



Please note the starting time for this meeting.
Refreshments will be served.

The Senate of York University

Notice of Meeting
to be held at 2:00 pm. on Thursday, June 27, 2013
in the Senate Chamber, N940 Ross Building.

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H. Lewis, Secretary

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- Changes to York-Seneca Program in Urban Sustainability (Degree Requirement Changes; Program Type Nomenclature Change from Joint to Dual Credential; Change in Diploma Name by Seneca)



The Senate of York University

Minutes

of the meeting held at 3:00 pm on Thursday, May 23, 2013, 2013
in the Senate Chamber, Ross Building.

W. van Wijngaarden, Chair	L. Glibert	A. MacLennan	M. Rioux
J.A. Allen	P. Giordan	N. Madras	P. Ryan
J. Amanatides	T. Gulliver	C. Mallette	I. Saleem
M. Amegago	R. Haché	N. Mandell	L. Sanders
C. Archer	D. Hastie	G. Mianda	A. Schrauwers
M. Aubin	B. Heron	K. Michasiw	B. Sellers-Young
P. Axelrod	C. Heron	G. Monette	M. Shoukri
A. Belcastro	R. Hornsey	J. Morrison	M. Singer
M. Biehl	K. Hudak	A. Mukherjee-Reed	H. Skinner
G. Brewer	S. Husein	R. Mykitiuk	J. B. Smith
Y. Bukan	R. Lenton	R. Nariani	L. Sossin
G. Comninel	H. Lewis	P. Ng	B. Spotton Visano
B. Crow	S. Lawrence	J. O'Hagan	G. Tourlakis
P. Cumming	D. Leyton-Brown	R. Owston	T. Wesson
K. Dowler	S. Ling	S. Pagiatakis	P. Wilkinson
J. Elder	M. Lockshin	J. Parna	L. Wrazen
L. Farley	L. Lum	E. Perkins	L. Wright
M. Figueredo	S. MacDonald	A. Pitt	

1. Chair's Remarks

The Chair encouraged Senators to attend upcoming convocation ceremonies and help celebrate the accomplishments of graduating students. He commented on the most recent meeting of Senate committee chairs, invited Senators to participate in the nomination of meritorious individuals for honorary degrees that will reflect the University's diversity (by, for example, identifying more women candidates and prospective nominees from the Sciences and Engineering) and reminded those working with Senate committees to ensure that documents are submitted in a timely, full, and properly formatted fashion.

2. Minutes of the Meeting of April 25, 2013

It was moved, seconded and *carried* "that the minutes of the meeting of April 25, 2013 be approved."

3. Business Arising from the Minutes

There was no business arising from the minutes.

4. Inquiries and Communications

There were no inquiries and communications.

5. President's Items

President Mamdouh Shoukri commented on the following matters:

- roundtable discussions on academic priorities involving the Presidents of Ontario universities and the Ministry of Training, Colleges and Universities
- the status of Strategic Mandate Agreement reports submitted by Ontario universities in 2012
- a very successful year for fund-raising
- on-line learning initiatives at the provincial level

6. Committee Reports

6.1 Executive

6.1.1 Nominees for the Election of Senate Committee Members and Other Positions

Documentation in the form of a slate of candidates recommended for nomination was *noted*. It was moved, seconded and *carried* **“that nominations be closed.”** As a result, individuals were acclaimed to certain committees. E-vote balloting will be conducted for other positions. Senator Amir Asif was elected to serve as Vice-Chair of Senate beginning July 1, 2013 and Chair of Senate as of January 1, 2015.

6.1.2 Notice of Statutory Motion: Establishment of a Lassonde School of Engineering Faculty Council

The Committee gave notice of its intention to recommend the establishment of a Faculty Council for the Lassonde School of Engineering at the June meeting.

6.1.3 Notice of Motion: Consolidation of Senate Membership Rules and Principles

Senate Executive gave notice of its intention to recommend approval of consolidated rules governing Senate membership at the June meeting. A Senator confirmed that concerns about previous recommendations concerning the allocation of Senate seats had been fully addressed.

6.1.4 Information Items

Senate Executive advised Senate that it had reviewed amendments to the rules and procedures of Glendon’s Faculty Council and 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.

6.2 Academic Standards, Curriculum and Pedagogy

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

It was moved, seconded and *carried* **“that Senate approve the Policy and Guidelines on Co-Registration Options with Ontario Post-Secondary Institutions as set out in Appendix A.”**

6.2.2 Ryerson University – York University Undergraduate Co-Registration Option

It was moved, seconded and *carried* **“that Senate approve the Ryerson University – York University Undergraduate Co-Registration Option as set out in Appendix B.”**

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

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

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

It was moved, seconded and *carried* **“that Senate approve the change in name of the Graduate Program in Theatre Studies to Theatre and Performance Studies, effective immediately.”**

6.2.5 Consent Agenda Items

Senate approved by consent ASCP recommendations to

- change degree requirements for the MSc Program in Business Analytics
- establish a new field in Regulatory Affairs for Financial Institutions within the Master of Finance Program, Faculty of Graduate Studies

6.2.6 Information Items

Academic Standards, Curriculum and Pedagogy informed Senate that it had approved the following minor curriculum proposals:

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)
- a 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)
- amendments 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)

Faculty of Liberal Arts & Professional Studies

- minor changes to requirements for the BA programs in Children’s Studies

6.4 Academic Policy, Planning and Research Committee

6.4.1 Spring Report of the Vice-President Academic and Provost and the Vice-President Finance and Administration

Documentation in the form of a report on the budget and academic contexts for planning was noted. The Committee observed that the report came at a particularly important moment, indicating that, “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 creates a four year window in which to determine, in a collegial process, what steps should be taken to arrive at sustainable arrangements.

It was reported that other universities have embarked on the kind of academic prioritization exercise contemplated and that, while other postsecondary institutions are facing even greater difficulties, it is essential that York come to grips with the challenges and opportunities presented.

A presentation on progress made toward achieving UAP goals and challenges to further progress was followed

by a discussion leading numerous questions and comments, among them the following:

- in response to a question about the possibility of borrowing given historically low interest rates, it was indicated that financial institutions and investors would take a dim view of the University incurring further indebtedness for operating funds
- the implications for academic activities and the University's finances if the process does not achieve goals
- the nature of the "rebalancing" item in the academic budget (which is required to maintain an appropriate subsidization of activities)
- completion times and funding for doctoral students (factors that impact on the budget) in the context of discipline norms
- the need for a truly collegial prioritization process, and how Senate will be positioned (matters that will be the subject of further discussion with APPRC and in a variety of collegial settings)
- the desirability of creating a document based on the slides that will help focus on challenges
- the utility of differentiating short-term from longer term goals and strategies
- the relationship between an academic prioritization exercise and the emerging SHARP budget model
- the meaning of objectives in the UAP priority area of "effective governance"
- the decision-making processes in place, and whether or not they required changes
- the value of cyclical program review processes as an example of how it is possible to focus on priorities
- the sense that growth at the expense of quality is not an option, and that any expansion of enrolments would likely add further strain

Senators were invited to attend an open session at Winters College on May 30 for a wider and deeper discussion.

6.4.2 Other Information Items

The Academic Policy, Planning and Research Committee provided Senate with an overview of Faculty and University Library planning and advised that it had concurred with a recommendation to establish the McLaughlin Chair in 21st Century Science.

6.3 Awards

The Senate Committee on Awards announced recipients of prestigious awards for graduating students, and Senators applauded these individuals:

Murray G. Ross Award: Julia Salzmann, Bachelor of Health Studies (Specialized Honours) Health Policy, f Health.

Governor General's Gold Medal: Kevin McKague, PhD in Administration and Bhargavi Duvvuri, PhD in Kinesiology and Health Science, Health.

Governor General's Silver Medal: Michaela Daniella Gasner, BSc (Honours) in Biology and Minor in Psychology, Science; Naomi Greenwald, BSc (Honours) Psychology, Health, Farenech Markian, BA (Specialized Honours) Kinesiology & Health Science, Health

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 June 27, 2013

FOR ACTION

1. Nominees for Election to Senate Committees

Senate Executive recommends the following candidate(s) for nomination to a Senate committee (non- designated seat) for a three-year term beginning July 1, 2013 and ending June 30, 2016.

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

Awards (1 vacancies full-time faculty members, three-year terms)]
(Meets 4-5 times annually; Fridays at 10:00 a.m.)

Peter Tsasis, Associate Professor, Administrative Studies, Liberal Arts & Professional Studies
Yuehua Wu, Professor, Mathematics and Statistics, Science

STATUTORY MOTIONS FOR ACTION

1. Establishment of the Lassonde School of Engineering Faculty Council¹

Senate Executive recommends

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

Rationale

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 was 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.

¹ Faculty Councils are established by Senate by means of a statutory motion, the first stage of which is notice of motion. Notice of this motion was given at the Senate meeting of May 23, 2013.

2. Consolidation of Senate Membership Rules²

Senate Executive recommends

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
2-4 members of the Board of Governors (estimated as 2)
 - ii) 99 faculty members elected by Faculty Councils (except the 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 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 a designated alternate)
 - a member designated by the York University Staff Association (or a designated alternate)
 - a member designated by the Canadian Union of Public Employees of CUPE 3903 (plus a

² Senate Executive believes that a consolidation of previously-approved principles and methods for determining seat allocations to Faculties is statutory in nature. Notice of this motion was given at the Senate meeting of May 23, 2013.

- 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 (CORRECTED TEXT)

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 agreed 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. Summer Authority

In accordance with Senate rules as amended in October 2006, Senate Executive affirms that

“Between the June meeting of the Senate and the first regular meeting of Senate in September, the Executive Committee of Senate shall possess and may exercise any or all of the powers, authorities, and discretions vested in or exercisable by the Senate, save and except only such acts as may by law be performed by the members of Senate themselves; and the Executive Committee shall report to the Senate at its first regular meeting in September, what action has been taken under this authority.”

2. Election Results

An e-vote was conducted to elect members of the Awards Committee, Academic Standards, Curriculum and Pedagogy (contract faculty member) and Senate’s nominee to the Board of Governors. The results are as follows:

Senate Nominee for Membership on the Board of Governors: Elected Angelo Belcastro, Professor, Kinesiology and Health Science, Health

Academic Standards, Curriculum and Pedagogy: Elected: Kabita Chakroboty, Children’s Studies, Liberal Arts and Professional Studies

Awards: Elected: Ikechi Mgbеoji, Associate Professor, Osgoode and Judith Rudakoff, Professor, Theatre, Fine Arts

3. Remaining Vacancies on Senate Committees

The Nominations Sub-Committee that there are two remaining vacancies on the Tenure and Promotions Committee and one position to be filled on the Appeals Committee. Nominations and expressions of interest are welcome.

4. Senate in 2012-2013

A consolidated report on actions taken by Senate in 2012-2013 is attached as Appendix C.

5. Senate Attendance in 2012-2013

In 2005, the size of Senate was reduced from approximately 220 to a range of 155-160. At the same

time, Senate approved other membership rules such as notifying Councils when Senators who have missed three consecutive meetings. Senate Executive has kept close watch on patterns of attendance since the changes were adopted, and the attendance record for the past year is appended. It is disappointing that attendance was only 50 per cent during the year, and the Executive Committee notes that one of the principles of membership in the Senate Handbook stresses that “Senators have a duty to attend meetings of the Senate and to vote on resolutions which come before the Senate” (A, I, 4.)

Documentation is attached as Appendix D.

6. Review of Revised Science Faculty Council Rules and Procedures

Senate Executive has reviewed amendments to the rules and procedures of the Faculty of Science Council and found them to be consistent with principles of collegial governance and practices elsewhere at the University. The Committee has asked that the Council consider formatting suggestions made by the University Secretariat.

7. Thanks to Retiring Members

Continuing members and staff of the University Secretariat wish to record their sincere gratitude to members of Senate Executive whose terms end on June 30: Nombuso Dlamini, Carolyn Hibbs, Marcia Rioux, Roshan Udit, William van Wijngaarden and Paul Wilkinson. We thank them for their service to Senate and the Committee, and wish them the best in all of their future endeavours.

The Executive Committee enthusiastically passed a motion expressing thanks to Professor van Wijngaarden for his service to Senate over the years, most recently as a dedicated and indefatigable Chair.

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 interdisciplinary 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 Senate³

Faculty	Full-Time Complement 2008-2009		Present Senate Seats	Full-Time complement 2012-2013		Senate Seats
	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

³ 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

Senate and Senate Committees Year End Review 2012-2013

From September 2012 to June 2013 the Senate of York University was presided over by Professor William van Wijngaarden (Faculty of Science), who assumed the Chair in January 2012. Professor Roxanne Mykitiuk of Osgoode Hall Law School served as Vice-Chair and will assume the Chair on July 1, 2013. In May Senate elected Professor Amir Asif of the Lassonde School of Engineering to eighteen month terms as Vice-Chair and Chair.

Senate met on nine occasions between September 2012 and June 2013, when its 595th meeting convened. All Senate committees identify priorities for the year and provide progress and year-end reports on progress. They also undertake activities that may not be fully reflected in this summary, such as leading or participating in consultations and providing advice.

The Lassonde School of Engineering officially opened on May 1, 2012, the same date on which the word “Engineering” was dropped from the name of the Faculty of Science. Senate and its committees have been closely involved in the approval and implementation of plans for Lassonde.

Information about items referenced in this report can be accessed from the online meeting synopses and minutes of Senate meetings or obtained by contacting the University Secretariat.

Planning and Planning Frameworks

Strategic Research Plan 2013-2018: Building on Strengths (APPRC, March)

New Units Established

Departments of Civil Engineering, Mechanical Engineering and Chemical Engineering, Lassonde School of Engineering (APPRC, February)

Senate and Faculty Policies

University Mission Statement (amendments, Executive, October)

Pan-University Academic Penalties Legislation for BSc Degrees (new, ASCP, October)

New Statement on External Partnerships (new, Executive, March)

Policy and Guidelines on Bridging Programs (new, ASCP, April)

Policy and Guidelines, Co-Registration Options with Ontario Post-Secondary Institutions (new, ASCP, May)

Responsible Conduct of Research (amendments, APPRC, June, pending)

Senate Policy on Research Involving Human Participants (amendments, APPRC, June, pending)

Senate and Committee Rules and Mandates

Confirmation of the membership of the Tenure and Promotions Committee (Executive, November)

Transfer of Responsibility for Selecting Distinguished Research Professors to the Awards Committee from the Faculty of Graduate Studies Council (reported in April)

Consolidation of Senate Membership Rules (Executive, June, pending)

Major Vice-Presidential Reports

Vice-President Academic and Provost on Appointments, Complement, Enrolments / Academic Planning Progress and Priorities / (September, October, January, May)

Vice-President Research and Innovation on Research Performance and Strategies (November)

Vice-President Finance and Administration on the Budget Context for Academic Planning (October / May)

Regular Reports

President Shoukri

Senate Members on the Board of Governors on meetings of the Board

Academic Colleague to the Council of Ontario Universities on COU Issues Updates

Annual Reports from Senate Committees

Appeals and Petitions (Appeals, October)

Tenure and Promotions (Tenure and Promotions, October)

Non-Degree Studies (APPRC and ASCP, October)

Animal Care Sub-Committee, the Advisory Committee on Biological Safety, and the Human Participants Review Committee (via APPRC, June)

Additions and Extensions to the Pool of Honorary Degree Recipients (Periodic)

Sessional Dates for 2013-2014 (ASCP, October) and Winter Term 2013 Start Date (ASCP, January)

Distinguished Research Professors (Awards, May)

University Professors (Awards, May)

New Scholarships and Bursaries (Awards, May)

Allocations of Scholarship and Bursaries (Awards, May)

President's University-Wide Teaching Awards Recipients (Awards, May)

Senate Attendance (Executive, June, pending)

Academic Planning Discussions (APPRC, May)

Prestigious Awards for Graduating Students (Awards, May)

New Degrees / Degree Types Changes

Bachelor of Engineering (BEng) (ASCP, October)

Master of Accounting Degree (ASCP, November)

Master of Disaster and Emergency Management Degree (ASCP, November)

Academic Program Establishment and Continuation

Transition-Year Program Pilot Program for Fall-Winter 2012-2013 (Continuation, ASCP, October)

United States Studies Program, LA&PS (ASCP, January)

BA and BSc Programs in Global Health, Faculty of Health (ASCP, February)

Pilot College-University Accounting Bridge Program, LA&PS (ASCP, February)

Extension of the Pilot Phase of the Transition-Year Program for Fall-Winter 2013 (ASCP, March)

York-Ryerson Co-Registration Option (ASCP, May)

BEng Program in Mechanical Engineering, Lassonde (ASCP, June pending)

Honours Minor Program in Japanese Studies, LA&PS (ASCP, June, pending)

Direct-Entry BEd Program (Post-Pilot), Education (Continuation, June pending)
York-Seneca Program in Urban Sustainability (Degree Requirement Changes; Program Type
Nomenclature Change from Joint to Dual Credential;

Undergraduate Certificates (New)

Certificate in Managing International Trade and Investment, Schulich School of Business (ASCP)
Certificate in Public Policy Analysis, LA&PS (ASCP, February)
Certificate in Public Administration & Law, LA&PS (ASCP, February)
Professional Certificate in Human Resources Management for Internationally Educated
Professionals,
Human Resources Management, LA&PS (ASCP, February)

Academic Unit Name Changes

Department of Computer Science and Engineering to the Department of Electrical Engineering and
Computer Science (APPRC, September)
Faculty of Science and Engineering to the Faculty of Science effective May 1, 2013 (APPRC,
October)

Academic Unit Transfers

Department of Earth and Space Science and Engineering and the renamed Department of Electrical
Engineering and Computer Science from the Faculty of Science and Engineering to the Lassonde
School of Engineering together with the programs of the Departments (APPRC, September)

Academic Program and Certificate Name Changes

General Certificate in Women's Studies to the General Certificate in Gender and Women's Studies
(ASCP, September)
Advanced Certificate in Women's Studies to the Advanced Certificate in Gender and Women's
Studies (ASCP, September)
MSc Program in Business Analysis to Business Analytics (ASCP, October)
Programs in the Department of Visual Arts and Art History, Fine Arts (ASCP, February)
Engineering Degree Types and Program Names, Lassonde) (ASCP, March)
Graduate Program in Theatre Studies to Theatre and Performance Studies (ASCP, May)
York-Seneca Program in Urban Sustainability Nomenclature Change from Joint to Dual Credential

Academic Program: New Streams, Options, Fields and Specializations

Expansion of the Master of Conference Interpreting (MCI) Program and Type 1 Diploma in General
Interpreting
to Include Mandarin, Spanish and Portuguese (ASCP)
Specialization in Canadian Common Law, Professional LLM Degree Program, Osgoode (ASCP,
February)
Streams in the BA and BFA Programs in Dance, Fine Arts (ASCP, February)
Streams in the BA Program in French Studies, French Studies, Glendon (ASCP, February)
Concentration in Private Wealth Management, MBA, Schulich / Graduate Studies (March)
Regulatory Affairs for Financial Institutions, Master of Finance Program, Faculty of Graduate Studies
(ASCP, May)

Program, Diploma and Certificate Closures

Certificate in Business Fundamentals, School of Administrative Studies, Liberal Arts & Professional Studies (ASCP, January)

