus/(Deficit) - June 2012 Plan	(7.8)	(6.2)	7.3	7.3
Revenue Changes (June 2013)	(11.0)	(20.7)	(24.7)	(8.2)
Expenditure Changes (June 2013)	5.1	(1.6)	(6.0)	15.7
Revised Annual Surplus/(Deficit) - before targeted cuts	<u>(23.9)</u>	<u>(25.3)</u>	<u>(11.4)</u>	<u>(16.6)</u>
Additional Targeted Cuts (June 2013)	16.5	16.5	16.5	16.5
<u>Budget Cuts:</u>				
2013-14 maintain 3.5%	-	-	-	-
2014-15 maintain 3.5%		-	-	-
2015-16 maintain 3.5%			-	-
2016-17 Cut of 2%				8.4
Total Adjustment to Budget Cuts	<u>-</u>	<u>-</u>	<u>-</u>	<u>8.4</u>
Annual Surplus/(Deficit) - June 2013 Plan	(7.4)	(8.8)	5.1	8.3
Prior Year Carryforward	3.4	(4.0)	(12.8)	(7.7)
Revised Cumulative Surplus (Deficit)	<u>(4.0)</u>	<u>(12.8)</u>	<u>(7.7)</u>	<u>0.6</u>
Budget Cuts	3.50%	3.50%	3.50%	2.00%

Divisional Budget Summary

Division	Actual 2011/12	Budget 2012/13	Draft Year-End 2012/13 Actuals	Comments
(in \$millions)				
President's Division	1.1	0.9	1.4	Positive to Plan
VP Advancement	1.7	1.3	2.3	Positive to Plan
VP Research	3.0	2.3	3.6	Strong Results in ORU's
VP Finance & Administration	9.0	5.6	10.7	Positive to Plan
VP Academic				
Faculty				
Education	9.3	6.6	8.2	Positive to Plan
Environmental Studies	1.6	1.1	1.2	On Plan
Fine Arts	-4.4	-7.9	-6.5	Positive to Plan
Glendon	-3.7	-4.3	-4.6	Slightly Negative to Plan
Graduate Studies	4.0	4.3	4.4	On Plan
Health	3.7	1.5	3.5	Exceeded Enrolment Targets
Liberal Arts & Professional Studies	-14.7	-23.0	-20.2	Positive to Plan
Libraries	0.8	0.0	0.4	On Plan
Osgoode Hall Law School	-3.0	-1.9	-0.4	PDP Results Positive to Plan
Schulich School of Business	-7.5	-7.6	-10.2	Negative to Plan
Science/ Engineering	-3.5	-8.3	-6.2	Positive to Plan
YUELI	7.6	9.5	9.4	On Plan
VPA&P	16.9	12.6	12.2	On Plan
AVP Students	5.1	2.6	6.2	Positive to Plan
VPA Total	12.1	-14.9	-2.5	Positive to Plan

Moving the Plan Forward (Provost)

Requires that we take full advantage of the Four Year Window to:

- Address the gap between expenditure and revenue
- Enhance opportunities to leverage innovation
- Support strategic investment to advance priorities
- Promote Effective Governance (Priority 6 in the Plan)
 - sophisticated measures for evidence-based decision-making
 - “strategic planning modalities that promote and permit *tough choices*”
 - coordination of undergraduate and graduate planning
 - collegial and transparent decision making

Moving the Plan Forward

Immediate

- Significant curtailment/restrictions of major capital projects, except those with funding “in hand”
- Ensuring that current and future fundraising is planned and focused in conjunction with University plans and priorities
- Finalizing new budget model and developing transition plan including accountability framework

Moving the Plan Forward

2 – 3 years (2013 – 2015)

- Evolve Integrated Resource Planning to align all planning initiatives (academic, complement, budget, enrolment, research, advancement and master plans)
 - supported by new Office of Institutional Planning and Analysis (OIPA combines the existing Integrated Resource Planning Office & Office of Institutional Research and Analysis)
- Continue implementation of PRASE projects and shift to functional leads
- Advance Strategic Enrolment Management with a focus on opportunities that have been identified with *SemWorks* as having most significant impact (see Appendix)

Moving the Plan Forward

3 – 5 years (2013 – 2018)

- Commitment and strict discipline to address Faculty structural deficits
- Commitment to undertake collegial academic and administrative prioritization exercise

Collegial process to collect and review data on programs to identify strengths and weaknesses, and to facilitate transparent and evidence-based decision-making on opportunities for change and new directions.

Will be important to align with PRASE.

Review 2013 - 2014

Respond 2014 – 2017

Evaluate 2017 - 2018

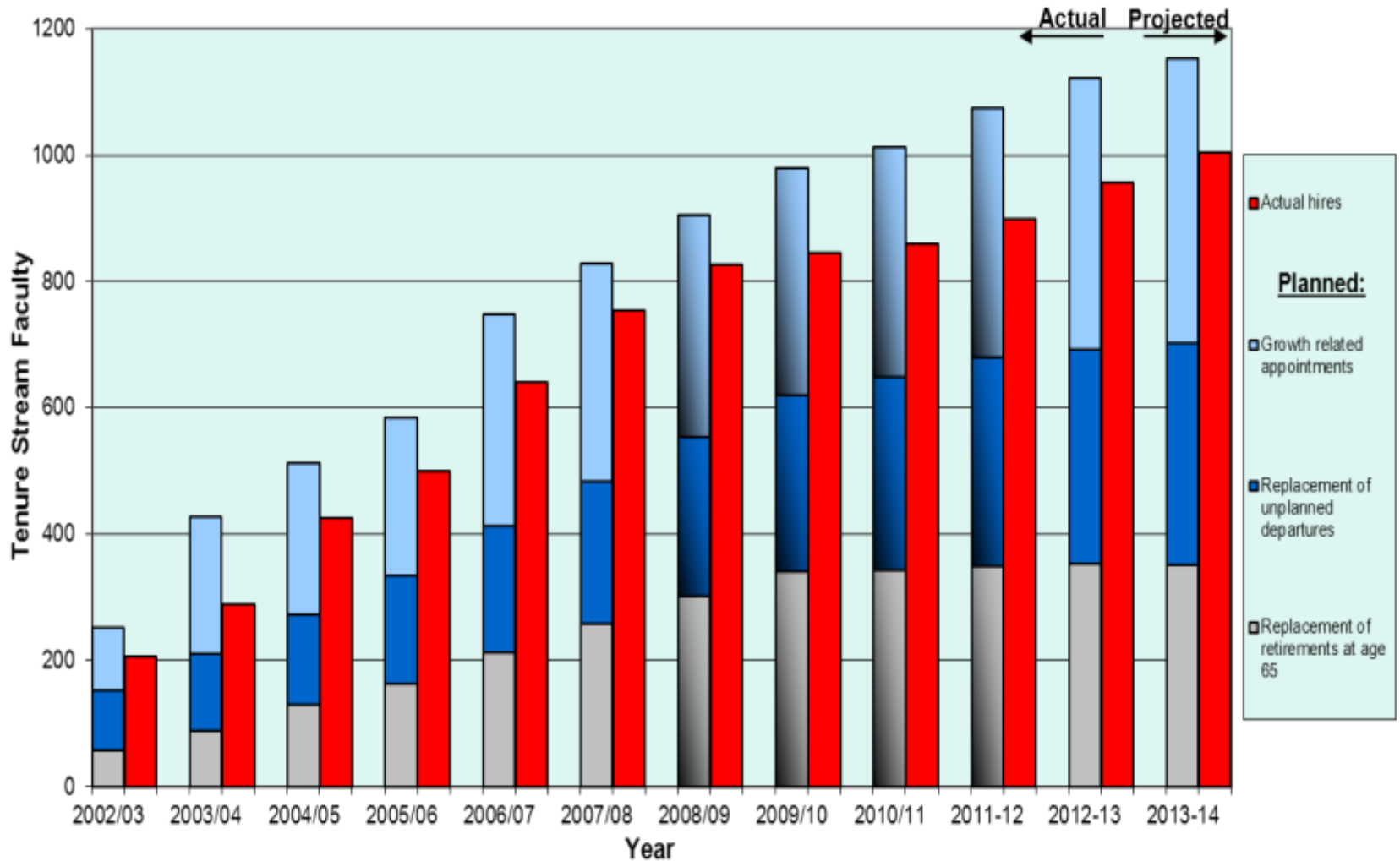
(Consultations will occur over next several months regarding the review process)

Discussion

- Questions, initial thoughts...