Joint JD/JD and JD/LLM Programs between York University and New York University (NYU), Osgoode Hall Law School (ASCP, January)

Certificate in Public Sector Management, School of Public Policy and Administration, LA&PS (ASCP, February)

New Rubrics

ADMB for the College-University Accounting Bridge Program, LA&PS (February)

IHST for BA and BSc programs in Global Health, Health

MSBA for MSc Program in Business Analytics, Graduate Studies

Changes in Admissions and Transfer Credit Regulations

Granting of Degree Credit for Pre-University courses, LA&PS (ASCP, October)

Changes to the non-degree Visiting Students admissions requirements, part-time Professional LLM Program, Faculty of Graduate Studies (ASCP, October)

Masters of Conference Interpreting (to accommodate the addition of Mandarin, Spanish and Portuguese options; ASCP, November)

Honours Minor Public Administration (BPA) Program, LA&PS (ASCP, February)

University Undergraduate and Graduate Language Proficiency Admission Requirements (ASCP, May)

Changes in Requirements (Degree Programs)

During the year the Academic Standards, Curriculum and Pedagogy Committee sought Senate approval or reported its own approval of amendments to the requirements for the following:

BA in Political Science, Glendon (October)

MBA, Business & Sustainability Specialization (October)

MFA program in Dance (October)

BA Canadian Studies, Glendon (November)

BA in Drama Studies (November)

BA in History, Glendon (November)

PhD program in Administration, Graduate Studies (November)

BA in Gender and Women's Studies, Sexuality Studies (November)

BA, Specialized Honours in Global Political Issues, LA&PS (November)

BA and BSc programs in Mathematics and in Computer Science, Science and Engineering (November)

BPA, LA&PS (January)

BA and BSc Programs in Computer Science - Software Development Stream, Science (January)

BSc in Biology, Biomedical Science Stream, Science and Engineering (January)

BA Program in Law & Society, LA&PS (February)

York–Fleming College Joint Program in Ecosystem Management, Environmental Studies (February)

BAS Program (Finance Stream and Management Stream) LA&PS (February)

BAS Programs in Information Technology (February)

BA Programs in Anthropology, LA&PS (February)

BA Programs in Classical Studies and Classics, LA&PS (February)

BA Programs in English, LA&PS (February)

BA Programs in German Studies, LA&PS (February)

BA Programs in Hellenic Studies*, LA&PS (February)
 BA Programs in Health & Society, LA&PS (February)
 BA Programs in Human Rights & Equity Studies*, LA&PS (February)
 BA Programs in International Development Studies, LA&PS (February)
 BA Programs in Jewish Studies, LA&PS (February)
 BA Programs in Latin American and Caribbean Studies, LA&PS (February)
 BA Programs in Law and Society, LA&PS (February)
 BA Programs in Multicultural and Indigenous Studies, LA&PS (February)
 BA Programs in Political Science, LA&PS (February)
 BA Programs in Science & Technology Studies, LA&PS (February)
 BA Programs in Spanish, LA&PS (February)
 BA Programs in Social and Political Thought, LA&PS (February)
 BA Programs in Sociology, LA&PS (February)
 BA Programs in Urban Studies, LA&PS (February)
 BA Interdisciplinary Linked Programs in South Asian Studies, LA&PS (February)
 BA Program (90 credit) in Dance, Fine Arts (February)
 BFA Honours Minor Program in Dance, Fine Arts (February)
 BFA Program in Dance - Concurrent BEd Program, Fine Arts (February)
 BFA Program in Dance -National Ballet School Option, Fine Arts (February)
 BFA Program in Dance – School of Toronto Dance Theatre Option, Fine Arts (February)
 BA 90-credit Program in Visual Arts, Fine Arts (February)
 BFA Honours Minor in Art History, Fine Arts (February)
 BFA Honours Minor (Studio) in Visual Arts, Fine Arts (February)
 BFA Honours BFA Program in Art History, Fine Arts (February)
 Bachelor of Design (BDes) Program, Fine Arts (February)
 BA Programs in Environmental & Health Science, Glendon (February)
 BA Programs in Economics, Fine Arts (February)
 BA Programs in English, Fine Arts (February)
 BA Programs in French Studies, Fine Arts (February)
 BA Programs in Mathematics, Fine Arts (February)
 BA Programs in Multidisciplinary Studies, Fine Arts (February)
 BA Programs in Sexuality Studies, Fine Arts (February)
 BA Programs in Sociology, Fine Arts (February)
 BA Programs in Translation, Fine Arts (February)
 BHS Specialized Honours in Health Policy, Health (February)
 BHS Specialized Honours in Health Management, Health (February)
 BHS Specialized Honours in Health Informatics, Health (February)
 BSc programs in Biology, Biotechnology Stream, Science (February)
 BSc programs in Science & Technology Studies, Science (February)
 BSc programs in Physics & Astronomy, Science (February)
 BSc Specialized Honours Stream in Space Science, Physics & Astronomy, Science (February)
 BSc Specialized Honours Interdisciplinary Program in Biophysics, Physics & Astronomy, Science (February)
 MA & PhD Theatre Programs, Graduate Studies (March)
 MFA program in Visual Arts, (March)
 MA program in Gender, Feminist and Women’s Studies (March)
 PhD program in Gender, Feminist and Women’s Studies (March)
 MSc Program in Business Analytics, Schulich / Graduate Studies (April)
 International MBA Program, Schulich / Graduate Studies (April)
 BA programs in Children’s Studies, Liberal Arts & Professional Studies (April)
 MSc Program in Business Analytics, Schulich / Graduate Studies (May)
 Bilingual iBA, Glendon (May)

MES Programs, Environmental Studies (May)
PhD in Philosophy, Graduate Studies (May)
MFA in Film (Production), Graduate Studies (May)
Executive MBA, International MBA, Finance, and Public Administration (May)
BA Programs in Children's Studies, Faculty of Liberal Arts & Professional Studies (May)
Faculty-Specific General Education Requirements, LA&PS (June, pending)
York-Seneca Program in Urban Sustainability (June, pending)

Changes in Requirements (Certificate Programs)

Certificate in Health Services Financial Management (November)
Professional Certificate in Logistics, Administrative Studies, LA&PS (February)
Certificate in Financial Planning, LA&PS (February)
Certificate in Investment Management, LA&PS (February)
Certificate of Advanced French Language Proficiency, LA&PS (February)
Certificate of Advanced French Language Proficiency for Business, LA&PS (February)
Certificate of Intermediate French Language Proficiency, LA&PS (February)
Professional Certificate in Marketing, LA&PS (February)
Certificate in Law and Social Thought, Glendon (March)
Certificate in the Discipline of Teaching English as an International Language (D-TEIL) and Update Course Listing, Glendon (March)

Research Centre Charters

Centre for Feminist Research (APPC, June, pending)
York Centre for Field Robotics (APPC, June, pending)
Global Labour Research Centre (APPC, June, pending)
Sensorium - Centre for Digital Arts and Technology (APPC, June, pending)

Planning Reports

Faculty and University Library Planning (APPRC, April)

Amendments to Faculty Council Rules and Procedures

Senate Executive reported that it had reviewed changes to the rules and procedures of the following Faculty Councils: Environmental Studies, Lassonde and Glendon. In November Senate approved an Executive Committee recommendation to establish an interim Faculty Council for the Lassonde School of Engineering and recommended the establishment of a permanent Council (June, pending)

Establishment of Endowed Chairs and Professorships

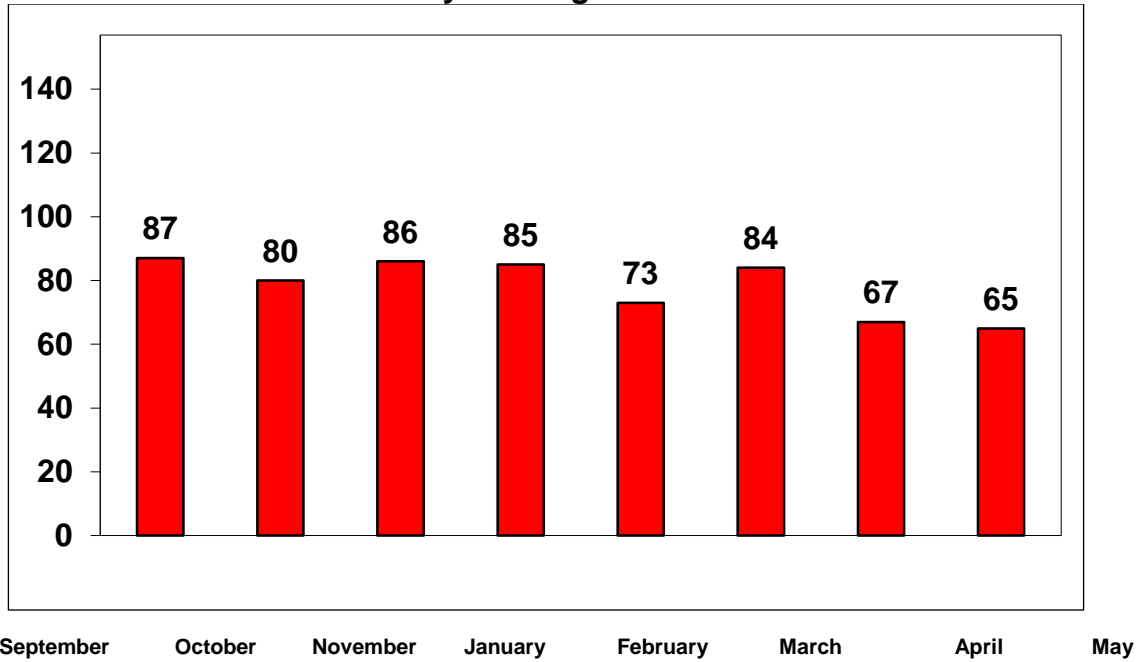
APPRC reported that it had concurred with proposals to establish the following endowed Chairs and Professors subject to formal approval by the Board of Governors

Named Chairs in Financial Accounting, Operations Management, Organizational Studies, and Strategic Management, International Business and International Entrepreneurship, Schulich (September)
Powerstream Chair, Environmental Studies (November)
Bergeron Chair in Engineering Entrepreneurship, Lassonde School of Engineering (November)
McLaughlin Chair in 21st Century Science (May)

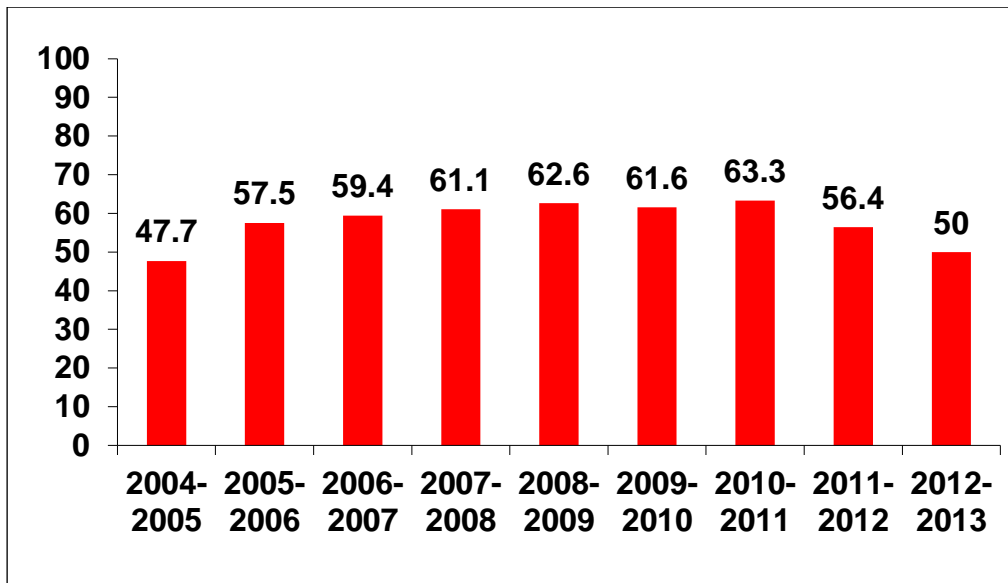
Executive Committee Meetings with Others

The Executive Committee held a joint meeting with the Executive Committee of the Board of Governors in November. The Chair, Vice-Chair and University Secretariat staff met with Senate Committee Chairs (November and May).

**Senate Attendance in 2012-2013
by Meeting Date**



**Senate Attendance 2004-2005 to 2012-2013
by Year and Percentage**



**Senate Attendance 2010-2011 to 2012-2013
by Category of Membership and Percentage**

Membership Category	2010-2011	2011-2012	2012-2013
All Faculty Members (95)	61.4	60.4	51.1
Education (4)	82.1	69.0	47.0
Environmental Studies (4)	53.6	69.0	59.3
Fine Arts (8)	53.6	36.0	25.0
Glendon (8)	66.1	47.0	42.2
Health (10)	67.1	76.2	55.0
Liberal Arts and Professional Studies (40)	61.4	63.1	53.4
Osgoode (4)	92.9	47.0	47.0
Schulich (6)	64.3	56.2	54.2
Science and Engineering (11)	68.8	62.5	66.0
Librarians (2)	64.3	88.0	87.5
President /Vice-Presidents (5)	78.8	77.0	77.5
Deans / Principal / Librarian (12)	57.1	41.0	37.5
Students (26)	53.4	36.0	36.5
Committee Chairs (5)	42.9	50.0	42.5
Other Members (13)	56.3	70.8	60.0
Percentage Attendance	63.3	56.4	50.0

Report to Senate
at its meeting of June 27, 2013

FOR ACTION

Note on action items 1-4. These are the first chartering recommendations brought to Senate under the Senate Policy on Organized Research Units amended in 2012. Rationales are based on text provided by APPRC's Sub-Committee on Organized Research Units.

Documentation in support of these recommendations is extensive. The appendices reproduced for the agenda package include "terms and expectations documents" and letters of Faculty support only. Other documentation (full applications and additional material supplied by applicants, reviews and responses, comments on proposals, other letters of support, and e-mail confirmations of membership) are available in hard copy at the University Secretariat on request. The terms and expectations agreements are especially helpful as they have been designed to capture the main elements of applications and will provide Senate with a full sense of the vision, value, make-up, mandate, aspirations, and support behind applications. As is required by the Policy, members of APPRC and its Sub-Committee on ORUs absented themselves from all decision-making processes when proposals for ORUs to which they would belong were under consideration.

If Senate approves the chartering of these four ORUs there will be 13 institutional ORUs (down from 16) and 14 Faculty-based ORUs (up from 12).

1. Chartering of Centre for Feminist Research

APPRC recommends

that Senate approve the chartering of the Centre for Feminist Research as an Organized Research Unit (Institutional) for a five-year term beginning July 1, 2013

The application has been considered in a manner consistent with the Senate Policy on ORUs and its associated guidelines and procedures, including transparency. In developing his recommendation, the Vice-President Research and Innovation received advice from the Strategic Projects Opportunity Review Team (SPORT) and from external reviewers. There is no duplication of the mandate of the proposed ORU with that of an existing or recommended ORU. All relevant parties, including applicants and sponsors, have agreed to the terms and expectations set out in the documentation.

The Sub-Committee on ORUS is satisfied that the application reflects high academic quality, a critical mass of researchers who will participate actively in the ORU, resource commitments that are firm and sufficient, value added to the research conducted in the domains covered by the ORU's mandate, and a plan to achieve or exceed the expectations of the Senate policy

The proposal addresses academic plans in this manner:

The research plan draws on the University Academic Plan and the Faculties' Strategic Plans. As space limitations do not allow us to discuss each plan separately we will draw out the major themes in these plans: increasing performance in research and creative work, including efforts to secure externally funded research; focusing on research that is interdisciplinary and oriented

towards social justice; celebrating research achievements; supporting the “engaged” University; and building strong ties with local and global communities. The CFR research plan is clearly aligned with all of these goals.”

The Vice-President Research and Innovation commented:

The external reviewers’ report confirmed that the Centre has achieved significant progress in rebuilding and intensifying its research activities since its 2009 administrative review. The Faculty of LA&PS has committed to participate as the lead sponsoring Faculty for CFR and the VPRI has committed to ensuring core operating resources are in place for the next five year term. Terms and expectations for the charter have been finalized with CFR and the participating Faculties to enable the continued development of CFR.

Sub-Committee on ORU recommendation finalized on May 31, 2013

APPRC recommendation finalized June 6, 2013

Documentation is attached as Appendix A

2. Chartering of the York Centre for Field Robotics

APPRC recommends

that Senate approve the chartering of the York Centre for Field Robotics as an Organized Research Unit (Faculty-Based) for a five-year term beginning July 1, 2013

The application has been considered in a manner consistent with the Senate Policy on ORUs and its associated guidelines and procedures, including transparency. In developing his recommendation, the Vice-President Research and Innovation received advice from SPORT. All relevant parties, including applicants and sponsors, have agreed to the terms and expectations set out in the documentation. There is no duplication of the mandate of the proposed ORU with that of an existing or recommended ORU.

This Sub-Committee is satisfied that the application reflects high academic quality, a critical mass of researchers who will participate actively in the ORU, resource commitments that are firm and sufficient, value added to the research conducted in the domains covered by the ORU’s mandate, a plan to achieve or exceed the expectations of the Senate policy

Relations to academic plans are addressed by the applicants as follows:

Growth in Engineering is a key element of academic plans at the Faculty and University levels. The YCFR will help to build research bridges within the new Lassonde School of Engineering. Furthermore, it will strengthen the attractiveness of York for Mechanical, Electrical and Civil Engineering students and faculty with interests in mechatronics, robotics, vision systems, and geomatics. An early leadership hire in Mechanical Engineering has interests in robotics and this hire will be encouraged to become a member of the YCFR once he has been appointed to the university in mid-2013. Such appointments within the YCFR will help to further strengthen the relationship between EECS, ESSE and Mechanical Engineering within the Lassonde School of Engineering. The YCFR will also help to build strength in Mechatronics, a potential area for further growth within Lassonde.

The YCFR is recommended for a Senate charter as a new Faculty based ORU in the Lassonde School of Engineering. Three external peer reviews confirmed the high academic

quality of the application and the qualifications of the lead applicant to achieve its objectives. Reviewers also indicated that ORU status will add value to an anticipated application to renew the NSERC Strategic Network on Field Robotics in which the lead applicant and co-applicants play a major role. Dean Koziński supports the application and its alignment with Faculty and University strategic priorities. The Dean has confirmed in separate correspondence that LSE will ensure the Centre has sufficient resources to cover the cost of Collective Agreement mandated benefits for the Director (see email correspondence from Dean Koziński to AVP Philipps dated 01/23/2013, forwarded separately). The applicant has secured external funding sufficient to resource the required administrative infrastructure and operating budget for the five year term, in addition to a CFI grant that will fund the Centre's physical infrastructure. Terms and expectations for the charter have been finalized collaboratively with the applicant and the host Faculty.

Sub-Committee on ORU recommendation finalized on May 31, 2013
APPRC recommendation finalized June 6, 2013

Documentation is attached as Appendix B

3. Chartering of the Global Labour Research Centre

APPRC recommends

that Senate approve the chartering of the Global Labour Research Centre as an Organized Research Unit (Faculty-Based) for a five-year term beginning July 1, 2013

The application has been considered in a manner consistent with the Senate Policy on ORUs and its associated guidelines and procedures, including transparency. In developing his recommendation, the Vice-President Research and Innovation received advice from SPORT and external reviewers. All relevant parties, including applicants and sponsors, have agreed to the terms and expectations set out in the documentation. There is no duplication of the mandate of the proposed ORU with that of an existing or recommended ORU.