Appendix: Other Supporting Documentation

Full-Time Faculty Tenure Stream Complement Hiring Plan Since 2002/03



Faculty Complement: 2013-14 Tenure Stream Appointments Authorized and Made to Date

FACULTY	CENTRALLY FUNDED CARRIED FORWARD FROM 2012-13	CENTRALLY FUNDED TOP-UPS 2013-14	FUNDED FROM OTHER SOURCES 2013-14	TOTAL T.S. AUTHORIZED FOR SEARCH 2013-14	TS APPTS IN PROGRESS 2013-14	TS APPTS FAILED TO DATE 2013-14	TOTAL T.S. APPTS MADE TO DATE 2013-14
LAPS	3	9	9	21	1	2	18
ED	-	.5	-	.5	.5	-	-
FES	-	-	1	1	-	-	1
FA	-	-	1	1	-	-	1
GL	-	1	2	3	1	-	2
HH	-	-	2	2	2	-	-
OSG	-	1	-	1	1	-	-
LASSONDE	1	-	6	7	4	1	2
FSE	-	3.5	1	4.5	2.5	-	2
SSB	-	2	4	6	5	-	1
LIB	-	-	2	2	2	-	-
TOTALS	4	17	28	49	19	3	27

Source: Office of the VPA&P

May 2013

Other 2013-14 Appointments to Date: CLAs, True Visitors, Continuing SRCs

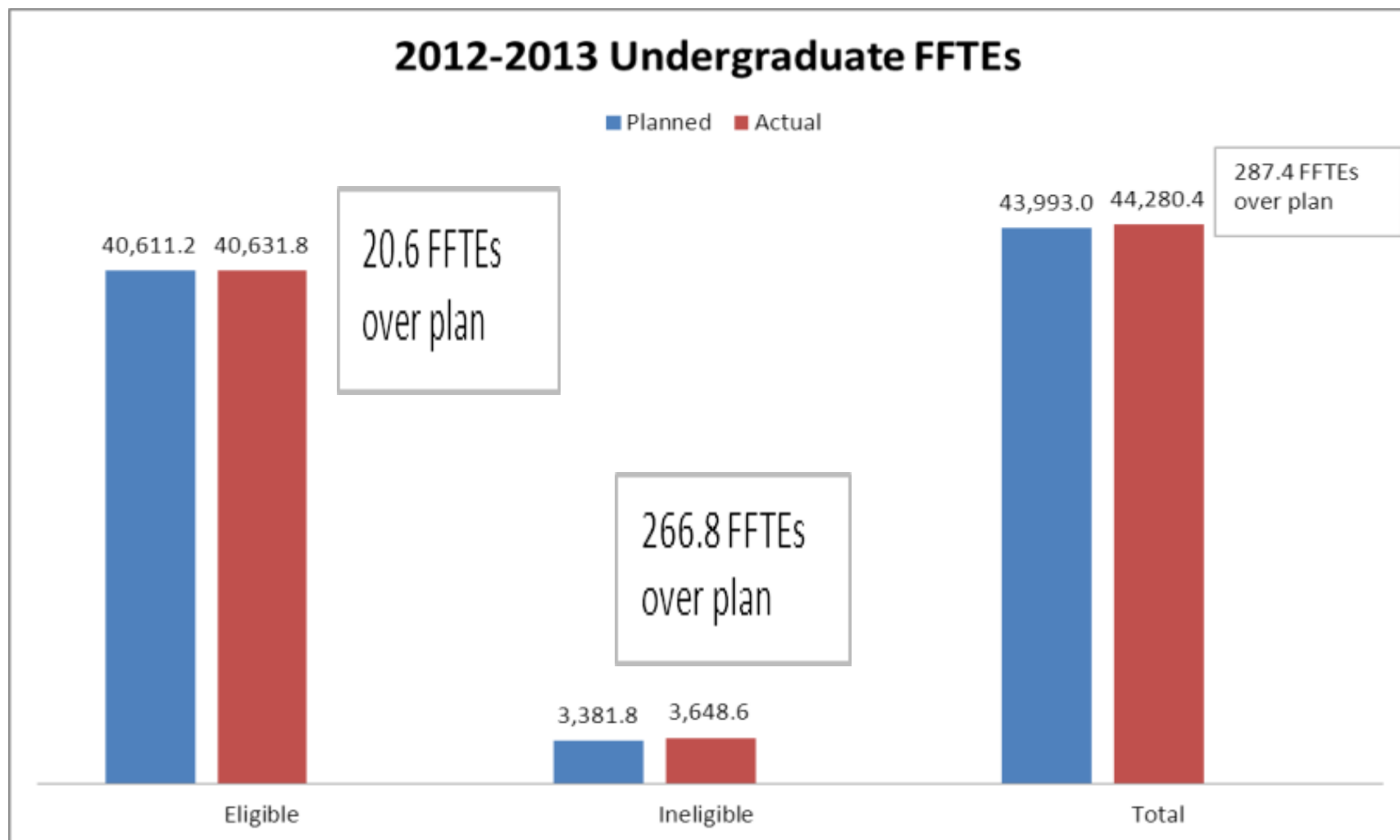
FACULTY	2013-14 CLAs Authorized To Date		2013-14 Continuing SRCs	2013-14 TRUE VISITORS SLOTS (to date)
	RENEW/ CONTINUING	NEW Authorized		
LAPS	46	19	11	6
ED	2	-	0	1
FES	2	-	0	-
FA	1	-	1	-
GL	4	2	3	2
HH	6	2	0	-
OSG	1	-	0	-
FSE	2	1	3	-
SSB	4	-	0	-
LIB	4	3	0	-
TOTAL	72	27	18	9