The Sub-Committee is satisfied that the application reflects high academic quality, a critical mass of researchers who will participate actively in the ORU, resource commitments that are firm and sufficient, value added to the research conducted in the domains covered by the ORU's mandate, plan to achieve or exceed the expectations of the Senate policy

Applicants and supporters addressed the relationship between this proposed ORU and academic plans in this manner:

...recent strategic discussions mapping the direction for institutional change at York prioritize both internationalization and research initiatives engaged with community partners and responsive to community needs. The GLRC is ideally positioned to advance these priorities, which in fact dovetail with its primary orientation" [from the application]."

The rationale for the ORU as a hub for Faculty and cross-University engagement and for the emergence of the new ORU as a leading international centre of labour research activity is well developed in the proposal and meets many of the fundamental criteria for research engagement laid out in the Faculty of Liberal Arts & Professional Studies Strategic Plan in that it will facilitate a strengthened environment of collegial and cross-disciplinary academic exchange with local- and growing international- community engagement [from the Dean's letter]."

The Vice- President Research and Innovation commented that the proposed ORU “builds on achievements of the former Centre for Research on Work and Society with a revised mandate and updated focus areas. The external reviewers’ report confirmed the high quality of the vision and activities proposed and the potential of the GLRC to build on York University’s internationally recognized strengths in labour studies. The Faculty of LA&PS supports the application and its alignment with Faculty and University strategic priorities. LA&PS has committed to ensure core operating resources are in place for the five year term.”

Sub-Committee on ORU recommendation finalized on May 31, 2013
APPRC recommendation finalized June 6, 2013

Documentation is attached as Appendix C

4. Chartering of Sensorium - Centre for Digital Arts and Technology

APPRC recommends

that Senate approve the chartering of Sensorium - Centre for Digital Arts and Technology as an Organized Research Unit (Faculty-Based) for a five-year term beginning July 1, 2013

The application has been considered in a manner consistent with the Senate Policy on ORUs and its associated guidelines and procedures, including transparency. In developing his recommendation, the Vice-President Research and Innovation received advice from SPORT. All relevant parties, including applicants and sponsors, have agreed to the terms and expectations set out in the documentation. There is no duplication of the mandate of the proposed ORU with that of an existing or recommended ORU.

This Sub-Committee is satisfied that the application reflects high academic quality, a critical mass of researchers who will participate actively in the ORU, resource commitments that are firm and sufficient, value added to the research conducted in the domains covered by the ORU’s mandate, and a plan to achieve or exceed the expectations of the Senate policy

The application stresses the pan-University dimensions of the opportunity¹, and the interdisciplinary foundation on which it builds, but also cites the place of the intended research in Faculty planning:

Strengthening digital media research is a strategic objective for the University and is in the five-year plan for the Faculty of Fine Arts. In addition to the initiatives outlined above, the FFA has increased the inclusion of courses that engage digital technologies across all departmental curricula; and have made specific hires to expand on both research and teaching in digital media. In the FFA, there have been 4 strategic hires (2010/12) that focus on the intersection of digital technology and the arts: Hosale (Digital Media), Rogers (Film), Garret (Theatre) and Gelb (Design). Of the four hires, three were international candidates recruited to build capacity in physical computing, cross-platforms for digital media, design and sustainability performance and stage technology, and in interaction design.”

In his recommendation, the Vice-President Research and Innovation stressed that “the external peer review confirmed the high academic quality of the application and the qualifications of the lead applicants to achieve its objectives. FFA supports the application and its alignment with Faculty and University strategic priorities. The Faculty has committed to ensure core operating resources are in

¹ If Sensorium seeks a new charter in 2018, it is expected to do so as an institutional ORU.

place for a five year term. Terms and expectations for the charter have been finalized collaboratively with the applicants and the host Faculty.”

Sub-Committee on ORU recommendation finalized on May 31, 2013
APPRC recommendation finalized June 6, 2013

Documentation is attached as Appendix D

5. **Amendments to the Senate Policy on Misconduct in Academic Research (Responsible Conduct of Research)**

APPRC recommends

that Senate approve amendments to the Senate Policy on Misconduct in Academic Research (to be renamed the Senate Policy on Responsible Conduct of Research) as set out in Appendix F.

Rationale provided by Vice-President Haché and Associate Vice-President Philipps:

A major goal for the Office of the Vice-President Research and Innovation and our collegial partners this year has been the development of amendments, including new names, to two key policies: the Senate Policy for Responsible Conduct of Research and the Senate Policy on Research Involving Human Participants. We are pleased to transmit final versions of these amended policies and procedures to APPRC for subsequent approval by Senate. In doing so we acknowledge and thank the Human Participants Review Committee (which is supported by the VPRI but reports to Senate through APPRC), the Office of Research Ethics, the University Secretariat, and Office of the Counsel.

The changes conform with new requirements and expectations stipulated by the Tri-Council in its regulations. Like other universities in Canada, York has been asked to fully address and adopt these new requirements and submit amended policies to the Tri-Council. It is important that Senate act in June so that the University remains in full compliance with Tri-Council rules. We understand that the proposed changes will be on the agenda for your meeting of June 6, and Associate Vice-President Philipps can attend to discuss any aspect of the rationale that follows.

The [Tri-Agency Framework: Responsible Conduct of Research \(2011\)](#) (“RCR”) provides overarching guidance as to the responsibilities of researchers, research Institutions, and the Tri-Council Agencies to follow policies applicable to different kinds of research and generally to promote a positive research environment. Under s.1.2 of the RCR the University is required to “develop and administer a policy(ies) to address allegations of policy breaches by researchers that meets the minimum requirements set out in the Framework”. This requirement is being met through the proposed update to the Senate Policy on [Misconduct in Academic Research](#) (last updated 1994).

In addition the RCR requires in s.2.4 that “Researchers must comply with all applicable Agency requirements and legislation for the conduct of research, including, [2nd edition of Tri-Council Policy Statement: Ethical Conduct of Research Involving Humans](#) (TCPS 2).” This requirement is being met through the proposed update to the [Ethics Review Process for Research Involving Human Participants Policy](#) (last updated 2003).

Highlights of the updates are reviewed below.

The title is updated from the former language of “Research Misconduct”, to reflect the new language of the RCR.

- Section 3 reflects RCR language on the objectives of the policy.
- Section 4 reflects RCR language on researcher responsibilities to promote research integrity.
- Section 5 reflects RCR language on forms of research misconduct.
- Section 6 clarifies that research misconduct implies intent.
- Procedures: s.2.1 clarifies that allegations of research misconduct must be signed by the complainant(s) and that anonymous complaints will not be accepted. This is introduced to meet the RCR requirement that institutional policies include “a statement on how anonymous allegations will be addressed” (s.4.3.3b).
- Procedures: s.2.1.1 reflects RCR language which may require the University to report allegations if they relate to tri-council funded activities involving significant financial, health and safety or other risks. It also requires that ambiguities in RCR reporting rules be construed in favour of protecting privacy.
- Procedures: s.3 reflects the RCR requirement that investigative committees include one member from outside the institution (for tri-council funded activities only).

APPRC recommendation finalized June 6, 2013

Documentation is attached as Appendix E.

6. Amendments to the Ethics Review Process for Research Involving Human Participants Policy (Senate Policy on Research Involving Human Participants.)

The Policy has been reorganized and reworded to conform to the organization and language of the TCPS 2. It has also been edited to conform with Senate policy formatting.

The current Policy can be reviewed in full on the Policies and Procedures Website at

<http://www.yorku.ca/secretariat/policies/document.php?document=94>

APPRC recommendation finalized June 6, 2013

Documentation is attached as Appendix F

INFORMATION ITEMS

1. Academic Planning: Strategic Community Consultation / Follow-Up

The Committee is grateful to all those who attended the May 30 Strategic Community Consultation in Winters College on the context for academic planning. The turnout not as great as hoped, but it was considered important to broaden the conversation that began at Senate the week before. The Committee also thanks Provost Lenton and Vice-President Brewer for adopting Committee suggestions about their presentations.

APPRC considers it imperative to engage the collegium in discussion about the current context and promote understanding of the nature and magnitude of the challenges we face. In the autumn the Provost and Vice-President Finance and Innovation will visit Faculty Councils for this purpose. A dedicated Website will be established (it was suggested at the Community Consultation that the

pages include a question-and-answer section. By then more will be known about the SHARP budget model – consideration of which has ended its second phase.

There will be time at the meeting of June 27 for Senators to ask questions about the presentations last month or comment. The Senate version can be reviewed by following this link:

<http://www.yorku.ca/secretariat/senate/agenda/2012-2013/documents/2013-May/20130523Presentation.pdf>

2. Sub-Committee on ORUs: Information Items in Recent Reports

The Sub-Committee on ORUs submitted two information reports in May. They have been combined in a single document attached as Appendix G.

3. Progress on Priorities Identified in the Autumn of 2012

Below is a capsule report on the status priorities developed by the Committee last October. Members have already held a preliminary discussion of next year’s priorities, one of which will be the academic prioritization process.

Priorities Established in October 2012	Status as of June 2013
1. Strategic Research Plan process leading to approval by Senate (UAP research objectives)	Complete, Senate approval of plan in April; Committee will have ongoing role in monitoring and evaluating progress
2. Engagement with Faculty and York University Library Planners (first year student experience) (UAP objectives associated with teaching and learning)	Discussions concluded, report to Senate in May; report contains follow-up actions and will frame ongoing engagement with planners at the Faculty level
3. Implementation of Lassonde School of Engineering proposals (UAP objectives of comprehensiveness, internationalization, innovation)	New departments were dealt with on time, as were transfers and curriculum proposals
4. Ongoing advice to the Provost and Vice-President Research and Innovation on major initiatives (eg, continuing education, academic budget model, ORUs, the future of Science at York, actions arising from the <i>University Academic Plan</i>)	Examples: Participation in early stage of SEM Works consultations, advice on presentations to Senate, co-sponsoring consultations on the current context for academic planning
5. Graduate education (UAP objectives of teaching and learning)	Lengthy discussion with Dean identified issues; further action awaiting next phase of budget model and further consultations

4. Recent Research Results

Associate Vice-President Philipps provided the Committee with the results of recent Tri-Council funding competitions. Information about recipients has also appeared in Y-File. Seen through the lens of the University Academic Plan 2010-2015, these outcomes point to enhancement of research cultures. APPRC adds its congratulations to all of the researchers involved and those who provided assistance with applications.

Documentation is attached as Appendix H.

David Mutimer, Chair

5. Hail and Farewells

The Committee was pleased to welcome Professor Rebecca Pillai Riddell as its newest member. Professor Pillai Riddell is an Associate Professor of Psychology in the Faculty of Health.

Special thanks are due to members of APPRC whose terms end on June 30: Jerzy Kowal, Yegor Sorokin, William van Wijngaarden, and Victoria Xayaboun. All made outstanding contributions to the work of the Committee during their term, and they leave with the gratitude and best wishes of continuing members.

Members and the Secretary are extremely grateful to another retiring member, David Mutimer, who served as APPRC's Chair in 2012-2013. His skill as a chair and affable personality created a positive atmosphere that empowered members. He provided outstanding leadership in every facet of the Committee's work and he represented the Committee exceptionally well in the additional duties that fall to APPRC Chairs. We wish him, and Arsenal, the very best in the future.

Secretary

Terms and Expectations for the Centre for Feminist Research (CFR): **2013-18 Charter**

1. Mandate

Launched as an ORU in 1991, CFR's mandate is: 1) to support the development of the School of Gender, Sexuality and Women's Studies, 2) to be a cornerstone of interdisciplinarity and a nexus for feminist research and knowledge sharing at York University, and 3) to be recognized as a nationally and internationally leading centre for feminist research. For a more detailed statement of CFR's mandate go to <http://cfr.info.yorku.ca/mandate/>.

2. Lead Faculty

As the lead sponsoring Faculty, the Faculty of Liberal Arts & Professional Studies agrees to support the development of CFR in collaboration with the Office of the VPRI by promoting membership in CFR, supplying a decanal representative to serve as Vice-Chair of CFR's Board, and facilitating selection and approval of Directors for CFR as warranted. The lead Faculty further agrees to integrate CFR objectives into its strategic research planning and to champion the development of CFR as a cornerstone of interdisciplinary research activity in the areas of its mandate. Development of CFR will be factored appropriately into LA&PS' strategic planning including faculty complement, undergraduate, graduate and post-doctoral fellow recruitment and training, communications, advancement opportunities, and other relevant areas.

3. Participating Faculties

As participating Faculties, the Faculties of Environmental Studies, Fine Arts and Graduate Studies agree to play a supportive role in promoting the development of CFR by providing a representative to its Board, and by contributing to discussions of how to enable CFR's research success in areas including strategic research development, leadership of CFR, faculty complement planning, recruitment, education and mentoring of students and post-doctoral fellows, and advancement opportunities.

4. Board

The Board for CFR has responsibility for oversight and regular review of CFR's progress against the expectations detailed below. The Board approves the appointment of the Director. The Board is expected to champion CFR with internal and external stakeholders as appropriate, and to serve as a resource for the Director in assisting CFR to achieve its objectives. Composition of the Board for CFR normally will be as follows:

- a. VPRI (or designate), Chair
- b. Dean, Faculty of Liberal Arts & Professional Studies (or designate), Vice-Chair
- c. Graduate Program Director (rotating amongst programs of key importance to CFR community) (non-voting)

- d. Senior Development Officer, Faculty of Liberal Arts & Professional Studies (non-voting)
- e. Decanal representatives from Participating Faculties (1 per Faculty)

The Board may consult with the Executive or other governance or advisory bodies established by CFR, but is not intended to replace or take over the functions of those bodies.

5. Objectives and expectations for 2013-18

Membership: The Centre achieved greater clarity during its most recent mandate about the scope of its active membership and was successful in engaging a critical mass of active members who are York University full-time faculty. During the term of the next Charter it should aim to maintain at least 26 active members (the number reported in its 2011-12 annual report), and strive to increase the number of active full-time faculty members from outside the Faculty of LA&PS. In addition, the Centre is expected to increase the number of members with research grants administered by the Centre (see *Externally Funded Research Activity*, below). The Centre is also encouraged to maintain its effective record keeping practices to distinguish active members from those who have a more nominal association with CFR.

Externally Funded Research Activity: The Centre has made solid progress in building up its capacity to support funded research activity since its last administrative review, when the Senate Committee on Research expressed concern about “the near absence of external grants housed at the Centre” (SCOR memo June 2, 2009). From 2009-12 the Centre administered prestigious, peer reviewed tri-council research grants totaling over \$1,575,000, including a \$1 million CURA grant from SSHRC. The Centre also supported the preparation of other applications which were not funded but hopefully will lead to new successful applications in future. This recent success in attracting and supporting funded research activity and its outputs should be celebrated as a positive contribution to intensifying and raising the profile of feminist research at York.

Over its next charter term CFR should aim to build on this momentum with a target of administering at least \$2.5 million of new, additional external research funding by the end of this five year period, with recognition of the effort required to develop applications. In addition to administering smaller conference grants and individual PI grants, the Centre is expected to support applications for at least two larger collaborative grants during this period (for example a SSHRC Partnership Development Grant or Partnership Grant). At least one such application should be submitted by 2015, before the CURA project comes to a close. In evaluating the Centre’s progress toward meeting these expectations the Board will consider the funding applications submitted with the support of CFR, the success of its Directors and members in attracting external research funds, and the amount of external funds administered by the Centre.

Strategic Research Development: CFR plays an important role in strengthening the University’s research capacity in multiple and diverse ways, including through non-grant-based activities. As proposed in the Charter application, CFR should work to develop research in cutting edge sub-fields of feminist scholarship through its support of broadly defined research clusters. The Centre may support as many clusters as its resources allow but is expected to be able demonstrate tangible

accomplishments in three to four identified theme areas by the end of the Charter term. These accomplishments include peer reviewed publications and other research outputs regardless of whether they have been externally funded. Clusters may benefit from developing explicit objectives to be pursued over a timeline. As proposed in the application, the Centre should regularly assess the impact of clusters in terms of the number of scholars actively involved, activities initiated, publicity generated, publications and research grants submitted, as well as the number of successful externally-funded research grants. More broadly, CFR is expected to work with other units represented on its Board to develop a coordinated vision to further strengthen the University's national and international reputation as a leader in feminist research and scholarship. This vision should encompass both funded and unfunded research and scholarship, and is expected to include internationalization initiatives in accordance with the priorities set out in the Charter application, as well as the strategic priorities of the Faculty of Liberal Arts & Professional Studies.

Supporting Junior Faculty: As proposed in the Charter application, the Director should continue annually to identify new feminist faculty and to assist those faculty where possible in developing their research agendas and networks. The impact of these activities will be assessed using the metrics proposed by the applicants: (a) the number of junior scholars who have had the opportunity to meet with the Director, (b) the number of activities organized for junior faculty in particular, (c) the number of research activities in which junior faculty participate, and (d) the number of research grant applications and successful research grants that involve junior scholars.

Graduate and Postdoctoral Mentoring: The Centre is expected to continue to provide mentoring and research opportunities to graduate students as proposed in the application, with a goal of at least 20 graduate students demonstrably benefiting from these opportunities over the term of the Charter. As proposed in the application, the Centre is also expected to host at least one post-doctoral student per year and to grow post-doctoral fellow engagement over the term of the Charter. The Centre is expected to develop a list of scholarships and fellowships that may be attractive to graduate students engaged in feminist research, and to disseminate the list to students within its network.

Research Dissemination, Knowledge Mobilization and Engagement: The Charter application proposes an ambitious agenda that includes hosting at least 8 events per year, using newsletters, websites and social media, developing a feminist blog, establishing higher profile linkages with external organizations, and establishing an external advisory committee. These activities are highly valued but need to be balanced with other objectives and expectations. At the outset of the next Charter term the Centre is expected to refine this agenda into a more focused and selective strategy that includes a clear and manageable implementation plan. In developing its plan the Centre should consider drawing on the communications and knowledge mobilization expertise in the Office of the VPRI and its sponsoring Faculties. It should consider how many events are consistent with its current operational capacities, given the expectation to continue growing support for funded research projects. A more focused communications and engagement strategy and implementation plan should be set out in the Centre's 2013-14 Annual Report.

Recognizing and Promoting the Achievements of CFR Members: Many of the activities identified under the previous heading will also serve to advance this objective. In addition, CFR is expected actively to encourage the nomination of at least one of its members for an external research-related award in each year of the Charter term.

Securing Financial Stability: CFR is expected to augment its operational funding by recovering a portion of its costs for salaries, office supplies, events, or other eligible items from all grants and contracts that it administers, whenever possible. The cost recovery target of \$12,000 per annum set out in the application is a relatively modest one that CFR should aim to surpass as the Charter term progresses. In addition, the Director is expected to lead the development of a fundraising plan that identifies concrete steps for the Centre to position itself to secure external support for its activities.

6. Resource Commitments

VPRI: The Office of the VPRI will ensure CFR has access to sufficient resources throughout the Charter term to cover the Collective Agreement mandated course release, stipend and benefits for the Director, part-time Coordinator support, and \$2,000 per annum of operating funds. The VPRI has also approved CFR's use of existing funds within its budget to expand staff capacity. In addition (subject to the notes below) the VPRI will maintain existing space allocations for CFR, and will seek to identify additional carrel space for CFR if there is a demonstrated need based on growing involvement of students, post-doctoral fellows, visiting researchers and others at CFR, and if appropriate space is available. The VPRI Office will also ensure CFR has access to specialized research support services for the preparation of large scale collaborative grant applications, and support services in the areas of human resources, budgeting, finance, event planning and communications, subject to overall capacity. Further, the VPRI Office will support CFR's Director selection process in 2013-14 and Director development in areas such as advancement, strategic planning, project management and budget planning, depending on identified needs. The VPRI has committed to the principle of sharing unrestricted overheads with ORUs subject to finalizing the ORU Resourcing Model.

Notes: ORU institutional resourcing commitments may be adjusted over the term of the Charter based on the development of the University's budget model, and VPRI resourcing models for promoting ORU self-sufficiency over time, incentivizing fundraising by ORUs, and investing in the growth of successful ORUs. ORU resourcing will be reviewed annually and may be adjusted based on progress toward expectations and the approval of the Board or other relevant bodies, provided that the ORU has continuous access to at least the baseline resources identified above. Space allocations may also be adjusted from time to time based on the progress and needs of the ORU, availability of space, and overall institutional space pressures.

Lead Faculty: The Faculty of Liberal Arts & Professional Studies has committed to welcoming LA&PS members of CFR to apply for its regular internal funding opportunities, as well as its internationalization initiatives funding opportunities. The Faculty has also committed to approving course release for an eligible faculty member selected to serve as CFR Director, throughout the Charter term, subject to

potential Directors being identified in other Faculties. It will also provide CFR with access to its professional advancement staff.

Participating Faculties: The Participating Faculties will consider approving course release in the event that their faculty members are identified as candidates for the Directorship of CFR, and will encourage their Graduate Program Directors to consider CFR in allocating Graduate Assistantships. The Faculty of Graduate Studies will make its matching funds available for GAs housed at CFR and will work with CFR to promote graduate student participation and success.



Memo

FACULTY OF
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PROFESSIONAL STUDIES

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To: Dr. Rob Haché, Vice-President Research & Innovation

cc: Professor Enaksi Dua, Director, Centre for Feminist Research
Professor Lisa Philipps, Associate Vice-President, Research
Professor Naomi Adelson, Associate Dean Research, LA&PS

From: Dean Martin Singer, Faculty of Liberal Arts & Professional Studies

Date: **January 8, 2013**

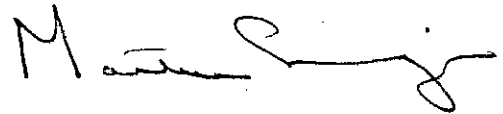
Subject: Centre for Feminist Research Charter Application

The Centre for Feminist Research, originally launched in 1991 and currently being reviewed for ORU Chartering, has throughout its history been closely linked to the priorities of the Faculty of Liberal Arts and Professional Studies. At present, the Director (Enaksi Dua) and all three named co-applicants (Bettina Bradbury, Barbara Cameron, and David Murray) are members of the Faculty as are 16/19 additional co-applicants (who are also named as members indicating their commitment to forming the core CFR group through the next charter period). Five of the nine members of the current executive are from LA&PS and, of the regular members of CFR, 27/36 Research Associates and 42/53 Faculty Associates are from LA&PS. The majority, in other words, of the faculty affiliated with CFR are members of the Faculty of Liberal Arts and Professional Studies.

In its Strategic Plan, the Faculty of Liberal Arts & Professional Studies encourages initiatives that draw faculty members together in an environment of collegial and cross-disciplinary academic exchange. That environment should support student engagement and further encourage greater communication between research and academic units with the intent that these exchanges benefit faculty and students in an environment that fosters strong research engagement. It is clear from the Charter application that the CFR is strengthening its research and outreach profile and is enhancing its already strong commitment to junior faculty mentorship and research application support, its role in the centralization of innovation in feminist research methodologies and subject matter, and its role in the collaborative process in grant applications. The CFR has also maintained and strengthened its program of lectures, workshops and other research dissemination activities and importantly, has increased – with plans to further enhance – its support of graduate and post-graduate student

research and mentoring initiatives. The CFR therefore strongly supports and enhances LA&PS' commitment to research and continues to benefit from and offer benefits to LA&PS faculty members.

Given the strength and the predominant presence of LA&PS faculty as active members of the Centre for Feminist Research, LA&PS is committed to being the lead Faculty of this institutional ORU. Our role as lead Faculty is subject to satisfactory budgetary arrangements with the VPRI. We will continue to approve the requisite course release for an LA&PS faculty member to serve as Director and we will, of course, continue to welcome LA&PS faculty members affiliated with CFR to apply to our regular internal funding opportunities. We particularly encourage the growth of the international component of the CFR's research mandate and further encourage LA&PS members of CFR to apply for our internationalization initiatives funding opportunities.

A handwritten signature in black ink, appearing to read "M. ...". The signature is fluid and cursive, with a large initial "M" and a long, sweeping tail.



December 03, 2012

**FACULTY OF
FINE ARTS**

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Re ORU Charter Renewal – Centre for Feminist Research

Dear Review Committee:

It is my pleasure to write a letter of support for re-chartering the Centre for Feminist Research (CFR). Many faculty members in the Faculty of Fine Arts (FFA) are engaged in scholarly and creative work informed by and contributing to current feminist theoretical frameworks and discourse.

Over the years, a number of our faculty members have been involved CFR activities. Currently there are three active members, Caitlin Fisher, Ali Kazami and Nancy Nicol. Both Prof. Fisher and Prof. Kazami have served on the CFR Executive. All three have been participants in the CFR research clusters, particularly in memory and memorialization, sexuality studies, and critical cultural studies. Over the last three years Prof. Kazami has organized a number of events with the CFR, including lectures by international scholars, two panels, and two book launches. The CFR is also a key partner on Prof. Nicol's CURA funded project, Envisioning Global LGBT Human Rights. The CFR has provided research space (two offices and a GA work space) for the duration of the project, and will co-sponsor lectures, seminars, and panel discussions.

Research supported by the CFR is aligned with two of strategic research priorities identified in the current five-year plan for the FFA including:

- social change and sustainability;



- place, culture and identity with particular reference to the discourses of globalization as theory, history, and production as realized in curatorial and exhibition practices.

The contributions of feminist discourse to new awareness and individual/collective action linked to place, culture and identity have been pivotal to the social and political changes we have experienced in the past 100 years. In the future, FFA researchers, graduate and undergraduate students look forward to the many opportunities and activities for ongoing critical engagement with feminist research supported by the Centre for Feminist Research.

Sincerely,

A handwritten signature in blue ink that reads "Michael Longford". The signature is written in a cursive style with a long, sweeping underline.

Michael Longford, Associate Dean Research
Faculty of Fine Arts

Terms and Expectations for the York Centre for Field Robotics: 2013-18 Charter

1. Mandate

The mandate of the YCFR is to establish itself as a nationally leading and internationally recognized Centre for interdisciplinary research and development in the area of field robotics. The YCFR will provide a synergistic environment and infrastructure for faculty, technicians and students with research interests in sensing, planning and locomotion tasks situated in realistic (e.g., out of doors environments). Building on the University's widely recognized strengths in autonomous systems research and its investments in Engineering more broadly, the YCFR will enhance LSE's and York's visibility as a premier site for field robotics research and development by providing a platform for York researchers to interact with national and international networks.

2. Lead Faculty

As the lead sponsoring Faculty, LSE agrees to support the development of YCFR in collaboration with the Office of the VPRI by promoting membership in YCFR, supplying a decanal representative to serve as Chair of its Board, and facilitating selection and approval of Directors for YCFR as warranted. The lead Faculty further agrees to integrate YCFR objectives into its strategic research planning and to champion the development of YCFR as a cornerstone of interdisciplinary research activity in the areas of its mandate. Development of YCFR will be factored appropriately into LSE planning with respect to complement, recruitment of research chairs including endowed chairs and Canada Research Chairs, undergraduate, graduate and post-doctoral fellow recruitment and training, communications, advancement opportunities, and other relevant areas.

3. Board

The Board for YCFR has responsibility for oversight and regular review of the Centre's progress against the expectations detailed below. The Board approves the appointment of the Director. The Board is expected to champion YCFR with internal and external stakeholders as appropriate, and to serve as a resource for the Director in assisting the Centre to achieve its objectives. Composition of the Board for YCFR normally will be as follows:

Dean (or designate), LSE (Chair)

VPRI (or designate) (Vice-Chair)

Chair, Department of Electrical Engineering and Computer Science, LSE

Chair, Department of Earth and Space Science Engineering, LSE

Chair, Department of Mechanical Engineering, LSE

Senior Development Officer, LSE (non-voting)

4. Directorship

As proposed in the charter application and subject to the Board's approval, it is expected that the principal applicant, Dr. Michael Jenkin, will be appointed as the founding Director of the YCFR for the five year term of the Charter.

5. Objectives and expectations for 2013-18

Membership: It is expected that the active membership of YCFR will be expanded beyond the core group listed in the charter application to bring together a critical mass of researchers predominantly from different units within LSE to engage in a variety of research collaborations. It is anticipated that the initial core membership of five faculty members will grow to approximately 10 during the initial charter period. This growth will be accomplished through identifying and recruiting existing faculty members with research interests aligned with the YCFR, and through new hires to support planned growth within the Lassonde School of Engineering.

Externally Funded Research Activity: It is expected that YCFR will emerge as a leader within the existing NSERC Strategic Network on Field Robotics in which York participates (NCFRN), thereby assisting York faculty to secure funding through the Network. YCFR is also expected to contribute to the successful renewal of NCFRN with a second \$5 million, 5 year grant. It is also expected that YCFR will assist its members to achieve success in attracting new peer reviewed (including tri-council) and industrial research funding, and in establishing or expanding funded research partnerships with national and international firms. Members of the YCFR are already engaged in collaborative research with Canadian robotic companies including Clearpath Robotics, MDA, the Canadian Space Agency, and Crosswing. Furthermore, members of the YCFR are founders of corporations specifically designed to exploit their research results (e.g., Independent Robotics). Throughout the first chartering period it is anticipated that these collaborations will be further strengthened through contracts and research collaborations with other robotic corporations in Canada, and also importantly through interactions with corporations that currently do, or are expected to adopt, advanced field robotic technology over the next five years.

Strategic Research Development: It is expected that by the end the Charter term the YCFR will have emerged as a national leader in field robotics systems, and be recognized internationally as a key player in field robotics research. The YCFR's work will be focused around three basic themes, understanding that these may evolve as new research questions and opportunities emerge: (i) Experimental validation of systems/algorithms for sensor-guided autonomous systems operating under real-world conditions, (ii) Human-machine interaction including teleoperation and telexistence, and (iii) Acquisition, representation and manipulation of spatio-temporal world models. In advancing its research agenda YCFR will seek to maximize collaboration and synergies with other relevant ORUs including the Centre for Vision Research (CVR) and the Centre for Research on Earth and Space Science (CRESS). More generally YCFR is expected to contribute to the implementation of LSE strategic plans, and the University's Strategic Research Plan, by working with relevant Faculties, Departments, ORUs and others to develop a coordinated vision for further strengthening the University's national and international reputation in this area.

Supporting Faculty Research: YCFR will provide administrative and technical support to its members to exploit the infrastructure secured through CFI and the NSERC Strategic Network Grant programs. Specifically, it will provide device support, experimental platform and environment support, and support in terms of meeting government and University regulatory requirements for experimental research. The Centre will also facilitate research collaboration among members, and with external partners, including the dissemination of research findings and the development of new funding applications. Measures of YCFR's success will include the number of relatively new faculty members who receive mentoring and opportunities to collaborate with more senior peers, and the number of cross-disciplinary collaborative projects facilitated.

Operation of autonomous vehicles outdoors requires meeting specific provincial and federal regulatory requirements. The YCFR will work to ensure compliance with these regulations for work conducted by its members, and will also act as a resource for other York researchers who conduct similar work. For example, work underwater requires researchers either to hire or become commercial divers in Ontario and to operate in compliance with O. Reg. 629/94 and other relevant federal and provincial laws. Members and technicians of the NCFRN are certified by the Diver Certification Board of Canada (DCBC) and have helped to draft the research dive planning documents for the University. In a similar manner, operation of unmanned air vehicles are regulated by sections 101.01, 602.41 and 623.65 of the Canadian Aircraft Regulations. Members of the YCFR have experience submitting Special Flight Operation Certificates (SFOC) which are required before autonomous outdoor flights can be authorized. The YCFR will also act as a resource for ITAR compliance given the number of YCFR members with experience in this domain.

Student and Post-Doctoral Education and Mentoring: It is expected that York faculty who are members of the YCFR will supervise students at all levels (undergraduate, masters, doctorate and postdoctoral level) in performing work that is associated with YCFR infrastructure. In addition, funding associated with YCFR research will be used to develop a cohort of research technicians and associates. The Centre is responsible for tracking the number of trainees it has supported and the amount of funding devoted to their development. YCFR trainees are expected to have unique opportunities to work on a range of different research projects and platforms, and to interact with outside researchers and industrial collaborators to develop professional transferrable skills and relationships with potential employers. It is expected that YCFR will work actively with LSE to recruit students and post-doctoral fellows to the University, as well as encouraging trainees to apply for external scholarships and fellowships.

Given the experimental nature of field robotics research it is anticipated that on average between three to five full time graduate students will be associated with each member of the YCFR and that this graduate student population will be augmented with between 3-10 undergraduate student trainees per year. Although these numbers can only be approximate, it is instructive to observe that the resources available to the YCFR and the active research programs of the members make the YCFR highly attractive to undergraduate honours students in the Lassonde School of Engineering. Furthermore, international exchange students routinely find supervision within the research labs associated with the YCFR. Based

on only the initial five co-applicants of the YCFR it is expected that the YCFR would contribute to the training of between 30-75 HQP each year, and this number is expected to double as the membership of the YCFR grows to an anticipated ten members by the end of the first chartering period.

Through its links with the NCFRN the YCFR will provide an annual opportunity for students associated with the YCFR to participate in the NCFRN field trial. This provides a unique opportunity for students in field robotic research to collaborate with students at other universities within Canada and to take part in these trials and their associated workshops. The NCFRN will actively explore funding opportunities directed towards the training of HQP (e.g., NSERC Create).

Research Dissemination and Knowledge Transfer: As proposed in the application YCFR should be able to demonstrate how it has transferred knowledge to research partners and the wider community through joint projects and industrial contracts. It is expected that by the end of the Charter term YCFR will have hosted national field robotics trials, and these trials will have provided national exposure in the media. The Centre is expected to work with Innovation York to exploit protectable intellectual property, and to deploy some of its unrestricted overhead funding to help facilitate IP projection and commercialization.

Recognizing and Promoting the Achievements of ORU Members: Many of the activities identified under the previous headings will serve to advance this objective. In addition, YCFR is expected actively to encourage the nomination of at least one of its members for an external research-related award in each year of the Charter term.

Securing Financial Stability: By the end of the Charter term it is expected that YCFR will be financially self-sustaining, covering all of its operational costs including Director benefits through external funding. YCFR should also be able to demonstrate by the end of the Charter its success in raising additional funds to invest in strategic research development.

6. Resource Commitments

LSE: As the sponsoring Faculty LSE will ensure YCFR has sufficient resources throughout the term of the Charter to cover the course release, stipend and benefits for a Director as mandated under the Collective Agreement, subject to an expectation that the Centre will make best efforts to recover these costs from external sources. LSE will also continue to provide YCFR members based in the Lassonde School of Engineering with normal access to administrative services including basic grant and contract administrative support as well as regular technical support provided to faculty researchers through the Department's in-house technical team. LSE will facilitate approval of eligible faculty to serve as Director. It will incorporate the Directorship and other needs of YCFR into its complement plan and will provide the Centre with access to its professional advancement staff. LSE has committed to flow 100% of its unrestricted overhead funding generated through the Centre's activities back to the Centre to fund Director benefits and other operating costs. The Faculty will continue to provide current spaces devoted to field robotics research to YCFR and will seek to provide other appropriate lab, office and student spaces as needed for YCFR to meet its objectives, subject to overall space demands and availability.

Principal Applicant and Co-Applicants: The Principal Applicant and Co-Applicants have committed to devote their personal research funds from existing grants, contracts and other sources to fund specialized technical support and other operating costs (exclusive of the Directorship) of YCFR at a level of \$50,000 per annum throughout the Charter term, subject to securing new external funds to cover these costs.

VPRI: The VPRI Office will ensure YCFR has access to specialized research support services for the preparation of large scale collaborative grant applications. It will support the Director selection process as needed and Director development in areas such as advancement, strategic planning, project management and budget planning, depending on identified needs.

Notes: ORU institutional resourcing commitments may be adjusted over the term of the Charter based on the development of the University's budget model and VPRI or Faculty resourcing models for promoting ORU self-sufficiency over time, incentivizing fundraising by ORUs, and investing in the growth of successful ORUs. ORU resourcing will be reviewed annually and may be adjusted based on progress toward expectations and the approval of the Board or other relevant bodies, provided that the ORU has continuous access to at least the baseline resources identified above. Space allocations may also be adjusted from time to time based on the progress and needs of the ORU, availability of space, and overall institutional space pressures.

November 12, 2012

Mr. Robert Hache
Vice-President Research & Innovation
York Research Tower, 904

Dear Robert:

The proposed York Centre for Field Robotics ORU provides an exemplary model of renaissance engineering. It combines exceptional research with a proven track record of industrial and academic funding. It integrates students at all levels in international research, and it works to build linkages between researchers at York with a national network of researchers in field robotics and its industrial partners.

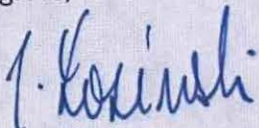
The Canadian Centre for Field Robotics (CCFR) CFI award provides the YCFR with an exceptional experimental facility that is partly located directly in front of the proposed engineering building. Experiments conducted using the CCFR will thus provide the Lassonde school of Engineering with highly visible evidence of the quality research that takes place within the school. Such visibility is critical for a number of reasons. It will put a very public face on the research that takes place within the School. This will help the school in attracting students -- an extremely critical task given the financial investment that has been made in Lassonde to date. It will also help the School attract exceptional faculty and staff, and help encourage industrial partners and donors to invest in Lassonde.

The YCFR draws its members across the entire School of Engineering. The founding members of the YCFR are drawn from the department of Electrical Engineering and Computer Science (currently the Department of Computer Science and Engineering) and the Department of Earth and Space Science and Engineering. It is anticipated that as hires are made within the Mechanical and Civil Engineering Departments, that appropriate hires will also be appointed to the YCFR. I expect that the YCFR will become a synergistic hub that will work to build linkages across the entire school and encourage collaborations within the school that would not be possible without this ORU.