Future Potential Enrolment Needs in GTA: 2009 - 2025

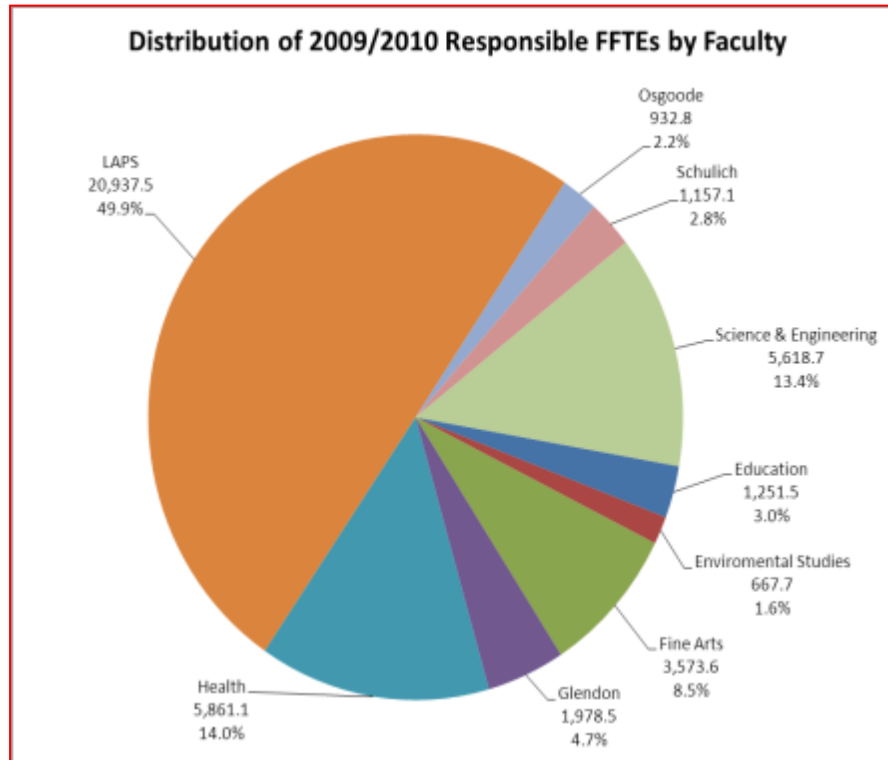
<i>If students' geographic preferences do not change....</i>		<i>If more GTA students want to attend university in the GTA...</i>	
GTA	Rest of Ontario	GTA	Rest of Ontario
30,000 – 51,000	20,000 – 53,000	51,000-74,000	0 – 30,000
(22-37%)	(8-21%)	(37-55%)	(0-12%)

David Trick, Tyndale Presentation, March 19, 2013

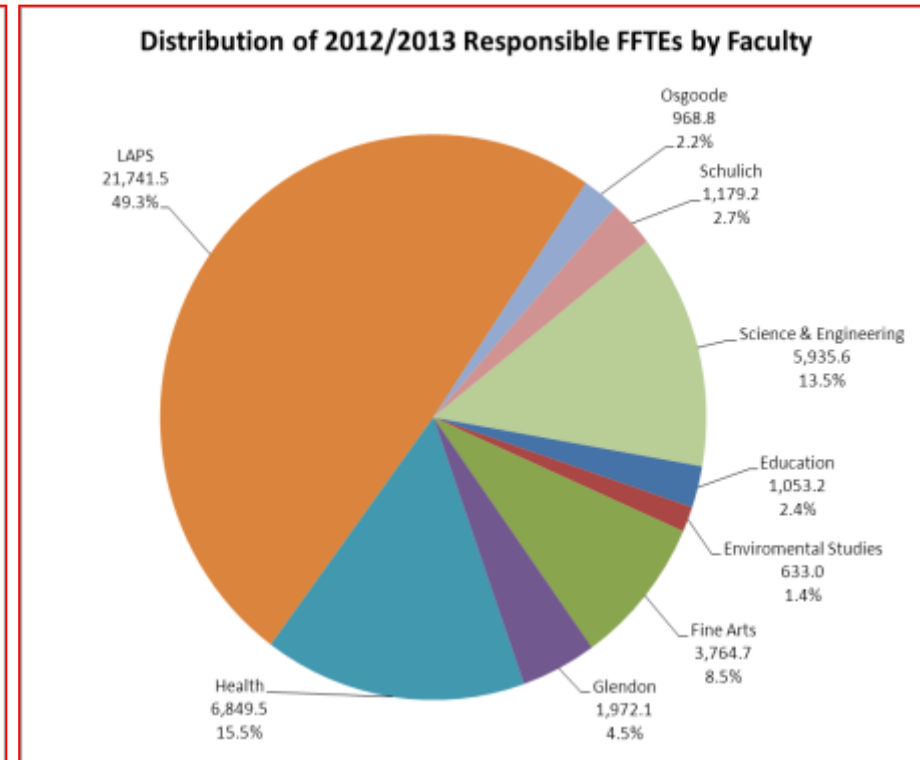
York's Year End Undergraduate Enrolment Actual vs. Plan: 2012/13



Comprehensiveness: Distribution of Undergraduate Responsible FTEs 2009/2010 vs. 2012/2013