Financially, the YCFR proposes a model that over its 5-year term under which it expects to become financially independent. That is, given an equitable share of overhead and indirect funds associated with grants and contract overseen by the centre, the YCFR will be able to cover its own expenses and develop funds that it will be able to use to provide strategic investment in field robotics research at York. This particular funding model is in line with the funding model that is intended for Lassonde more generally. Of course, any such model must plan for both lean and fat years and I am heartened to observe that the YCFR intends to establish a strategic reserve that will allow it to weather the lean years, should they occur. The Dean's office commits to backstop this strategic reserve for the first five years of the chartering of the ORU, although this model will be reviewed at the end of the five year chartering period. Until the new funding model is fully in place, the YCFR will exist under the current funding model, but a shadow budget will be maintained until the Lassonde model is established.

The Lassonde School of Engineering will be extremely fortunate to have the York Centre for Field Robotics chartered as one of the first ORU's in the school. I expect great things from the YCFR, and its application for chartering has my strongest possible support.

Regards,



Janusz A. Koziński, PhD, P.Eng
Dean, Lassonde School of Engineering

April 11, 2013

Lisa Philipps, PhD
Associate Vice-President Research
Office of the Vice-President Research and Innovation
York Research Tower, 5TH FLOOR
York University

Subject: York Centre in Field Robotics (YCFR), Organised Research Unit,
Lassonde School of Engineering

Dear Associate Vice-President Philipps:

The York Centre in Field Robotics (YCFR) led by Professor Michael Jenkin of the Department of Computer Science and Engineering – CSE (to be renamed “Electrical Engineering and Computer Science - EECS”, effective May 1st, 2013) is seeking to be chartered as an Organised Research Unit (ORU) under the Lassonde School of Engineering. Prof. Jenkin has already secured external funding through CFI and NSERC Strategic Network grant programs to provide technical and research support. Faculty members, from CSE (EECS) and other departments who will join the proposed ORU when chartered, may have access to normal faculty administrative support infrastructure offered by their own department but are expected to support their own research.

The Lassonde School of Engineering is committed to supporting and stimulating strong research culture within the Faculty and its ORUs to generate more funding in order to sustain their research activities. LSE is very supportive of transferring all unrestricted overhead and indirect cost of research generated by PI members of YCFR back to the Centre to help finance its operating costs, including non-academic administrative support. This is in lieu of providing directly resources for administrative support of the centre and it may effectively constitute a higher monetary value depending on the level of activities of the centre members. LSE will honour the provisions of the YUFA collective agreement regarding course release(s) and administrative stipend for the centre's Director.

Cordially yours



Spiros Pagiatakis, PhD, PEng
Associate Dean Research & Graduate Studies

SP/rmm

Terms and Expectations for the Global Labour Research Centre (GLRC): 2013-18 Charter

1. Mandate

The GLRC's mandate is to establish itself as a nationally leading and internationally recognized Centre for the interdisciplinary study of work, employment and labour. Building on the University's widely recognized strengths in labour studies, the GLRC will promote greater understanding of the ways that global processes, networks, and movements alter longstanding patterns of work and forms of worker organization. The Centre will serve as a hub for pan-university research collaboration and its community engagement model will also reach out to encompass a range of labour and community partners.

2. Lead Faculty

As the sponsoring Faculty, the Faculty of LA&PS agrees, subject to the annual review and evidence of progress in the fulfillment of this Charter mandate, to support the development of the GLRC in collaboration with the Office of the VPRI. This support includes promoting membership in GLRC, supplying a decanal representative to serve as Chair of its Board, and facilitating selection and approval of Directors for GLRC as warranted. The Faculty of LA&PS further agrees to integrate GLRC objectives into its strategic research planning and to champion the development of GLRC as a cornerstone of interdisciplinary research activity in the areas of its mandate. Development of GLRC will be factored appropriately into the Faculty's strategic planning including with respect to faculty complement, undergraduate, graduate and post-doctoral fellow recruitment and training, communications, advancement opportunities, and other relevant areas.

3. Board

The Board for GLRC has responsibility for oversight and regular review of its progress against the expectations detailed below. The Board approves the appointment of the Director. The Board is expected to champion GLRC with internal and external stakeholders as appropriate, and to serve as a resource for Directors in assisting GLRC to achieve its objectives. Composition of the Board for GLRC normally will be as follows:

- a. Dean (or designate), Faculty of LA&PS (Chair)
- b. VPRI (or designate) (Vice-Chair)
- c. Chair of one Department supplying members and/or Directors to GLRC (alternating among Political Science, Social Science, Sociology, History, Geography, Human Resource Management, or other relevant Departments)
- d. One Graduate Program Director (alternating among Political Science, Sociology, History, Geography, Human Resource Management, or other Programs of key relevance to GLRC) (non-voting)
- e. Senior Development Officer, LA&PS (non-voting)

The Board may consult with the Executive or other governance or advisory bodies established by GLRC, but is not intended to replace or take over the functions of those bodies.

4. Directorship

LA&PS will appoint a Director or Co-Directors for the full 5 year term of the Charter as outlined in the application.

5. Objectives and expectations for 2013-18

Membership: The Centre is expected to maintain an active membership that includes at least 20 full-time faculty members, from multiple units within LA&PS and from other Faculties where appropriate, throughout the Charter term. Annual Reports and other records should be kept to document the nature and extent of active engagement by individual members, recognizing that members will contribute in different ways and to different degrees over time.

Externally Funded Research Activity: The GLRC will encourage and support its members to seek funding for their research through SSHRC and other external channels, and will lead the development of new collaborative research initiatives in its thematic areas. It will deploy its resources to the extent possible to provide both pre- and post-award support for members to prepare applications and administer funded projects. Based on targets identified in the Charter application, it is expected that during this term the GLRC will directly support applications for at least the following: two SSHRC Insight Grants; one SSHRC Partnership Development Grant and one Partnership Grant; two SSHRC Connection Grants; one Law Foundation of Ontario grant; and one CFI grant. In evaluating the Centre's progress toward meeting these expectations the GLRC Board will consider the funding applications submitted with the support of GLRC, the success of its Directors and members in attracting external research funds, and the amount of external funds administered by the Centre.

Strategic Research Development: As proposed in the Charter application the GLRC will focus its efforts in four main areas of research: 1) the impact of the changing nature of work and employment on labour rights; 2) the interrelationships between migration, citizenship and work; 3) gender relations in work and labour movements; and 4) the revitalization of workers' movements. It will bring a global orientation to these issues that connects international developments to local and national changes and implications. It is recognized that strategic focus areas may evolve over the Charter term, and the GLRC is expected to work with other units represented on its Board in a coordinated effort to further build the University's reputation as a leader in the interdisciplinary study of work, employment and labour.

Supporting Faculty Research: The GLRC is expected to strengthen faculty research capacity by providing regular opportunities for York scholars to develop intellectual connections and collaborative communities within the University and with cognate research centres in Canada and internationally. While the form of activities may evolve over the Charter the expectation is that GLRC will continue to make specific efforts throughout the term to support faculty members' research regardless of whether it is externally funded, for example through developmental programming, access to collegial networks,

mentoring, facilitating internal peer review, opportunities to present work in progress, or other supports. The following deliverables were proposed in the Charter application:

- a. continuing the Global Labour Speaker Series with at least six sessions per year, at least 15 people attending each session, at least one international person per year, and at least one person from elsewhere in Canada per year;
- b. organizing at least one workshop per year;
- c. organizing two national conferences and one international conference during the mandate;
- d. organizing at least one panel or session per year at conferences or meetings held outside the University; and
- e. continuing to co-host the Packer Visiting Scholar.

Student and Post-Doctoral Education and Mentoring: The Centre is expected to engage graduate and undergraduate students in its work and to support the development of educational programs that link critical analytical and policy research with experiential forms of learning around work and employment issues. The Charter application establishes the following specific objectives:

- a. work with other units to support the development of a biennial *Graduate Summer School on Work, Employment and Labour*, to be operational by the end of year 5 of the Charter, with a target of 25 students enrolled;
- b. collaborate with the Work & Labour Studies Program to support the development of an *Undergraduate Certificate Program in Workplace and Community Organizing*, to be established by the end of year 5 of the Charter with a target of at least 20 students enrolled;
- c. continue developing the *Know Your Rights Project* and integrating it within the experiential Work & Labour Studies Program curriculum, with students delivering educational sessions at York, at other Ontario Universities, and by Year 3 of the Charter, in high schools or other community settings;
- d. employing at least two Masters' level GAs per year;
- e. engaging at least one doctoral student per year in the Centre's work, and growing PhD student involvement with the Centre over time;
- f. hosting visiting doctoral students and post-doctoral fellows from other institutions; and
- g. hosting regular meetings of the *Global Labour Reading Group* for graduate students and post-doctoral fellows.

Research Dissemination, Knowledge Mobilization and Engagement: In addition to organizing scholarly events as noted above, the Centre is expected to pursue at least some of the activities set out in its Charter application:

- a. publishing the online peer-reviewed journal *Just Labour* and completing a revisioning exercise and application for SSHRC Aid to Scholarly Journals funding by the end of Year 4, with impact to be tracked via Google Analytics;

- b. redesigning the Centre's website to incorporate social media or blogging elements by the end of Year 1, and tracking impact;
- c. strengthening the Centre's communications infrastructure through e-newsletters, listservs, or other means, with a goal of reaching out to its community with news and information at least 3 times per year.

Recognizing and Promoting the Achievements of ORU Members: GLRC is expected actively to encourage the nomination of at least one of its members for an external research-related award in each year of the Charter term.

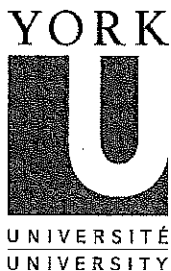
Securing Financial Stability: GLRC is expected to augment its operational funding by recovering a portion of its costs for salaries, office supplies, events, or other eligible items from all grants and contracts that it administers, whenever possible. In addition, the Director or co-Directors are expected to lead the development of a fundraising plan that identifies concrete steps for the Centre to position itself to secure external support for its activities.

6. Resource Commitments

Faculty of LA&PS: The Faculty is committed to ensuring the Centre has access to sufficient resources throughout the Charter term to fund Collective Agreement mandated course release, stipend and benefits for the Director or co-Directors, administrative support at the level of 1.5 days per week, and an operating budget of \$2,000 per annum. The Faculty will in principle provide space subject to assessing the GLRC's space requirements in more detail. It will also provide GLRC with access to its professional advancement staff.

VPRI: The VPRI Office will ensure GLRC has access to specialized research support services and appropriate matching funds for the preparation of large scale collaborative grant applications. The GLRC is welcomed to apply for the regular internal funding opportunities offered by the VPRI Office. Further, the VPRI Office will support Director development in areas such as advancement, strategic planning, project management and budget planning, depending on identified needs.

Notes: ORU institutional resourcing commitments may be adjusted over the term of the Charter based on the development of the University's budget model and its models for promoting ORU self-sufficiency over time, incentivizing fundraising by ORUs, and investing in the growth of successful ORUs. ORU resourcing will be reviewed annually and may be adjusted based on progress toward expectations and the approval of the Board or other relevant bodies, provided that the ORU has continuous access to at least the baseline resources identified above. Space allocations may also be adjusted from time to time based on the progress and needs of the ORU, availability of space, and overall institutional space pressures.



FACULTY OF
LIBERAL ARTS &
PROFESSIONAL
STUDIES

Office of the Dean

S-949 Ross Bldg

Tel 416 736-5220

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Memo

To: Dr. Robert Haché, VPRI

cc: Associate Professor Mark Thomas, Sociology
Associate Professor Stephanie Ross, Social Science
A-VPRI Lisa Philipps
ADR Naomi Adelson
Pat Ellis, Financial Officer, LA&PS

From: Dean Martin Singer – Faculty of Liberal Arts & Professional Studies

Date: **10 January 2013**

Subject: Centre for Research on Work & Society / Global Labour Research Centre

Since its inception in 1991, and even through a difficult period in the last decade, the Centre for Research on Work and Society consistently worked to sustain the goals of its mandate to conduct research on and develop policy interventions in labour, community, and the collective bargaining process working in strong alliance with community/labour partners. More recently the CRWS was advised that its record of activities did not merit continued support as a Faculty-based ORU. However, they were granted 2 one-year extensions (2010-2011 and 2011-2012) in order to allow the members to develop and implement a new strategic plan and to prepare for review and chartering under the new ORU policy of the University. As of June 30, 2012 the CRWS was no longer eligible for any financial support but has been allowed to continue using a suite of offices originally set aside for the CRWS. Additionally, some basic funding has been provided through CRWS affiliated CRCs (Vosko, Panich). Despite these financial limitations, and currently without official ORU status, the members of the Centre have continued to engage in research development, faculty and student engagement, knowledge mobilization, and a sustained visiting scholar program.

The members of the currently un-funded CRWS are now submitting a proposal to charter a newly reconfigured ORU under the new Senate ORU mandate. They are further requesting that the ORU continue to be housed within and funded primarily by the Faculty of Liberal Arts & Professional Studies. The newly-proposed ORU, the Global Labour Research Centre, will move beyond the established boundaries of unionized labour studies,



reorienting its focus from exclusively working with labour unions to a broader and increasingly international focus and one that more comprehensively captures the shift in labour studies in the contemporary global economy. Four strategic research themes outlined for the ORU include: i) work, employment, and labour rights; ii) labour, migration and citizenship; iii) work, employment, and gender relations; and, iv) labour movement revitalization. There is currently and in preparation a strengthened list of applications for external funding, including a large partnership grant that has moved to the final stage of submission. As well, there is a strong commitment to faculty and external engagement student training, knowledge mobilization, and the continuation of an established visiting scholar program.

The two primary applicants as well as the co-applicants are members of LA&PS. Further, two of the co-applicants are CRCs and a third is a Distinguished Research Professor. Seventeen of the twenty named associates are from LA&PS as are all but one of the 19 graduate student affiliates. The proposed GLRC has maintained a strong university/community alliance with a solid mix of labour representatives, senior and junior faculty, and student members of the planned Advisory Committee.

The proposal indicates the following funding and space request from LA&PS:

1. Course release and stipend as per YUFA Collective Agreement for the Director (or split between directors)
2. Administrative support at 3 days/week, to be increased as the need and resources increase
3. An operating budget to support e.g.: computer facilities, photocopying and telephones
4. The retention of what was set aside as the CRWS space in North Ross Building (N808, N809, N815, and N816) (Director Office; Coordinator's Office; Boardroom; Reading/Lounge)

Total request = approx \$72,000/year x 5 years to a total of \$359.372 plus office space

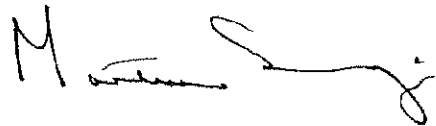
Labour studies, and increasingly, global work studies are the prominent, sustained, and substantive focus of research undertaken by a significant number of members of the Faculty of Liberal Arts and Professional Studies as evidenced, in particular, by the strength and eminence of the faculty members seeking affiliation with this ORU. The ORU is further particularly strengthened by the work and commitment of the two affiliated Canada Research Chairs, both labour studies experts. The rationale for the ORU as a hub for Faculty and cross-University engagement and for the emergence of the new ORU as a leading international centre of labour research activity is well-developed in the proposal and meets many of the fundamental criteria for research engagement laid out in the Faculty of Liberal Arts & Professional Studies Strategic Plan in that it will facilitate a strengthened environment of collegial and cross-disciplinary academic exchange with local – and growing international – community engagement. The ORU will further support enhanced student engagement through workshops, mentorship programs and the development of a certificate program fostering even greater student and research exchange.

The Faculty of Liberal Arts & Professional Studies is strongly committed to enhancing the research environment of its faculty members and supports the development of strong, research-intensive ORUs that are already or will clearly become leading international centres of research excellence. The Faculty is however limited with regard to the financial commitment that it can make to this or any other Faculty-based ORU and expects that any Faculty-based ORU must work to further enhance self-sustainability through awards and other sources of revenue. If successful in its review, this ORU must work to continue to increase its national and international research profile, including the success rate of major research awards as well as clearly and evidently meet or exceed the stringent criteria for success set out in the Senate ORU policy and guidelines.

With regard to funding, LA&PS is willing to support the ORU to the following extent:

1. Course release (\$18, 814) and stipend as per YUFA Collective Agreement for the Director (or split between directors) (\$7200).
2. LA&PS' contribution to administrative support is set at 1.5 days/week, with no increased funding by LA&PS (ie \$16,500 salary plus \$4538 benefits in Year 1 and increased by 2%/yr).
It is expected that the ORU will seek matching external support through overhead expensing of research grants and/or greater contributions from CRCs or other sources of revenue to cover the necessary additional administrative support through the life of the ORU.
3. LA&PS' contribution to the operating budget to support photocopying, supplies and telephones will be \$2000/ year in total. No new computers have been requested and none are being offered however arrangements can be made with e-services to supply cascaded used computers, at no cost, to the ORU.
4. At present rooms N808, N809, N815, and N816 are available for the use of the CRWS/GLRC faculty. The space requirements of the ORU will have to be assessed in more detail prior to approval however we will, in principle, continue to support this allocation of space to the ORU.

The financial commitment of LA&PS is therefore set at \$49,052. for the first year, with increase in Years 2-5 of 2% to the cost of the administrative support staff.

A handwritten signature in black ink, appearing to be 'M. ...', is located at the bottom right of the page.

Terms and Expectations for
Sensorium: Centre for Digital Arts & Technology
2013-18 Charter

1. Mandate

Sensorium is established with a mandate to develop as a nationally leading and internationally recognized centre for cross-disciplinary, state-of-the-art digital media research and creative activity. Consolidating existing strengths and building on investments in faculty complement, curriculum development and research collaborations, Sensorium will further raise the profile of York University as a leader in digital media research and innovation. The Centre will be driven by leadership in FFA with a strong mandate to broaden and deepen collaboration with researchers in other Faculties, and with external partners, to develop a pan-University umbrella for interdisciplinary and broadly engaged work in digital media.

Sensorium is directly aligned with the institutional strategic research opportunity – Digital Cultures (Strategic Research Plan 2013-2018). As such it is expected to provide proactive leadership in assisting the Faculty of Fine Arts and broader University community in working to achieve goals in this area of research development. Specifically, it is expected within 5 years that Sensorium will have broadened its engagement and participation such it will be positioned to seek a Charter as an Institutional ORU.

2. Lead Faculty

As the sponsoring Faculty, FFA agrees to support the development of Sensorium in collaboration with the Office of the VPRI by promoting membership in Sensorium, supplying a decanal representative to serve as Chair of Sensorium's Board, and facilitating selection and approval of Directors for Sensorium as warranted. FFA further agrees to integrate Sensorium's objectives into its strategic research planning and to champion the development of Sensorium as a cornerstone of interdisciplinary research activity in the areas of its mandate. Development of Sensorium will be factored appropriately into Faculty planning with respect to faculty complement, recruitment of research chairs including endowed chairs and Canada Research Chairs, undergraduate, graduate and post-doctoral fellow recruitment and training, communications, advancement opportunities, and other relevant areas.

3. Board

The Board for Sensorium has responsibility for oversight and regular review of Sensorium's progress against the expectations detailed below. The Board approves the appointment of the Director. The Board is expected to champion Sensorium with internal and external stakeholders as appropriate, and to serve as a resource for the Director in assisting Sensorium to achieve its objectives. Composition of the Board for Sensorium normally will be as follows:

- a. Dean (or designate), FFA (Chair)
- b. VPRI (or designate), (Vice-Chair)

- c. Dean (or designate) Lassonde School of Engineering
- d. One Department Chair or Graduate Program Director from the FFA
- e. Senior Development Officer, FFA (non-voting)
- f. Other members as determined

4. Directorship

FFA will appoint an Interim Director for Sensorium as of July 1, 2013 as proposed in the application, and will facilitate appointment of a full Director by July 1, 2015.

5. Objectives and expectations for 2013-18

Membership: Sensorium is expected to maintain an active membership that includes at least 15 FFA faculty representing a diversity of fine arts sub-disciplines. In addition, it should aim to build its active membership from other Faculties over the course of the five year term in order to take full advantage of, and further strengthen, pan-University synergies in digital media research and creative activity.

Externally Funded Research Activity: Sensorium members bring over \$8 million in external funding for existing research and creative projects. It is expected that the ORU will provide enhanced research administrative support to assist members in pursuing and administering new external funding from tri-council agencies, as well as other federal, provincial and municipal public agencies. In addition Sensorium will work with the FFA Dean and Advancement office, and with central University offices, to build existing and new industry partnerships and philanthropic support for Sensorium and its projects. Over the next five years Sensorium should aim to secure new external support valued at \$5 million or more for collaborative research and creative activities. In evaluating the ORU's progress toward meeting these expectations the Board will consider funding applications submitted with the support of Sensorium, the success of its Directors and members in attracting external support (including financial and in-kind contributions), the number of new private and public partners engaging with the University through Sensorium, and the amount of external funds administered by the ORU.

Strategic Research Development:

The Charter application proposes that Sensorium will initially house projects crossing eight theme areas:

- Future Cinema – 3D cinema and stereography, interactive cinema, ubiquitous screens and architectural projections;
- Mobile & Augmented Media – digital storytelling, locative media, virtual environments, ubiquitous sensing in urban environments;
- Art/Science – bioinformatics, bio art, collaborative methodologies between artists and scientists, artistic expression and new scientific innovation and understanding
- Informatics & Data Visualization – data mining, data visualization, signal

- processing, information aesthetics;
- Sustainability for Theatre & The Expanded Stage – LED lighting and sustainable technologies, motion tracking and projection, embodied cognition;
- Advanced Digital Imaging & Form Finding – digital imaging, animation, motion graphics, 3D modeling and rendering, 3D rapid-prototyping, file-to-factory fabrication;
- Interactive Environments & Games – human-computer interface, computer graphics and artificial intelligence, avatars and game engines, data visualization and information aesthetics;
- The Digital Commons & Social Media – digital archives, e-citizenship and activist media; digital pedagogies

It also identifies the following areas of specialization: 3D cinema and stereography, perceptual science, advanced visualization, digital archives, immersive environments, interface and interaction design, physical computing, 3D rapid-prototyping, projections, networked media and screen architecture. In pursuing these themes and specializations Sensorium is encouraged to develop a strategic plan that articulates more concisely the major sub-fields where it aspires to be a nationally leading and internationally recognized centre of excellence. In developing its forward-looking strategic plan Sensorium should consider external reviewer comments on the application where they are helpful in identifying emerging opportunities in the larger landscape of digital media research and innovation. Finally, it is expected that Sensorium will contribute to the implementation of FFA strategic plans, and the University's Strategic Research Plan, by working with relevant Faculties, Departments, ORUs and others to develop a coordinated vision for further strengthening the University's national and international reputation for leadership in cutting-edge digital media research and creative activity

Supporting Faculty Research: As noted in the Charter application, research/creation in digital media is inherently collaborative requiring expertise from a range of disciplines. Thus the ORU will encourage and support cross-faculty and external collaboration through regular events and initiatives that bring faculty members together across disciplinary and Faculty boundaries to work and engage with each other and with academic and non-academic colleagues from outside the University. Sensorium will provide proposal development and grant workshops aimed at the specialized research of its members. It will also provide administrative support to assist researchers in leveraging internal expertise and resources when applying for external funding, for example by identifying potential co-applicants and partners. It will support faculty to develop space for their projects as resources permit.

Members of Sensorium will gain access to leading thinkers in the area of digital media. The Centre will regularly host events, workshops, and exhibitions that showcase the latest technological developments and artistic/scientific experimentation in the field. The Centre will hold monthly meetings to give members an opportunity to meet other digital media researchers from across the University, from other institutions and industry partners in an informal way to exchange information and share ideas (for example, around research, project management and problem solving). Sensorium will initiate talks,

demonstrations and conferences that connect York researchers and relevant labs, to industry partners and an international network in order to understand best practices and stay abreast of pioneering research in digital media.

Student and Post-Doctoral Education and Mentoring: Sensorium is expected to provide mentoring and research opportunities to graduate and undergraduate students as proposed in the application, and to develop space for graduate and post-doctoral fellows as resources permit. It will seek to include students and post-doctoral fellows in its programming and collaborative activities. The Centre is expected to develop a list of scholarships and fellowships that may be attractive to graduate students engaged in digital media research, and to disseminate the list to students within its network. It will work actively with the Faculty of Graduate Studies and Graduate Program Directors to recruit strong graduate students to study digital media at York.

Research Dissemination, Knowledge Mobilization and Engagement: The application proposes that Sensorium will house the journal *PUBLIC: Art, Politics, Ideas*, and that it will organize a range of symposia, screenings and performances, public talks and workshops, including two international conferences, during the Charter term. Sensorium will also arrange to demonstrate and share with appropriate audiences including the media the technical innovations, content, and applications developed by its members. The ORU should maintain records to track participation in these activities across and beyond the University, and to facilitate further relationship building. It is also expected to maintain a website and to evaluate the effectiveness of its website in advancing Sensorium's objectives.

Recognizing and Promoting the Achievements of ORU Members: Many of the activities identified under the previous heading will also serve to advance this objective. In addition, Sensorium is expected actively to encourage the nomination of at least one of its members for an external research-related award in each year of the Charter term.

Securing Financial Stability: As proposed in the application Sensorium is expected to develop a sustainability plan for how it will augment its operational funding and seek to recover operational costs from grants or contracts that it administers, or from other sources. The ORU should be in a position to self-finance at least partially its core operational costs by the end of the Charter term.

6. Resource Commitments

FFA: As the sponsoring Faculty FFA will ensure Sensorium has sufficient resources to cover the course release, stipend and benefits for a Director as mandated under the Collective Agreement and will facilitate approval of eligible faculty to serve as Director. It will incorporate the Directorship and other needs of Sensorium into its complement plan. FFA will also fund a .5 FTE staff coordinator until such time as the ORU secures external funds to support its operational costs. Other operating funds for office expenses, events, etc. are expected to be recovered from external sources. FFA will provide Sensorium with access to its professional advancement staff. FFA will provide appropriate lab, office and other spaces as needed for Sensorium to meet its objectives. It will seek to support Sensorium to develop new spaces as required for its work in future. In addition it will seek to support the ORU's development

through the investment of unrestricted overhead funding attracted by the ORU's membership, to the extent that funding flows to FFA. A percentage of any such overheads flowed by the Faculty to Sensorium (in the range of 50-67%) will be used to replace the Faculty's contribution to Director benefits and other operating costs, until Sensorium is fully self-funding.

VPRI: The VPRI ensures that all ORUs have access to specialized research support services for the preparation of large scale collaborative grant applications. Further, the VPRI Office will support the Director selection process and Director development in areas such as advancement, strategic planning, project management and budget planning, depending on identified needs.

Notes: ORU institutional resourcing commitments may be adjusted over the term of the Charter based on the development of the University's budget model and VPRI/Faculty resourcing models for promoting ORU self-sufficiency over time, incentivizing fundraising by ORUs, and investing in the growth of successful ORUs. ORU resourcing will be reviewed annually and may be adjusted based on progress toward expectations and the approval of the Board or other relevant bodies, provided that the ORU has continuous access to at least the baseline resources identified above. Space allocations may also be adjusted from time to time based on the progress and needs of the ORU, availability of space, and overall institutional space pressures.



FACULTY OF FINE ARTS

Office of the Dean

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To: Robert Haché, Vice-President Research and Innovation
From: Barbara Sellers-Young, Dean, Faculty of Fine Arts
Date: November 30, 2012
Subject: Sensorium: Centre for Digital Arts & Technology

York's Faculty of Fine Arts enjoys an international reputation for integrated education at the undergraduate and graduate levels, bringing together artists and scholars in all the fine arts disciplines. This mix of studio and studies engenders synergies in research and pedagogy, and grounds our students' education in the finest tradition of humanist and artistic training. Graduates of the Faculty play a significant role in Canada's creative economy as innovators, artists, performers and writers; producers, directors and designers; critics, policy-makers and educators. The research of our faculty members in scholarly settings, labs and studios, on stage and on screen, contributes to our understanding of Canada's history, culture and global contributions, including the development of innovative approaches in the areas of digital technology and the environment.

Since 2008/09 the Faculty of Fine Arts has had an extensive discussion during meetings of AAPPC, departmental forums, Faculty Council in the formulation of its strategic research plan. In addition, we have had discussions with our professional alumni and Advisory Council, who include national and international leaders of the commercial and non-profit sectors. These discussions focused on the role of the arts in considering the social/cultural challenges which face this contemporary moment as well as what most commonly is referred to as the creative economy. Following extensive internal and external consultation and examination of the current faculty's research and professional strengths, the FFA has identified priorities that are at the forefront of future directions in arts research, artistic creation and education, where the FFA already plays a leading role nationally but wants to expand its international engagement. Digital media has been identified as a key research priority.

In the last four years, the FFA has committed all but two of its new hires to digital media. These include Ian Garrett (Theatre), Ken Rogers (Film), David Gelb (Design) and MarkDavid Hosale (Digital Media). Their research engages several areas of digital technology from sustainable design for performance, interfaces for social media, interactive design and new technologies for integrating sound, light and movement. These new faculty have joined other



faculty across the Faculty of Fine Arts to provide the 100 individual undergraduate and graduate courses that are taught in 43 labs. The broad range of courses in these teaching labs include digital technology and interactive performance (dance), imaging, design and lighting systems (theatre), composition (music), digital photography, time-based performance, 3D sculpture and a course entitled Sensorium (visual art), digital and 3D production (film), interactive media (design) and a series of courses in the BA degree in Digital Media. In the Faculty of Fine Arts there are also 7 research labs focused on digital technology (See Appendix D - attached diagram).

Over the past nine years, FFA faculty has brought in more than \$7,000,000 of external funding to support research in the area of digital technology and an additional \$1,090, 501 in arts council funding. These research projects incorporate a broad range of questions and applications. Some representative examples are: Don Sinclair's user interfaces for navigation, Brenda Longfellow's consideration of interactive documentary films on-line, Mike Zryd's exploration of new modes of digital cinema, Shelley Hornstein's interactive research between the real and the virtual, Sandra Gabriele's focus on revision of the use of type face in hospitals, Caitlin Fisher's new narrative structures, Ali Kazimi's 3D technology, James McKernan's apps to determine the carbon footprint of a theatre production, and Janine Marschessault's focus on new media, culture and globalization. This combination of teaching and research is also being noted internationally. For example, the Department of Film has become a consultant for the Department of Media Studies at JMI University in New Delhi. Ali Kazimi has been approached by a 3D consortium to create a course for students in China. As such this research integrates several areas related to digital technology—digital humanities, creative industries, and technology as a medium of creative expression.

Beyond this, digital technology serves to integrate other research priorities of the Faculty of Fine Arts in which new technology plays a role:

- o Social change and sustainability with specific reference to lighting, design and image techniques for performance.
- o Place, culture and identity with particular reference to the discourses of globalization as theory, history, and production as realized in curatorial and exhibition practices.
- o Interactive arts, the production and reflection on transdisciplinary arts practice with specific reference to the arts as a means of creating new discourses regarding contemporary issues.

Sensorium: Centre for Digital Arts & Technology, as a faculty based ORU will extend the strategic research plan of the FFA in discourse with individual faculty from Science and Engineering, Education, Environmental Studies, and Health. The ORU will support new application and content creation, scientific inquiry, policy development and critical discourse in digital media. Areas of specialization will include 3D cinema and stereography, perceptual science, advanced visualization, immersive environments, interface and interaction design, physical computing, networked media, screen architecture and digital pedagogy.

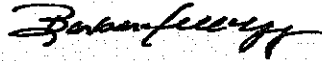
The Centre will house a dynamic set of research programs that rely upon arts-based methodologies, iterative design, action-based research, user testing and participant observation, field trials, public art and exhibitions. Sensorium will enable research-intensive and collaborative undertakings that will raise the national and international profile of the Faculty of Fine Arts and York University in digital media research. The Centre will foster research partnerships through creative innovation, increased funding and sponsorships by integrating with themes of discovery, health, sustainability, entrepreneurship, culture and creativity, and globalization being developed in the new Strategic Research Plan.

As reflected in the attached budget, there is within the extensive infrastructure that exists in the FFA the support necessary for Sensorium. This includes space allocated to the research labs already noted in Appendix D, as well as the current administrative and technical support space for those labs. There is also an ongoing development of the space associated with Burton Auditorium both in the offices in other rooms adjacent to the main auditorium. The FFA is committed to continuing to seek external funding in support of the re-visioning of this space in support of Sensorium. Beyond this, the FFA will be incorporating into its complement plan a director for the center. The FFA will also provide the course release and stipend for an ORU Director and a 0.5 full time equivalent for an ORU administrator. Initially, I would like to appoint on an interim basis, Janine Marchessault as she is a senior scholar with extensive experience across all areas of digital technology. Since she will have completed her CRC on June 30, 2013, she would be available to take on this assignment. Ultimately, the FFA will as part of its faculty 2014/15 complement advocate for a CRC I position and initiate a hire of a noted scholar/artist in an area of digital technology who has administrative experience in a similar center. Examples include: Hael Kobayashi, Director of Creative Innovation Center at UTS in Sydney, Australia, JoAnn Kuchera-Morin, Director at the Creative Industries Innovation Centre, University of California/Santa Barbara, Maribeth Back, Senior Research Scientist at the FX Pal Alto (leading the Mixed and Immersive Realities group), Lizbeth Goodman, Director SMARTLAB, University College Dublin and Golan Levin, director of the Studio for Creative Inquiry at Carnegie Mellon and Jane McGonigal, Director of Game Research and Development at the Institute of the Future. The HASTAC (Humanities, Arts, Science and Technology Advanced Collaboratory) conference

York Campus supported by the FFA in April 2013. It will provide an opportunity to announce the development of Sensorium and begin to have conversations with potential directors.

Ultimately, Sensorium will leverage the FFA's reputation and existing labs and resources to provide a catalyst for new ideas and experimentation, consolidating existing resources and encouraging innovative research collaborations and industry partnerships. The result will be a greater integration of the research being done within the FFA and York University with the creative industries in film and television, informatics and data visualization, games, and apps development, as well as some of Canada's largest digital media hardware and software companies.

Sincere regards,

A handwritten signature in black ink, appearing to read 'Barbara Sellers-Young', written in a cursive style.

Barbara Sellers-Young
Dean, Faculty of Fine Arts

November 29, 2012.

Dr. Lisa Philipps,
Associate Vice-President Research,
5th Floor, York Research Tower.

Dear Dr. Philipps:

On behalf of the Lassonde School of Engineering I am delighted to offer my full support to the Faculty of Fine Arts initiative to form a new ORU entitled Sensorium: Centre for Digital Arts & Technology.

This innovative and creative ORU will involve many future Lassonde researchers, particularly from the Department of Computer Science and Engineering. Their expertise ranges from digital media to interactive environments and to data visualization. These researchers, together with their colleagues from Fine Arts, have an established track record in this area, with well-supported projects such as CIVDDD, CONCERT and 3DFLIC. Productive research collaborations such as these, running over many years, are an essential foundation for building an ORU that will deliver outstanding, tangible research results for York University.

I also note that the successful undergraduate program in Digital Media is operated collaboratively between the Faculty of Fine Arts and, in the near future, Lassonde. The program involves many of the same faculty members as will be engaged in the ORU, lending additional credibility to the productiveness of this new ORU.

At a time when the Lassonde School of Engineering is building its "renaissance engineering" curricula, I welcome activities such as Sensorium that strengthen links between Engineering and other Faculties. It is increasingly towards such collaborations that the University will look for its distinctiveness and strength, and so I am pleased to strongly support this new ORU.

Yours truly,

Janusz A. Koziński, PhD, P.Eng,
Dean, Lassonde School of Engineering.

Responsible Conduct of Research

(Formerly titled: Misconduct in Academic Research)

Description: Policy and procedure to adjudicate allegations of misconduct in academic research

Notes: Approved by Senate Committee on Research; Approved by Senate: 1994/06/23; Date Effective: 1994/06/23; reviewed 2011, **amendments pending 2013**

Approval Authority: Senate

Signature: "Harriet Lewis"

Current	Proposed
<p>Policy</p> <p>1. York University affirms that all members of the University have the obligation to maintain the highest standards of academic honesty. It is the responsibility of members of faculty and staff to follow acceptable standards of academic conduct and to foster it in others, and of students to be mindful of and abide by such standards.</p> <p>2. The University incorporates by reference the regulations on scholarly conduct established by national and international agencies, which include but are not limited to the Social Science and Humanities Research Council, the Natural Sciences and Engineering Research Council, the Medical Research Council of Canada and the Canadian Council on Animal Care, and the policies of Senate and the relevant sections of the Collective Agreements between the University and its employees, as they exist from time to time.</p> <p>3. "Misconduct in Academic Research" is defined as:</p> <ul style="list-style-type: none"> • any conscious act of fabrication or plagiarism associated with the proposing, conducting or reporting or publication of research, but does not include differences in opinion, honest error or honest differences in interpretation or assessment of data or research results: • material failure to comply with federal or 	<p>A. Policy</p> <p>1. Principles and Goals</p> <p>York University affirms that all members of the University have the obligation to maintain the highest standards of conduct in research. In order to maximize the quality and benefits of research, a positive research environment is required. It is therefore the responsibility of members of faculty and staff to follow acceptable standards of conduct in research and to foster it in others, and of students to be mindful of and abide by such standards.</p> <p>2. Framework</p> <p>The University incorporates by reference the regulations on responsible conduct in research established by national and international agencies, which include but are not limited to the Tri-Agencies (SSHRC, NSERC, CIHR) and the Canadian Council on Animal Care, and the policies of Senate, and the University respects its obligations in respect of the collective agreements between the University and its employee groups.</p> <p>3. Objectives</p> <p>Through this policy, the University strives to promote the following objectives:</p> <ul style="list-style-type: none"> • Ensure that information provided to

provincial regulations for the protection of researchers, human subjects or the public, or for the welfare of laboratory animals or material failure to meet other federal or provincial requirements that relate to the conduct of research;

- failure to reveal to the sponsors any material conflict of interest which might be expected, on reasonable grounds, to be unknown to the sponsors and which might influence the sponsor's decisions on whether the researcher should be asked to undertake reviews of research, grant applications or to test products or services for sale or distribution to the public;
- failure to reveal to the University any material financial interest in a business that contracts with the University to undertake research, particularly research involving business products, or to provide research related material or services. Material financial interest includes ownership, partnership, substantial investment whether equity or debt, a directorship, significant honoraria or consulting fees but does not include minor share holding in publicly traded corporations.