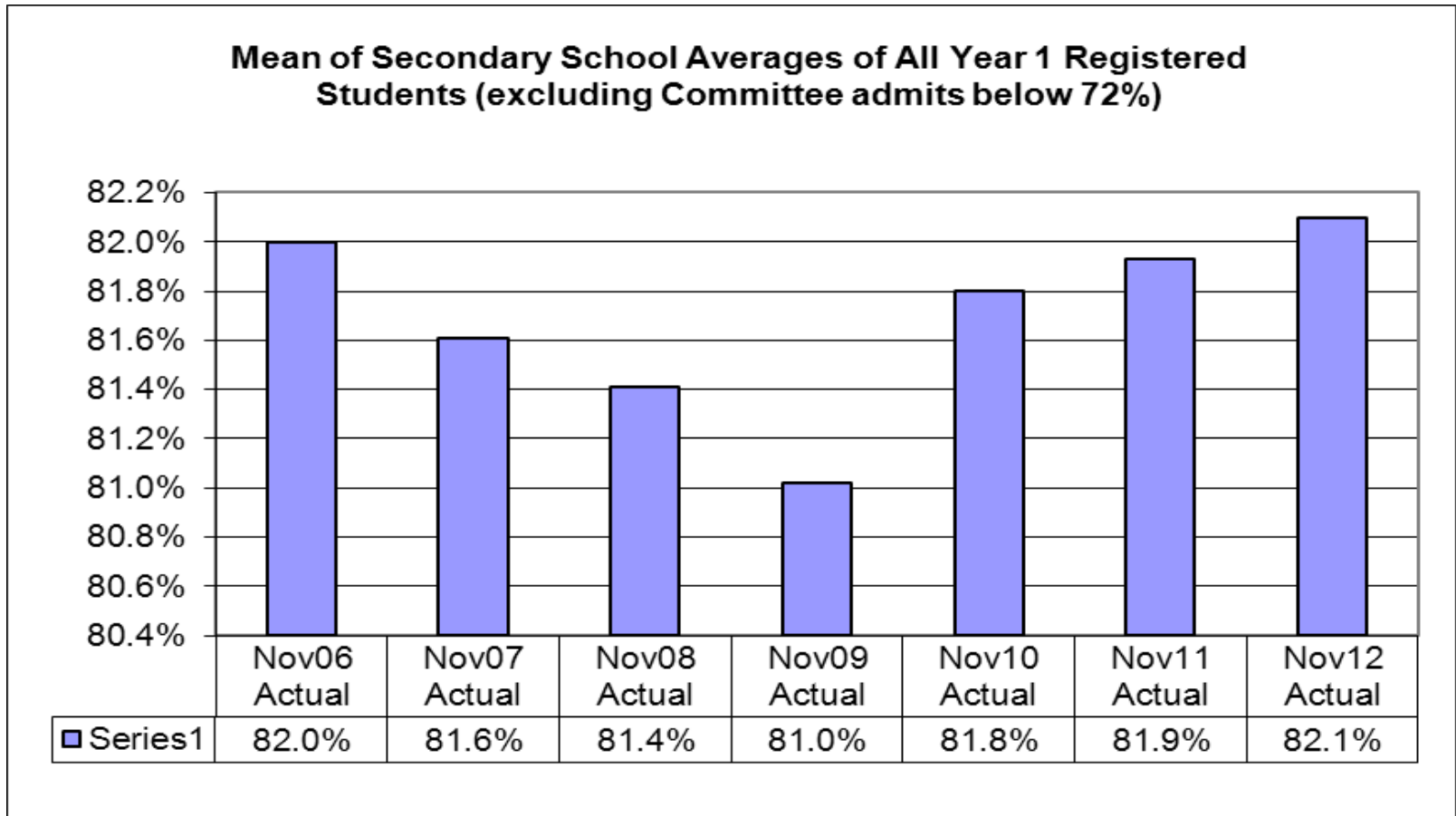
Total FTEs ~ 41,663



Total FTEs ~ 43,844

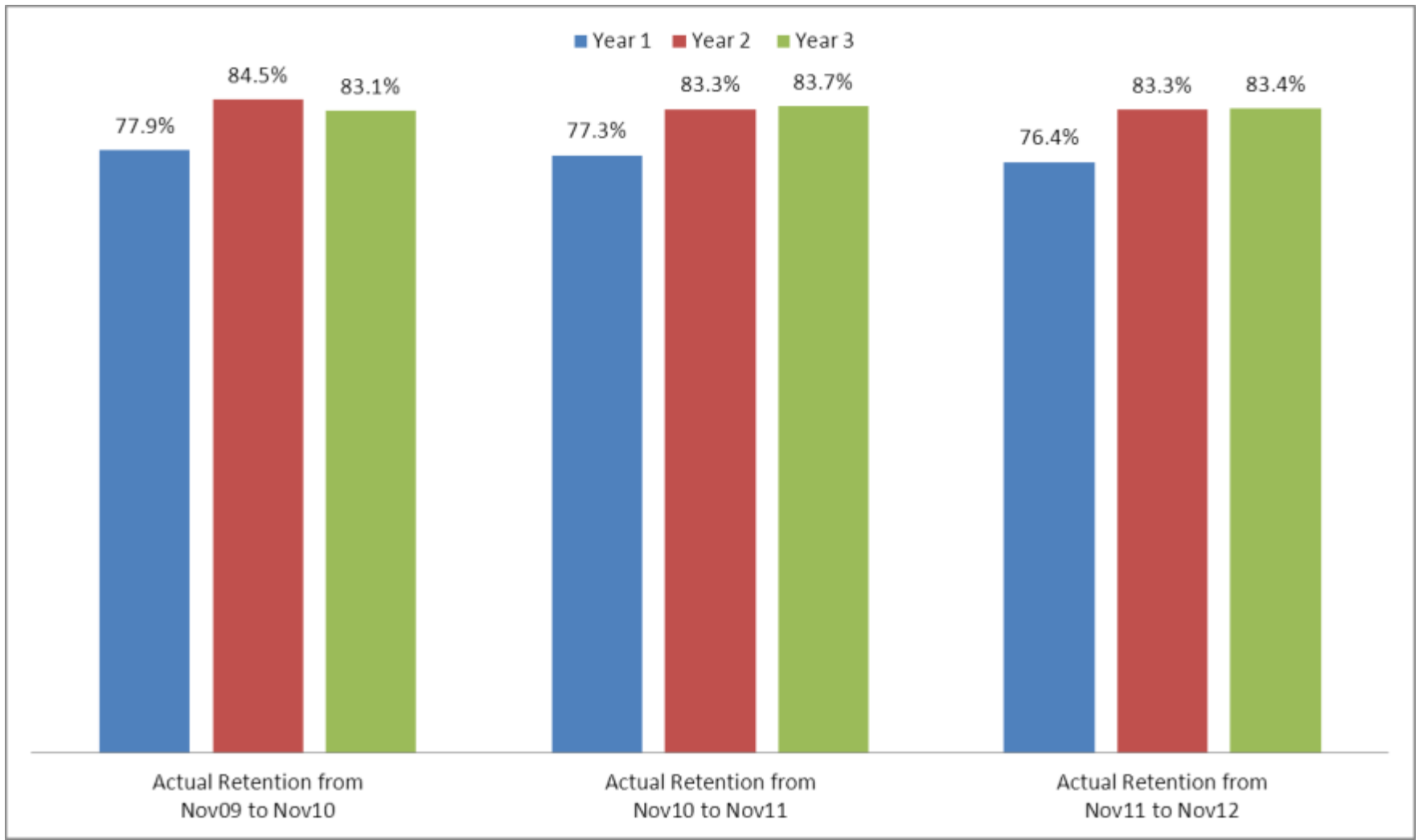
Comprehensive benchmark: Significant growth in target areas as well as traditional areas of strength has occurred over last few years with most significant proportionate shift in health.

Institutional GPA of Entering Students 2006/07 to 2012/13: Mean Averages



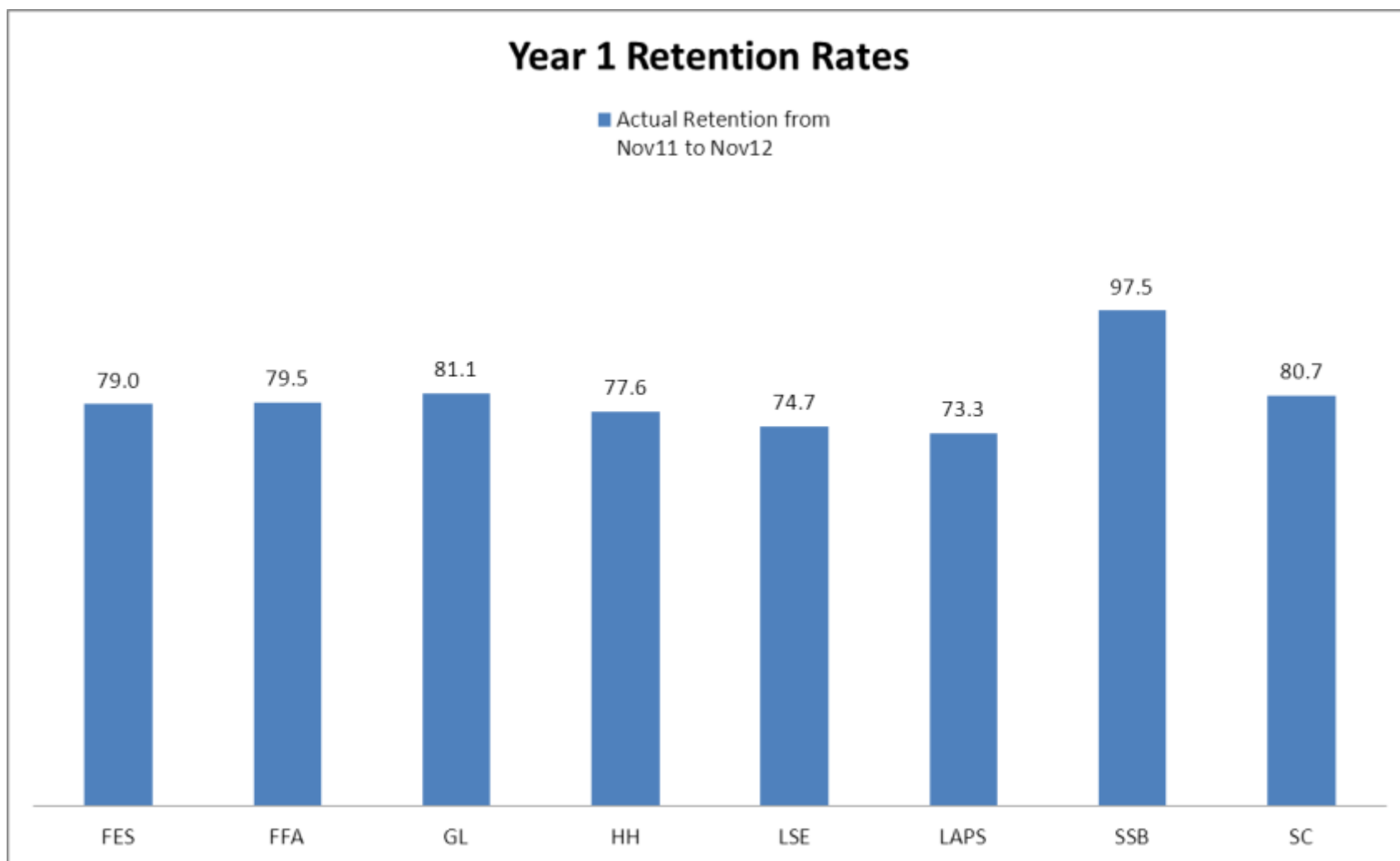
Modest improvements in overall entering GPA over time