4. A finding of misconduct in academic research may lead to a variety of sanctions, ranging from warning or reprimand to dismissal as is appropriate to the circumstances, Senate procedures governing student academic misconduct, and the terms of any applicable collective agreements.

5. Information concerning a finding of misconduct will be communicated to relevant research funding agencies or councils in accordance with their requirements.

Procedures for Determining Misconduct in Academic Research

1. Applicability (This section pending further consultation and amendment)

These procedures govern the determination of misconduct in academic research by all University employees, and person employed under research grants by the University or by its

funding agencies is accurate and reliable;

- Ensure that public funds secured for research are used responsibly and in accordance with funding agreements;
- Promote and protect the quality, accuracy and reliability of research;
- Promote fairness in the conduct of research and in the process for addressing allegations of policy breaches.

4. Responsibilities of Researchers in the Conduct of Research:

At a minimum, researchers are responsible for the following in the conduct of research:

- Using a high level of rigour in proposing and performing research; in recording, analyzing, and interpreting data; and in reporting and publishing data and findings.
- Keeping complete and accurate records of data, methodologies and findings, including graphs and images, in accordance with the applicable funding agreement, institutional policies and/or laws, regulations, and professional or disciplinary standards in a manner that will allow verification or replication of the work by others.
- Referencing and, where applicable, obtaining permission for the use of all published and unpublished work, including data, source material, methodologies, findings, graphs and images.
- Including as authors, with their consent, all those and only those who have materially or conceptually contributed to, and share responsibility for, the contents of the publication or document, in a manner consistent with their respective contributions, and authorship policies of relevant publications.
- Acknowledging, in addition to authors, all contributors and contributions to research, including writers, funders and sponsors.
- Appropriately managing any real, potential or perceived conflict of interest, in accordance with the institution's policy on conflict of interest in research rectifying proactively, any breach of relevant/applicable funding agency

faculty members, including persons who are also students at the University. However, students who have been alleged to have engaged in misconduct in academic research solely in their capacity as students, and in respect only to work related to the completion of their degree requirements, shall be governed by Faculty procedures for dealing with academic misconduct, and by the underlying Senate policy and procedures on which such Faculty procedures are based. In cases where a conflict of jurisdiction arises, the Dean of the Faculty in which a student is registered may elect which procedures to follow.

2. Initiating an Inquiry

2.1 An allegation of misconduct in academic research shall be in writing and directed to the President. Within 10 days of the receipt of an allegation in writing, the President shall notify the individuals named therein with a copy of the document containing the allegation. The President shall decide whether the circumstances warrant an investigation.

2.2 The President's authority hereunder may be delegated.

3. Investigation

3.1 Within 30 days of determining that an investigation is warranted, the President shall, in writing, so notify the persons involved and shall within 30 days of such notification, designate and convene an ad hoc committee of no fewer than 3 persons to conduct the investigation (the Committee). Some but not all of the members of the Committee shall be from the same discipline as the person under investigation.

3.2 The Committee shall have the discretion to establish in each case, a procedure suitable to the circumstances, provided that in every case, its discretion will be exercised with the following parameters:

- (a) before any determination is made, the person against whom the allegations are made shall have full disclosure of the allegations and evidence and an opportunity to answer in full;

policies.

5. Definitions

- (a) "Misconduct in Research" is defined as:
- (i) Fabrication: Making up data, source material, methodologies or findings, including graphs and images.
 - (ii) Falsification: Manipulating, changing, or omitting data, source material, methodologies or findings, including graphs and images, without acknowledgement and which results in inaccurate findings or conclusions.
 - (iii) Destruction of research records: The destruction of one's own or another's research data or records to specifically avoid the detection of wrongdoing or in contravention of the applicable funding agreement, institutional policy and/or laws, regulations and professional or disciplinary standards.
 - (iv) Plagiarism: Presenting and using another's published or unpublished work, including theories, concepts, data, source material, methodologies or findings, including graphs and images, as one's own, without appropriate referencing and, if required, without permission.
 - (v) Redundant publications: The re-publication of one's own previously published work or part thereof, or data, in the same or another language, without adequate acknowledgment of the source, or justification.
 - (vi) Invalid authorship: Inaccurate attribution of authorship, including attribution of authorship to persons other than those who have contributed sufficiently to take responsibility for the intellectual content, or agreeing to be listed as author to a publication for which one made little or no material contribution.
 - (vii) Inadequate acknowledgement: Failure to appropriately recognize contributions of others in a manner consistent with their respective contributions and authorship policies of relevant publications.
 - (viii) Mismanagement of Conflict of

- (b) time is of the essence;
- (c) the proceedings will remain confidential to the extent possible, with a view to protecting from persons not party to or witness in the proceeding the identity of the persons making the allegations and the person against whom the allegations are made.

3.3 In every case, the detailed procedures of the investigation shall be in accordance with the provisions of the applicable collective agreement and Faculty regulations.

4. Determination

4.1 At the conclusion of its investigation, the Committee shall report to the President, in writing, with its findings as to whether or not misconduct has occurred. Upon receipt of the Committee's report, the President shall make a formal determination as to whether there has been misconduct.

4.2 If the determination is that the allegations should be dismissed, the file shall be closed.

4.3 If the determination is that the allegations disclose that there has been misconduct, the President shall determine an appropriate penalty.

4.4 In every case, the imposition of a sanction shall be in accordance with the provisions of the applicable collective agreement and Faculty regulations in force at the time of the imposition of the sanction.

5. Records

5.1 Written records shall be kept of the inquiry and investigation and these records shall be kept as confidential files, for a minimum of 3 years following the finding of misconduct or dismissal of the allegation.

Interest: Failure to appropriately manage any real, potential or perceived conflict of interest, in accordance with the University's policy on conflict of interest in research.

(ix) Misrepresentation in a funding application or related document:

- Providing incomplete, inaccurate or false information in a grant or award application or related document, such as a letter of support or a progress report
- Applying for and/or holding an award when deemed ineligible by NSERC, SSHRC, CIHR or any other research or research funding organization world-wide for reasons of breach of responsible conduct of research policies such as ethics, integrity or financial management policies
- Listing of co-applicants, collaborators or partners without their agreement.

(x) Breaches of funding agency policies or requirements for certain types of Research – research involving humans, animals and/or biological/biohazardous agents

- failing to meet funding agency policy requirements or, to comply with relevant policies, laws or regulations, for the conduct of certain types of research activities (such as research involving humans, animals or biological/biohazardous agents)
- failing to obtain appropriate approvals, permits or certifications before conducting these activities.

(xi) Mismanagement of Grants or Award Funds:

- Using grant or award funds for purposes inconsistent with the policies of the relevant funding agencies;
- Misappropriating grants and award funds; contravening relevant funding agency financial policies; or
- Providing incomplete, inaccurate or false information on documentation for expenditures from grant or award accounts.

(b) Intentionality

Research misconduct implies intent. Factors

intrinsic to the process of academic research and scholarly activity such as difference in opinion, honest error or honest differences in interpretation or assessment of research design, practice, data or research results do not constitute research misconduct. Merely questionable research practices do not constitute research misconduct.

6. Sanctions

A finding of misconduct in research may lead to a variety of sanctions, ranging from warning or reprimand to dismissal as is appropriate to the circumstances, Senate procedures governing student academic misconduct, and the terms of any applicable collective agreements. The magnitude of the finding of misconduct shall be considered in any determination of sanctions.

7. Communication of Findings

Information concerning a finding of misconduct will be communicated to relevant research funding agencies or councils in accordance with their requirements and the terms of the relevant Collective Agreement.

B. Procedures

1. Applicability

These procedures govern the determination of misconduct in academic research by all University employees, and persons employed under research grants by the University or by its faculty members, including persons who are also students at the University. However, students who have been alleged to have engaged in misconduct in academic research solely in their capacity as students, and in respect only to work related to the completion of their degree requirements, shall be governed by the Senate Policy on Academic Honesty and related procedures. In cases where there is an apparent conflict as to which policy and related procedures apply with respect to a particular student situation (i.e. the Senate Policy on Responsible Conduct of Research or the Senate Policy on Academic

Honesty), the Dean of the Faculty in which the student is registered may elect which policy and related procedures to follow.

2. Receiving Allegations

2.1 An allegation of misconduct in academic research shall be in writing, signed by the complainant(s), dated, accompanied by documented evidence and directed to the President. Anonymous complaints will be not be accepted; however, the privacy of both the complainant and the respondent will be protected as far as possible and individuals making allegations in good faith or providing information related to an allegation will be protected from reprisals to the full extent possible. Within 10 days of the receipt of an allegation in writing, the President shall notify the individuals named therein with a copy of the document containing the allegation, provided that the signature(s) of complainant(s) shall be removed. The President shall decide whether the circumstances warrant an investigation

2.1.1 Where circumstances warrant or require, in advance of an investigation and/or finding of misconduct, the University may take immediate action to protect the administration of funding agency funds.

2.1.2 Subject to any applicable laws including privacy laws, the University may be required under funding agency rules to report to the agency allegations related to activities funded by the agency that may involve significant financial, health and safety or other risks. However, any ambiguity or uncertainty in agency rules or in their application shall be construed in favour of protection of privacy.

2.2 The President's authority under this section may be delegated.

3. Investigation

3.1 Within 30 days of determining that an investigation is warranted, the President shall, in writing, so notify the persons involved and shall within 30 days of such notification, designate and convene an ad hoc committee of no fewer than 3 persons to conduct the investigation (the

Committee). Some but not all of the members of the Committee shall be from the same discipline as the person under investigation. In addition, for research funded by the Tri-Agency, one member of the committee shall be a person not currently affiliated with the University.

3.2 The Committee shall have the discretion to establish in each case, a procedure suitable to the circumstances, provided that in every case, its discretion will be exercised with the following parameters:

(a) before any determination is made, the person against whom the allegations are made shall have full disclosure of the allegations and evidence and an opportunity to answer in full

(b) time is of the essence

(c) the proceedings will remain confidential to the extent possible, with a view to protecting from persons not party to or witness in the preceding the identity of the persons making the allegations and the person against whom the allegations are made.

3.3 In every case, the detailed procedures of the investigation shall be in accordance with the provisions of the applicable collective agreement and Faculty regulations.

4. Determination of Findings

4.1 Within 7 days following the conclusion of its investigation, the Committee shall report to the President, in writing, with its findings as to whether or not misconduct has occurred.

4.2 If the determination is that the allegations are unfounded, the file shall be closed and every effort will be made to protect or restore the reputation of individuals wrongly subjected to an allegation.

4.3 If the determination is that the allegations disclose that there has been misconduct, the President shall determine an appropriate penalty taking into account the severity of the misconduct.

4.4 In every case, the imposition of a sanction shall be in accordance with the provisions of the applicable collective agreement and Faculty regulations in force at the time of the imposition of the sanction.

5. Records

5.1 Written records shall be kept of the inquiry and investigation and these records shall be kept as confidential files, for a minimum of 3 years following the finding of misconduct or dismissal of the allegation. An annual report of investigations will be compiled and forwarded to the relevant internal and external institutional office as or if required.

Senate Policy on Research Involving Human Participants

(formerly Ethics Review Process for Research Involving Human Participants Policy)

Notes: Approved by Senate on 24 June 1993; Amendments approved by the Senate Committee on Research on 11 April 2001; Concurrence of the Academic Policy and Planning Committee received on 14 June 2001; Amendments approved by Senate on 28 June 2001; Amendments approved by Senate on May 23, 2002; Revised and Replaced by Senate on June 19, 2003; **amendments 2013 pending**

Approval Authority: Senate

Signature: "Harriet Lewis"

A. Policy

1. Policy Statement

It shall be the policy of York University to ensure the ethical conduct of research involving human participants and to comply in full with the *Tri-Council Policy Statement on Research Involving Human Participants* (December 2010) as it may be amended from time to time. The policy shall apply to all Faculties and the University Libraries, and to all research involving human participants, human remains, cadavers, tissues, biological fluids, embryos, and fetuses. The policy is intended to protect the researcher and/or principal investigator, the subject and the University jointly, and protect various rights and responsibilities of the respective parties to the research endeavour.

2. Principles and University Commitments

It is imperative that researchers strive for ethical conduct at all times. The Senate of York University affirms that researchers must respect the safety, welfare, and dignity of human participants in their research and treat them equally, fairly, and not as a means to an end. The University values and protects the academic freedom of its researchers, and the ethics review process shall not unfairly censor researchers in the conduct of their research. However, academic freedom is complemented by the requirement to respect the rights of human participants. This policy acknowledges the need for continuing interpretation and refinement of applicable policies to account for changes in research methods, contexts and cultures. Ethical guidelines shall be respected and revised as necessary. Continued awareness and debate of the topic in the research community is essential. The University's principal reference for ethics review is the *Tri-Council Policy Statement (TCPS)*, with which the University has agreed to comply pursuant to the *Memorandum of Understanding* (September 2002) between the University and the three agencies that make up the Tri-Council.

3. Oversight and Reporting

In accordance with the Tri-Council Policy Statement, the University's Research Ethics Board is the Human Participants Review Committee, a sub-committee of the Academic Policy, Planning and Research Committee of Senate. HPRC is charged with reviewing the ethical acceptability of all research involving human participants conducted by members of the University, and to carry out the

procedures within its jurisdiction or under its auspices. All research involving human participants conducted by faculty, staff or students, regardless of where the research is conducted, is subject to review and approval by the HPRC in accordance with the most recent Tri-Council Policy Statement prior to the commencement of any research activities. HPRC's membership, mandate, and operations shall conform to the specifications set out in the procedures that accompany this policy.

HPRC shall report at least annually to the Academic Policy, Planning and Research Committee of Senate, and in doing so shall submit Faculty and University Library reports. APPRC shall, in turn, transmit reports to Senate and make them accessible.

4. Definitions

For the purpose of this policy and its associated procedures, and in accordance with the Tri-Council Policy Statement (current edition):

- (a) **research** is defined as an undertaking intended to extend knowledge through a disciplined or systematic investigation and it includes pilot or preliminary research
- (b) **human participants** are persons who provide data or information to the researcher, which are typically, not part of their professional capacity, or in the public domain
- (c) **researcher and/or Principal Investigator** includes:
 - (i) any member who conducts or advances research in that capacity or who accesses University students or staff as human research participants
 - (ii) any other person who conducts or advances research as connected with the University
 - (iii) any person who conducts research using University resources (whether research space, materials, equipment or human resources)

(The term "member" when used in this Policy and its accompanying procedures includes faculty, emeritus faculty, contract faculty, staff, administrators, students, visiting or adjunct scholars, fellows and chairs, paid and unpaid research associates and assistants and any person in a like position).

5. Confidentiality

All information provided by Principal Investigators is confidential and shall be retained in the files of the Office of Research Ethics on that basis to the fullest extent possible by law.

6. Reference

Canadian Institutes of Health Research, Natural Sciences and Engineering Research Council of Canada, and Social Sciences and Humanities Research Council of Canada, *Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans*, December 2010, as amended.

Procedures

1. Research Ethics Board and Governance Framework

1.1 Human Participants Review Committee as the University's Research Ethics Board

An appropriate and compliant governance structure is a fundamental element of an effective ethics review policy and process. The governance structure ensures that the Research Ethics Board (REB) operates with a clear mandate, authority and accountability, within clearly defined responsibilities and with the institutional independence necessary to undertake their decision-making processes appropriately and effectively. York University's Research Ethics Board is the Human Participants Review Committee, a sub-committee of the Academic Policy, Planning and Research Committee of Senate.

1.2 Overall Mandate of the Human Participants Review Committee

It is the responsibility of the institution to establish or appoint an REB or REBs to review the ethical acceptability of all research involving human participants conducted within their jurisdiction or under their auspices. All applicable research conducted by faculty, staff or students, regardless of where the research is conducted, is subject to review by the institutional REB in accordance with the TCPS.

The REB is, on behalf of the institution, mandated to review the ethical acceptability of research including approving, rejecting, proposing modifications to or termination of any proposed or ongoing research involving humans. This mandate extends to all research conducted under the auspices of or within the jurisdiction of the institution.

In keeping with the requirement that the highest body of the institution shall establish the REB, Senate has created the Human Participants Review Committee. Appointment of members of the REB (HPRC) shall be made by the Associate Vice-President, Research as delegated by the Vice-President, Research and Innovation.

1.3 Specific Roles and Responsibilities

The University-wide Human Participants Review Committee serves the York research community in at least the following three ways:

- contributing to the education of members on research ethics
- conducting independent, multi-disciplinary review of research proposals and
- overseeing the ethics review conducted by the Faculty, Department, School and Graduate Program review bodies

The HPRC shall discharge the following specific duties:

- (a) conduct ethics reviews within the context of the University's responsibility to ensure that the research meets high scientific and scholarly standards
- (b) delegate Graduate theses and dissertations to the Graduate Theses and Dissertation Ethics Review Committee for review and approval and oversee that review process
- (c) delegate course-related, non-funded, minimal risk research (including MRP's and Comprehensive Examinations) to the relevant Faculty, Department, School or Graduate Program ethics review body for review and approval and oversee that review process

- (d) terminate any research that it considers to be threatening or causing distress to the participants, deviates from the approved Protocol, or has not been approved by the appropriate body
- (e) provide Faculties and Libraries with the resources necessary to enable them to become familiar with and adhere to this Senate Policy
- (f) act as an advisory body for the University, educating the community on ethics in research and providing guidance on the ethics review policy, processes and procedures
- (g) provide resources (outreach and education) to the Faculties and Libraries so as to enable them to provide the necessary education and advice to research assistants and students about the relevant aspects of ethics in research and the need to treat participants ethically and respectfully

The HPRC's primary responsibility, however, is to ensure, through the review and approval of research ethics protocols, that researchers respect the safety, welfare and dignity of human participants in their research and treat them equally and fairly and not as a means to an end. Through both financial and in-kind support from the *Office of Research Ethics* and the Associate Vice-President Research, the HPRC shall have the requisite financial and administrative support to ensure that it has both the autonomy and resources to fulfill its responsibilities.

1.4 Membership

The composition of the HPRC shall reflect the University's commitment to gender equity. The term of service for members on HPRC is three years, with the expectation that – ideally - one-third of the membership will be appointed each year so as to ensure continuity and consistency of membership.

At a minimum, the TCPS requires that an REB must be comprised of 5 members, including both women and men. Given the broad range of disciplines and disparate nature of research conducted by York University researchers, to better address the complex needs of ethics review processes York's REB membership exceeds the minimum standard. This is consistent with the TCPS which provides that "institutions may need to exceed the minimum REB membership requirements in order to ensure adequate and thorough reviews, reasonable workload for REB members or to respond to other local, provincial/territorial and/or federal legal requirements."

The HPRC shall consist of at least one member from each Faculty and one member from the University Libraries. The Faculty of Liberal Arts & Professional Studies shall provide at least 2 members to the HPRC in light of the wide range of disciplines represented and the significant number of faculty members within LA&PS. This composition must be maintained at all times in order to ensure compliance with this policy and the current TCPS.

Each Faculty and the University Library shall recommend candidates to the Associate Vice-President Research, and shall nominate replacement candidates promptly should a vacancy arise to ensure continuity of representation.