Institutional Undergraduate Student Retention (Eligible and International Students)



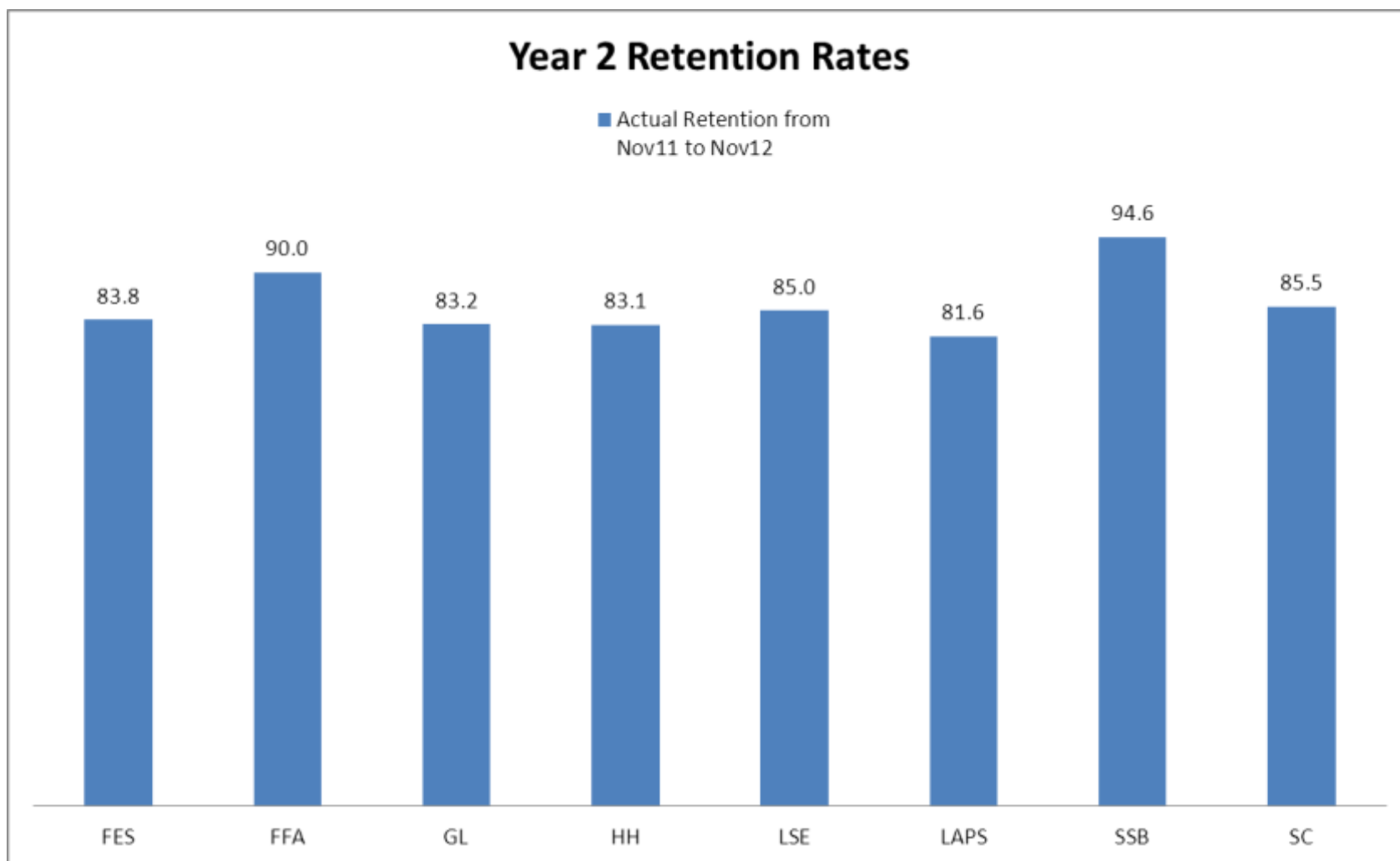
Note: See Faculty data in Appendix

Faculty-level Undergraduate Student Retention Year 1 (Nov 2011 to Nov 2012)



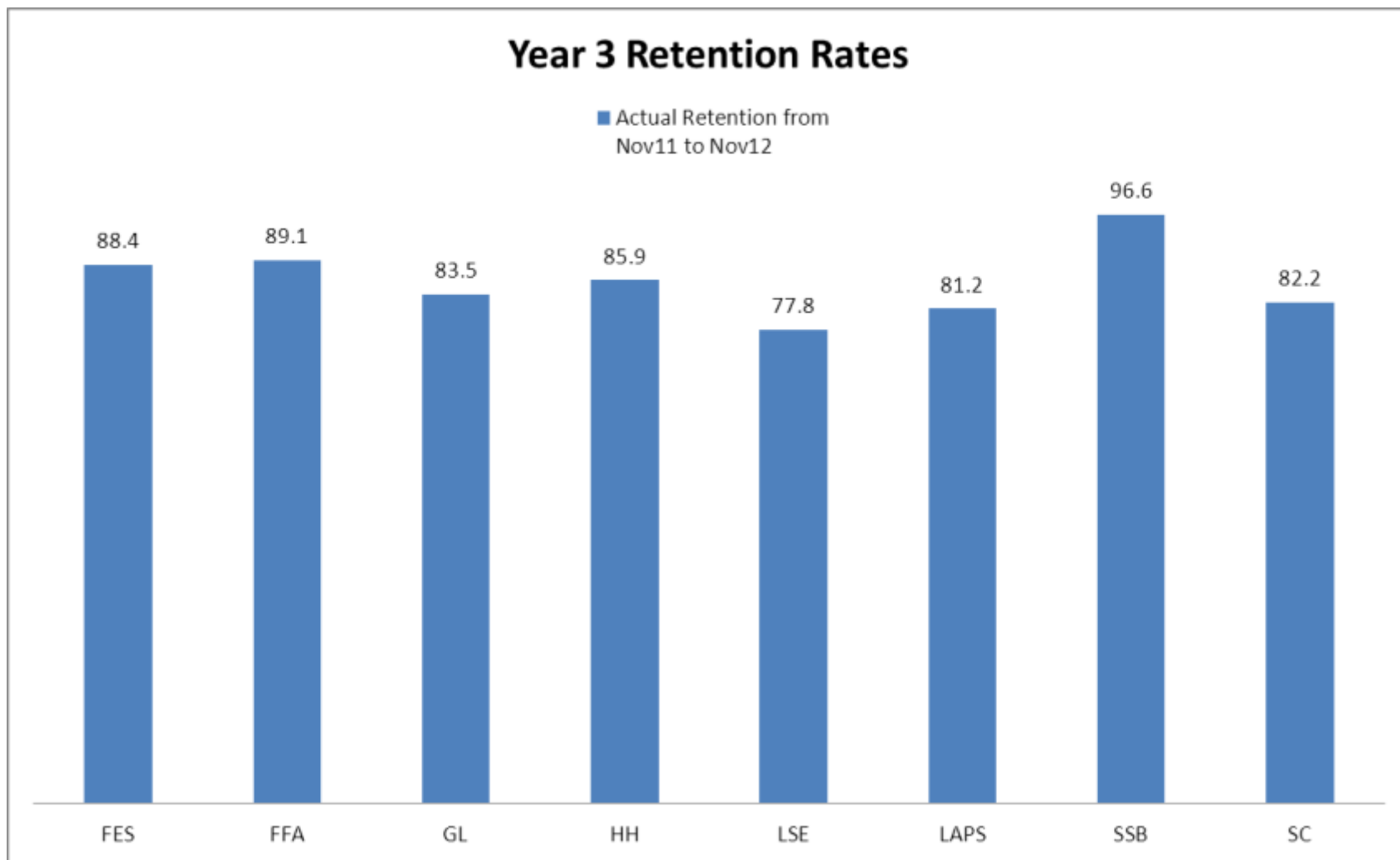
Above data includes both Eligible and International Students

Faculty-level Undergraduate Student Retention Year 2 (Nov 2011 to Nov 2012)



Above data includes both Eligible and International Students

Faculty-level Undergraduate Student Retention Year 3 (Nov 2011 to Nov 2012)

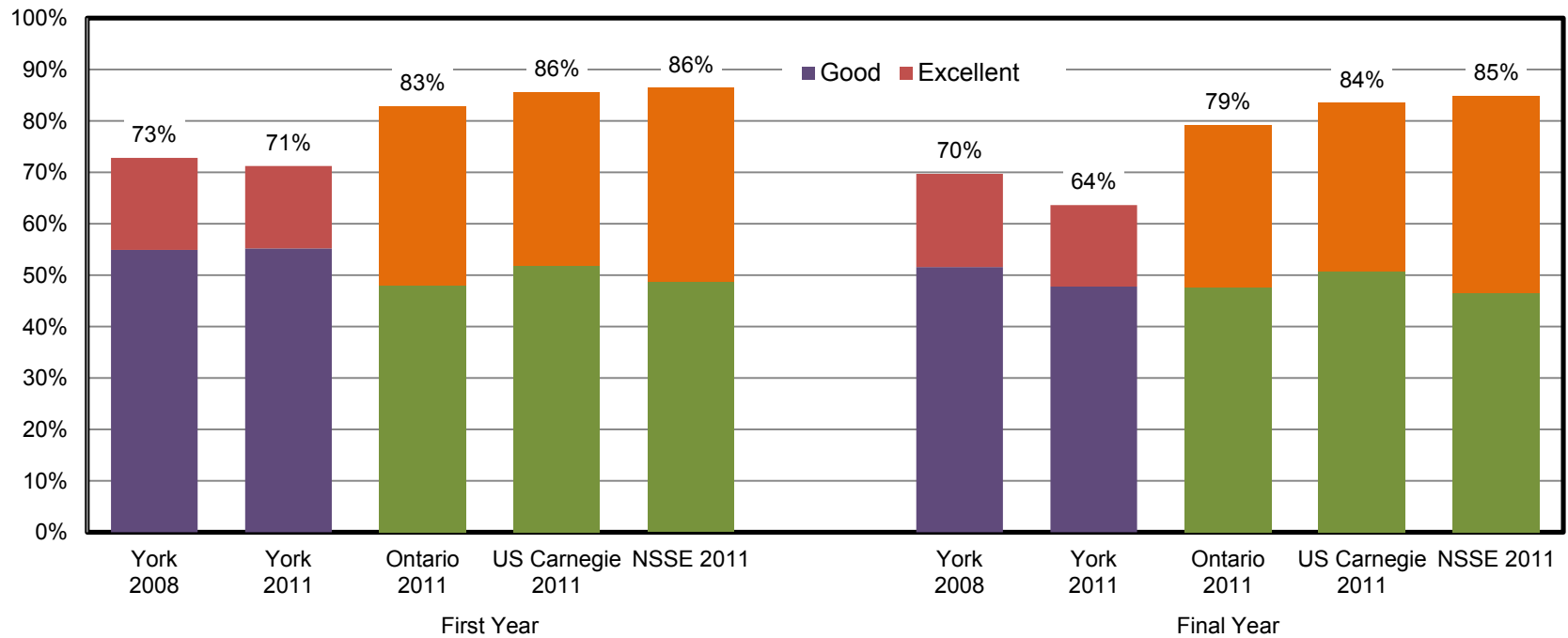


Above data includes both Eligible and International Students

NSSE Overall Evaluation 2008-2011

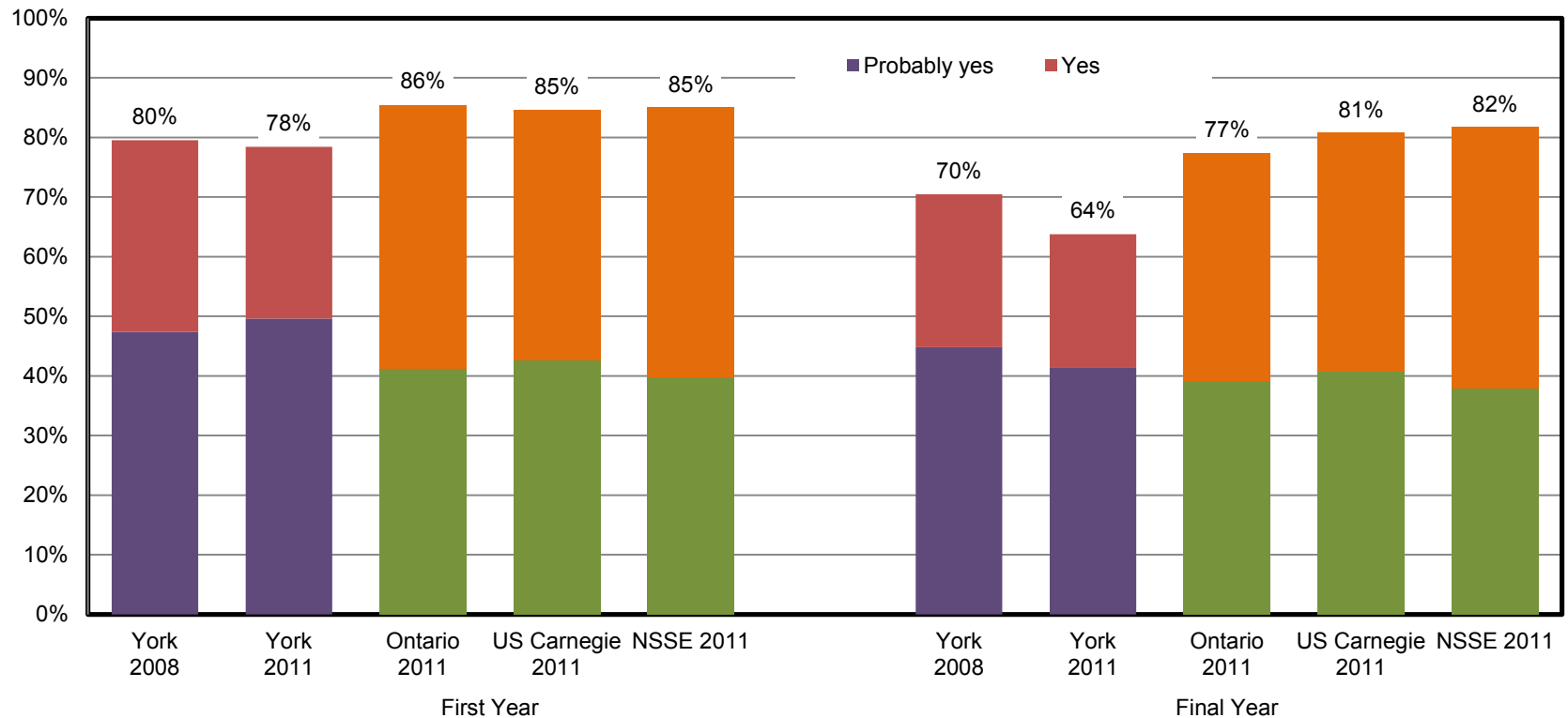
Q13 How would you evaluate your entire education experience at this institution?

(Respondents who answered "Good" or "Excellent")



NSSE Would You Attend Same University? 2008-2011

Q14 If you could start over again, would you go to the SAME INSTITUTION you are now attending?
 (Respondents who answered "Probably Yes" or "Yes")

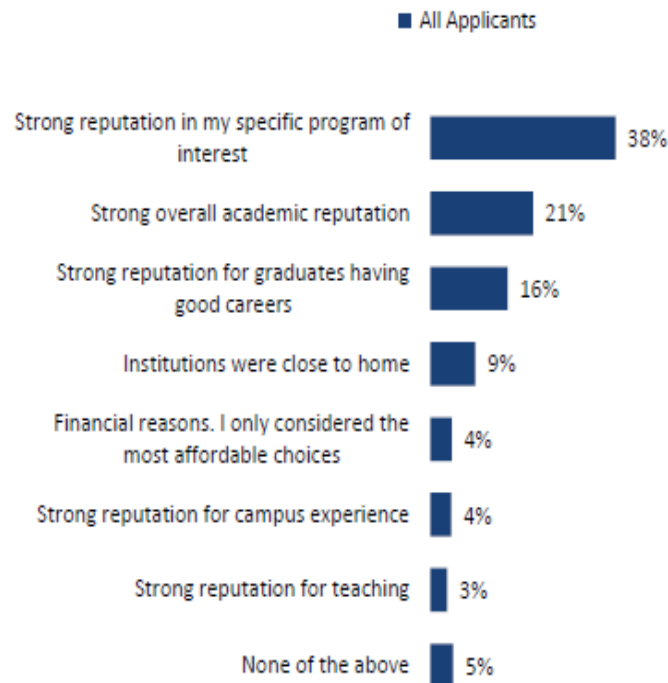


SEM Leadership Retreat (May 2013) prioritized following opportunities that build on existing efforts most likely to have significant impact:

- Institutional positioning (what is our promise? program distinctiveness?)
- Integrated approach to recruitment and retention involving institutional planning (Office of Provost with faculties), coordination and management (Vice Provost Students), implementation of strategic initiatives (faculties) and analysis (OIPA) with a focus on:
 - recruitment strategy that will diversify student population (and recover 105) – customer relationship management (reduce 4/5 current systems to a single communications strategy through the student’s life cycle)
 - institutional retention strategy sharing best practices (i.e., including early alert and intervention in every Faculty)
 - student advising – i.e., Front load advising (YU Start, colleges, PRASE) combined with enhanced academic advising in faculties
 - application of strategic enrolment intelligence (mining of data, market analyses)
 - enhanced scholarship/award packages including review of renewals (report due September 2013)
- Enhanced experiential and online learning opportunities not already saturated in market (Teaching and Learning portfolio)
- New professional graduate programs
- Simplified curriculum

What matters to students...

Single Most Important Consideration for Choosing an Institution

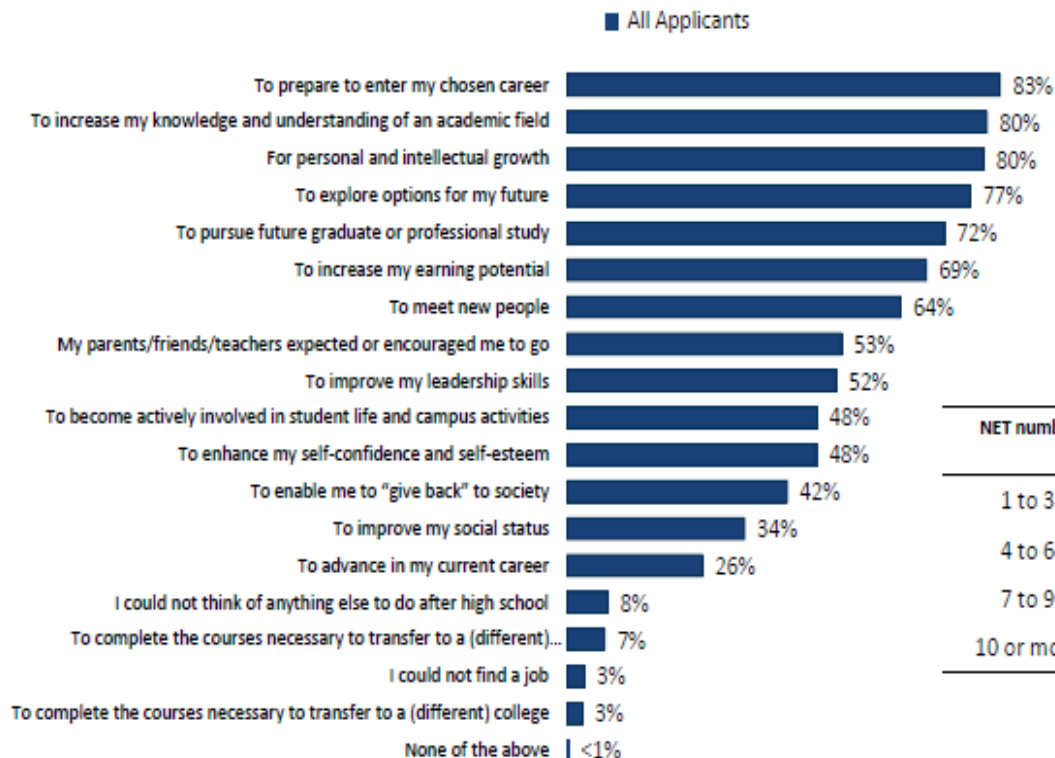


❖ Reputational factors are primary in the selection of an institution. Supported by Strategic Counsel surveys done in 2010 & 2012.

❖ Other factors include availability of programs, experiential education opportunities, location, quality of teaching and campus.

Primary reasons for applying to PSE are career-related

Main Reasons for Applying to Post-Secondary Education

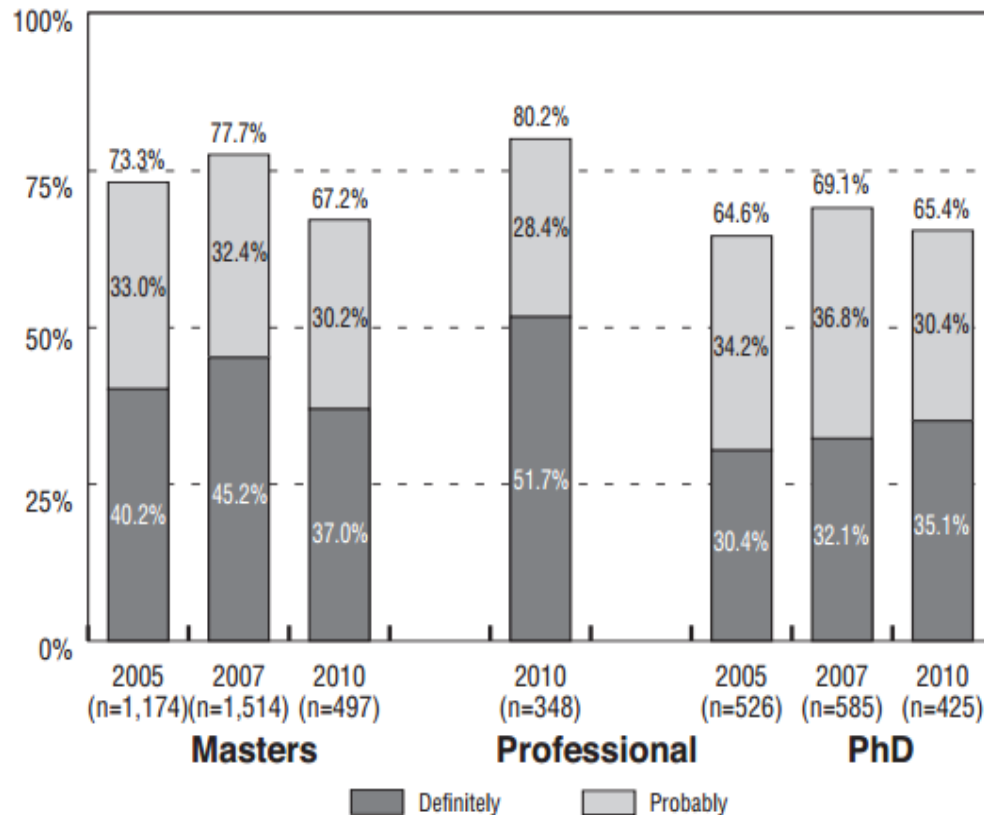


❖ Career preparation is the primary reason for seeking a PSE.

NET number of reasons chosen for applying to PSE	
1 to 3 reasons	7%
4 to 6 reasons	19%
7 to 9 reasons	33%
10 or more reasons	40%

Canadian Graduate & Professional Student Survey: York University grads say...

University Totals



❖ About 70% of research based masters and over 80% of professional based masters would recommend their program to others.

❖ In total, over 65 per cent of doctoral students would recommend their program to others, down from 2007.

Current Initiatives aimed at Student Success

Strategic Enrolment Planning	Targeted Recruitment	Evidence-Based Retention Strategies	Teaching & Learning Innovation
<ul style="list-style-type: none"> • SEM Leadership Strategy 2013-14 • Data 'warehouse' project • Summer @ York • PRASE initiatives: <ul style="list-style-type: none"> - academic advising dashboard - live academic calendar - on-line enrolment project • Scholarship program under review 	<ul style="list-style-type: none"> • Spring Gala • Student ambassadors • International students: airport pick-up program • Enhanced graduate scholarships 	<ul style="list-style-type: none"> • Pan-University 1st Year Experience Program: YU Start • 1st year experience projects by Faculty/College: HealthAid • Supplemental instruction programs • Peer mentoring: Student Ombuds Service (Bethune College) 	<ul style="list-style-type: none"> • eLearning integration strategy (Report prepared for ongoing consultation and implementation in 2013-14) • experiential education integration strategy (due Nov 13) • AIF Teaching and Learning Innovation Celebration event • New "Teaching Commons" • Specialized professional development support for Course Directors in EE and eLearning • "Teaching in Focus" Conference

Approved Multi-Year Budget Plans 2006 - 2016

	(\$ Millions)									
	<u>2006-07</u>	<u>2007-08</u>	<u>2008-09</u>	<u>2009-10</u>	<u>2010-11</u>	<u>2011-12</u>	<u>2012-13</u>	<u>2013-14</u>	<u>2014-15</u>	<u>2015-16</u>
Revenue										
Total Operating Revenue per June 2004 Plan	584.2	584.2	584.2	584.2	584.2	584.2	584.2	584.2	584.2	584.2
Enrolment Growth (Graduate/Undergraduate)	20.6	32.1	33.0	44.1	45.6	68.0	71.7	72.5	73.5	78.1
Domestic & International Tuition Fee Increases	7.0	16.3	30.4	40.4	52.7	63.0	76.3	89.6	104.0	118.5
Other	20.0	15.5	24.5	20.5	19.4	20.4	20.4	20.4	20.4	20.4
Total Revenue Changes	47.6	63.9	87.9	105.0	117.7	151.4	168.4	182.5	197.9	217.0
Total Operating Revenue per June 2012 Plan	631.8	648.1	672.1	689.2	701.9	735.6	752.6	766.7	782.1	801.2
Expense										
Total Budgeted Expenses per June 2004 Plan	585.1	585.1	585.1	585.1	585.1	585.1	585.1	585.1	585.1	585.1
Academic (Including Complement Investments)	17.7	22.9	32.1	39.1	44.2	56.0	66.1	73.0	75.3	79.6
Student Financial Support	5.8	11.5	29.2	17.2	18.2	16.7	15.5	16.5	16.5	17.5
Compensation										
Salary and Benefit Increases (ATB's)	9.4	22.4	35.4	50.4	65.4	80.4	93.3	107.9	122.9	139.9
Pension Deficit Payments	3.0	1.5	3.0	4.5	4.5	14.5	25.5	33.5	33.5	33.5
Subtotal	12.4	23.9	38.4	54.9	69.9	94.9	118.8	141.4	156.4	173.4
Facilities/Capital/Energy Management	7.0	7.0	7.0	9.1	9.6	8.8	10.8	13.3	13.3	13.3
Institutional										
Energy Inflation	4.8	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0
Insurance	1.4	1.6	1.8	1.8	1.8	1.8	1.8	1.8	1.8	1.8
Admin/FOI/Records Management Investments	1.0	0.8	0.5	1.4	2.0	3.0	3.0	3.0	3.0	3.0
Campus Safety				1.5	1.5	1.5	1.5	1.5	1.5	1.5
PRASE						2.0	4.0	2.0	0.0	(2.0)
Subtotal	7.2	7.4	7.3	9.7	10.3	13.3	15.3	13.3	11.3	9.3
Other	(1.1)	1.4	2.2	9.0	9.3	12.0	13.5	12.5	12.0	12.0
Total Budget Cuts	(6.3)	(6.3)	(13.3)	(28.0)	(42.7)	(52.2)	(75.9)	(80.6)	(81.6)	(96.3)
Total Expense Changes (net of budget cuts)	42.7	67.8	102.9	111.0	118.8	149.5	164.1	189.4	203.2	208.8
Total Budgeted Expenses per June 2012 Plan	627.8	652.9	688.0	696.1	703.9	734.6	749.2	774.5	788.3	793.9
Annual Surplus/(Deficit)	4.0	(4.8)	(15.9)	(6.9)	(2.0)	1.0	3.3	(7.9)	(6.2)	7.2
Annual Budget Cut	2.50%	0.00%	2.00%	3.50%	3.50%	2.25%	3.25%	3.50%	3.50%	3.50%

2012-2016 Budget Plan: Summary

(approved June 2012)

OPERATING BUDGET PLAN SUMMARY 2012-13 to 2014-16 (in \$millions)

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

Elimination of planned enrolment growth

Academic Investments

Assumption for modest Compensation

Strategic Investments

Targetted Savings

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

Projected in year surplus