Faculty member appointments shall be consistent with the principles of *Guidelines and Procedures for Senate Nominations*. At a minimum, the committee shall be comprised of at least 2 members with expertise in relevant research disciplines, fields and methodologies of the proposals under review by the HPRC; at least one member knowledgeable in ethics; and at least one member knowledgeable in the relevant law (the member shall not be the institution's legal counsel and/or risk manager).

In addition, HPRC shall have:

- a community representative who has no affiliation with the University

- the Associate Deans of the Faculty of Graduate Studies (ex-officio, for purposes of graduate research review)

The following shall provide HPRC with support and advice where relevant as non-voting members:

- the Senior Manager and Policy Advisor, Office of Research Ethics
- the University Privacy Officer
- the Biological Safety Officer
- the Vivaria Supervisor and/or University Veterinarian(s)

Additional members may be appointed as required to ensure that all relevant subject areas are adequately represented. Further, where full membership is not warranted or applicable, Ad Hoc Advisors may be consulted. The advice of Ad Hoc Advisors will be sought in the event that the HPRC does not have the discipline specific expertise or requisite knowledge to provide appropriate review of a particular ethics protocol. It should be noted that Ad Hoc Advisors are not members of the HPRC and therefore do not count towards quorum nor do they vote on REB decisions.

1.5 Chair and Vice-Chair of HPRC

The Chair of HPRC shall be appointed by the Associate Vice-President, Research and the Vice-Chair on the recommendation of Committee members. The Chair should, generally, serve for a term of one year. However, in the event that a suitable Chair is not available, the Chair may serve more than one year.

1.6 Substitute Membership

A roster of substitute members may be appointed by the Associate Vice-President, Research to ensure continuity and compliance of the ethics review process in the event of illness and/or other unforeseen circumstances which prevent a quorum of membership of the committee and/or a lack of appropriate representative disciplines for the purposes of review.

1.7 Training

REB members are required to have the relevant expertise and training to undertake appropriate ethics review of research involving human participants. Consequently, each new member of the HPRC shall receive relevant training as it relates to research ethics policy and research ethics review procedures and processes. Training shall be provided by the Office of Research Ethics. New members will be provided with the resources necessary to undertake their responsibilities as REB members effectively, efficiently and appropriately. In addition to the training provided by ORE, HPRC members are expected to complete the TCPS online tutorial. On-going training will be provided to members of the HPRC through education and outreach activities where relevant and necessary.

1.8 HPRC Standard Operating Procedures and/or guidelines

In order to ensure consistency of decision-making processes as well as to ensure accountability of said processes, wherever possible, Standard Operating Procedures (SOPs) or Operations Guidelines should be developed and implemented as they speak to REB operations. SOPs shall be developed, reviewed and updated, where applicable, on a regular basis. All relevant SOPs will be developed by and housed in the Office of Research Ethics and subject to review and/or approval by the HPRC where applicable.

1.9 HPRC Meetings, Quorum and Attendance

The HPRC shall meet regularly and a minimum of 4 - 6 times annually for the purposes of discharging its responsibilities. At least once yearly, a meeting of the HPRC may be convened for the purposes of reviewing SOPs, reports of delegated review processes (including Graduate Theses and Dissertation Ethics review committees and Faculty/Departmental level Ethics Review Committees) and other operational and reporting documents where appropriate and applicable.. Additional and emergency meetings of the HPRC can be convened at the request of the Chair or members of the Committee for the purposes of reviewing research that is problematic, contentious or for which a consensus decision cannot be reached via regular review processes.

1.10 Reconsideration and Appeals

If an ethics review body (HPRC Delegated Ethics Review Committee(s)) refuses to approve the research or if the body requires amendment to the research as a condition of approval and the Principal Investigator disagrees with the proposed amendments, the Principal Investigator may request that the HPRC reconsider their decision. Upon receipt of a request for reconsideration, the HPRC is required to provide a prompt reconsideration and decision pertaining thereto. Should the HPRC and the researcher fail to come to an agreement with regards to the committee's decision, the researcher may appeal the ethics review body's decision to the York Ethics Appeal Committee which shall conduct an ethics review of the research Protocol and the procedures followed by the body that conducted the first review. Decisions of the York Ethics Appeal Committee are final and binding.

1.11 REB(s) Reporting Requirements

The HPRC is required to provide an annual report to Senate via the APPRC for the purposes of information and oversight. . The report shall include a list of all HPRC approved protocols, Faculty annual reports (and delegated reviews), an overview of REB operations, education and outreach activities, a report on activities of the Committee and the Office of Research Ethics, and any other relevant matters.

Delegated Ethics Review Committees (Graduate Theses and Dissertation Committee and Faculty/Departmental Level Review Committees) are required to provide regular reports to the HPRC with regards to decisions rendered on protocols submitted to said committees. At a minimum, said committees are required to provide a list of all protocols and/or projects and/or courses that have received ethics approval on an annual basis. Those protocols which have not received approval must similarly be reported to the HPRC along with the rationale for the decision of the committee.

1.12 Conflict of Interest

Any conflict of interest that exists or may appear to exist as it relates to any of the researchers must be described, even though this need not preclude the continuance of the research. A conflict of interest may exist if there is potential benefit to the researcher(s) beyond the professional benefit from academic publication or presentation of the results (and consequent honoraria, royalties, etc.). In addition to researcher conflict of interest, there may be institutional conflicts of interests, as well as REB members' conflict of interest. As a consequence, while researchers are required to state clearly any and all real or perceived conflict of interest on ethics protocols submitted to the committee for review, REB members are similarly required to state any real or perceived conflicts of interest they may have with regards to a particular protocol before the committee for review. To better manage such conflicts, REB members will be required to recuse themselves from deliberations of said protocols. To manage institutional conflicts of interests, any real, potential or perceived institutional

conflicts of interest should be reported to the REB in accordance with the approved Senate Conflict of Interest policy.

While it is preferable that conflicts of interest be avoided, in those cases where a conflict of interest cannot be avoided, researchers must declare said conflicts to the REB and research participants alike, in as much detail as possible. Researchers are required to minimize or manage identified conflicts and provide the REB with a detailed description of how such conflicts will be managed. For those instances where there may be a financial conflict of interest, researchers shall disclose all kinds and amounts of payment to the researchers by sponsors, commercial interests and consultative or other relationships. Where concerns are raised with regards to potential financial conflicts of interest, the REB may require researchers to provide a copy of their budget so that it may be examined for inappropriate payments or unexplained expenses.

Researchers should be aware that the REB can determine, upon review of the stated conflict of interest and proposed method for management of same, that the researcher withdraw from the research or that others on the research team who are not in a conflict of interest make research-related decisions. Further, the REB has the discretion to prohibit certain kinds of payment and the discretion to refuse to approve a protocol for which it feels the implications of the conflict of interest are too significant and/or cannot be managed effectively.

2. Research and Ethics Review

2.1 Principles of Review

A research investigation that involves human participants should be designed to take account of the well-being of prospective participants. Human participants should be clearly, fairly, and fully informed of the research objectives, procedures, foreseeable risks, and potential benefits. Their decision to participate should be fully voluntary. The risks (if any) should never be excessively harmful and the risk-to-benefit ratio should be taken into consideration when proposing the research. Participants' anonymity and confidentiality shall be fully protected, unless this right is expressly waived (or unless disclosure is authorized or required by law).

Research design should be especially sensitive to ethical issues when the research involves not legally competent individuals and vulnerable populations as well as when it involves risky procedures, deception, or withholding of information.

Concerns regarding the ethical propriety of the research or the interpretation and application of the Senate policy should be addressed to the Sr. Manager & Policy Advisor, Research Ethics, Office of Research Ethics (ORE).

2.2 Research That Is Subject To Review

In general and with some exceptions, research involving living human participants as well as research involving human biological materials, fetuses, fetal tissue, reproductive materials and stem cells from both living and deceased individuals requires ethics review and approval by the HPRC before the research can commence. This applies to pilot and preliminary research as well. It should be clear, however, that the scope of this policy is limited to those activities defined as "research" involving "human participants". Thus, if the activity is not defined as research or does not involve human participants as defined by the TCPS, then the project is not subject to ethics review. The key consideration when making the determination as to whether ethics review is required is to ascertain whether research is the intended purpose of the undertaking or not. Researchers are advised to

consult with the Office of Research Ethics when unclear as to whether their research project requires ethics review before commencing any research activities.

2.3 Research That Is Not Subject To Review

While the default consideration is that research involving human participants may be subject to ethics review, there are a number of research related activities involving human participants that are not in fact subject to review. Given the complexity of research before the committee and the context specific ethical questions each may present, it is difficult to provide a complete list of all exemptions; however, the following is a general list of research that is not subject to review. Please note that the HPRC is the ultimate arbiter as to whether research is exempt from Ethics review.

Research that is exempt from review can be summarized as follows:

- a) research that relies entirely on publicly available information is not subject to review if,
 - (i) the information is legally accessible to the public and appropriately protected by law. An example would be information obtained through a PHIPPA request or
 - (ii) If the information is publicly accessible and there is no reasonable expectation of privacy. An example would be information in a newspaper, or a website or other publishing media
- b) naturalistic observation does not generally require ethics review
- c) research that relies exclusively on secondary use of anonymous information and/or biological materials is not subject to ethics review as long as there is no potential for data linkage and/or participant identification
- d) quality assurance studies, program evaluations, performance reviews and practica are not subject to review
- e) creative practice is not subject to review; however, research that “employs creative practice” to obtain data from participants for the purposes of answering a research question IS subject to review

2.4 Multi-Jurisdictional Research

A considerable volume of research undertaken by York researchers is collaborative in nature, consisting of partnerships between and amongst many institutions and spanning numerous jurisdictions. The ethics review of collaborative research projects which span multiple jurisdictions has proved challenging from both an administrative perspective and a researchers’ time and resource perspective given the number of Research Ethics Boards by which they must be reviewed. To address the complex nature of ethics review of multi-jurisdictional research, there are a number of mechanisms available to both researchers and the HPRC. Researchers should consult with the Office of Research Ethics on potential options for alternate review models.

2.5 Qualitative Research

An ethics protocol is predicated on the assumption that the researcher has a defined set of research questions, methodology, participants etc. that can be readily documented. However, qualitative research practices are more fluid and dynamic and are thus often problematic to document appropriately. The iterative and organic research practices, common to qualitative research have, in the past, been difficult to review from a research ethics perspective.

Of particular concern for both researchers and REB members alike, are the issues of privacy, confidentiality, consent and the relationship between researchers and participants that may often be

blurred in qualitative research project – in particular, participatory action research. Qualitative research is challenged by unique ethical issues as it is often difficult discern when and where the collaboration ends and the research begins. While many preliminary activities may not require ethics review, should a researcher wish to use information collected during preliminary phases, they will be required to obtain consent from the participants and ethics approval from the HPRC. Thus, given the complexity of the issues, when conducting qualitative research, researchers should consult with the Office of Research Ethics prior to the start of their research or potential recruitment of participants.

When conducting qualitative research, there may be circumstances in which written consent will not be appropriate. Researchers, who wish to use a consent process other than a written consent process, must clearly explain their rationale for using an alternative consent process and their strategies for documenting consent. Concern for the welfare of the participants should be paramount.

Observational research studies in public places where there is no reasonable expectation of privacy are not subject to review. Further, where the observational research does not involve the identification or potential identification of the participants in the results, is not staged by the researcher, is non-intrusive and/or where no personal information is collected, ethics review is not required. However, if people have a reasonable or limited expectation of privacy, researchers must submit a protocol to the HPRC or relevant ethics review body for review as ethics review and approval may be required. When in doubt, the Office of Research Ethics should be consulted for advice as to applicability and/or need for ethics review.

2.6 Exploratory Phase

Research ethics review is not *generally* required for the exploratory phase of a research project where the intent of the researcher is to assess the feasibility of the project, establish relationships and/or partnerships with potential participants or to inform the research design or questions. The preliminary phase of research should not be confused with “pilot studies” or “preliminary research”. Researchers are still required to submit an ethics protocol which clearly outlines activities to be undertaken in the exploratory phase of the research so as to afford the HPRC the ability to assess whether ethics review and approval of that portion of the research may in fact be required.

2.7 Scholarly Review and Research Ethics Review

For research that has not undergone peer review, it is at the discretion of the HPRC to require the scholarly review of the proposed research so as to ensure that the ethical implications of the methods and design of said research have been fully considered. Scholarly review may be undertaken by an ad hoc, independent peer-review committee or by a subcommittee of delegates of the HPRC so long as the delegates have the relevant expertise to review the proposed research

2.8 Privacy and Confidentiality

The privacy and confidentiality of data supplied by research participants as a consequence of their participation in research projects is of paramount concern to both institutions and researchers alike. Researchers have an obligation to protect information from unauthorized access, use, disclosure, modification, loss or theft. As a consequence, safeguards must be in place to protect the security of research related data and in particular that data which contains personal identifiers. It is the responsibility of both researchers and institutions therefore to have the necessary physical, administrative and/or technical security measures in place to provide the necessary protection that this data requires. At a minimum, researchers are required to provide both the HPRC (via the ethics protocol) and potential participants (via the Informed Consent Form) a detailed description of the proposed measures for the protection of the data collected through the full research cycle: collection,

use, dissemination, retention and/or disposal. Potential disclosure requirements must be clearly outlined in both the ethics protocol submitted to the HPRC for review as well as in the informed consent form administered to potential participants.

The privacy and confidentiality of data garnered through research activities are addressed in separate Data Security Guidelines. Researchers are advised to consult the Data Security Guidelines prior to the completion and submission of ethics protocols.

2.9 Secondary Use of data

While the secondary use of non-identifiable data is not subject to ethics review, research involving the use of identifiable data for secondary purposes or for purposes other than that for which it was originally collected, is subject to ethics review with some exceptions. Research which involves secondary analysis of identifiable information for which consent has not been obtained, may be approved if the following 6 criteria are met:

- (a) the data is essential to the research
- (b) its use is unlikely to negatively impact the welfare of the individuals
- (c) the researchers will take all necessary measures to protect the privacy of the individual(s) and to safeguard the information
- (d) the researchers will comply with all known previously expressed preferences re future data use
- (e) it is impossible or impracticable to obtain consent and
- (f) the researchers have obtained any other necessary permission for secondary use of information for research purposes

Similarly, should a researcher wish to engage in data linkage, permission will be sought from the HPRC prior to conducting the linkage.

3. Research Ethics Review

3.1 Ethics Review Processes

All University-based research involving human participants, whether funded or non-funded, faculty or student, scholarly, commercial, or consultative, is subject to the ethics review process. Research subject to review includes, but is not limited to, surveys, questionnaires, interviews, and participant observation. It should be noted that if researchers at York University reference their affiliation to the University or use any of its resources when engaging in research, they must submit their research proposal to the HPRC (the institutional REB) for research ethics review in accordance with this policy. In general, the following general principles apply to the ethics review process:

- (a) review procedures should ensure that there is accountability by way of a paper trail from the researcher to HPRC to the relevant research oversight body of Senate
- (b) ethics review should be seen as an integral part of a research process
- (c) reviews should be conducted in an efficient and timely manner
- (d) ethics reviews are undertaken within the context of a proportionate approach to review
- (e) decisions of the HPRC are based on consensus; where consensus is not possible, the HPRC may decide via a majority vote with dissenting opinions noted in the record

3.2 Full Review

All research that is subject to ethics review must be approved by the appropriate ethics review body before the research may begin. The appropriate level of review is determined by the nature of the research and the level of risks or foreseeable risks to the participants. Ultimate determination of the appropriate level of review rests with the HPRC. The HPRC shall conduct either a full or delegated review, depending on the level of risk, the status of the research, or whether the research is more appropriately reviewed by an alternate review committee. Unless otherwise exempted, full board review is the default review process.

All researchers must complete and submit the relevant Protocol Form for ethics approval to the appropriate ethics review body. The review shall be conducted according to the principles and procedures set out in this document. **Research that is subject to ethics review and that is not approved may not be undertaken. Researchers found to have conducted research without ethics approval and/or contrary to an approved ethics protocol may face serious sanctions** (please see the Tri-Agency Framework for Responsible Conduct of Research and the YUFA collective Agreement, sub-section 11.03-9 for further information as to the implications of non-compliance with this policy.)

3.3 Delegated Review

There are a number of types of research that are not subject to full board review but rather subject to a delegated review process. Research that meets the criteria for delegated review is universally minimal risk research. Thus, research that is more than minimal risk is **always subject to full board review**. Further, negative decisions by Delegated Review committees, that is, a decision to not approve a protocol before the committee, must be referred to the HPRC for full review. The HPRC will communicate the result of the final review. The following sections describe the type of research subject to and respective Research Ethics Boards that conduct delegated ethics reviews of research involving human participants.

3.4 HPRC- Delegate Ethics Review

Minimal risk, funded research minimal risk changes to approved research and annual renewals of approved minimal risk research shall be reviewed by delegates of the HPRC via a delegated review process involving no less than two members of the committee. Delegates may be full or non-voting members of the HPRC; however, all must have the requisite knowledge and expertise to conduct appropriate ethics reviews. Where delegated reviewers decide that a protocol should not be approved, the protocol will be referred to the HPRC for full board review.

3.5 Graduate Theses and Dissertations Research Ethics Review

Ethics review of research that is conducted for the purposes of completion of graduate theses or dissertation that is minimal risk and/or is not funded (please consult the Faculty of Graduate Studies for further information as to what constitutes “funded research” in a graduate context) will be conducted by the delegates of the HPRC, namely, the Chair/Vice-Chair HPRC and Associate Dean(s), Research, Faculty of Graduate studies. Where delegated reviewers decide that a protocol should not be approved, the protocol will be referred to the HPRC for full board review. All graduate student PIs must complete the TCPS tutorial to establish that they have completed the necessary education component and attach their certificate of completion to their protocols. Protocols will not be accepted for review unless a valid TCPS tutorial certificate is attached.

3.6 Graduate and Undergraduate Course-related Research (including MRPs) Ethics Review

Course-related, non-funded, minimal risk research proposed by students in Departments, Schools or Graduate Programs, with the exception of theses and dissertations, are subject to review by the relevant Faculty/Departmental level Ethics Review committee. Departmental/Faculty level review committees must be comprised – at a minimum – of two members.

All Faculty/Departmental level Ethics Review committees are required to establish review procedures according to the guidelines set out above and approved by the HPRC. Further they are required to:

- (a) review all course-related, non-funded, minimal risk research proposals (including MRP's and Comprehensive Examinations) that are subject to ethics review according to the criteria set out in this document
- (b) report to the HPRC by July 30th of each year on the research proposals (name of Principal Investigator and topic or research title) reviewed and the decisions made for the 12 month period ending June 30th and
- (c) obtain a written statement from the instructor or supervisor confirming that the Principal Investigator (s) has been advised that all human participants in the research **must** have either signed a written consent form or have provided oral consent for their participation in the research. The Principal Investigator must also be advised that consent forms shall be retained by the Principal Investigator for two years following the completion of the research. All student PIs must complete the TCPS tutorial to establish that they have completed the necessary education component

3.7 Ongoing Review

Ethics approval is a fluid process that requires ongoing review and monitoring. Consequently there are a number of processes and procedures that must be undertaken in order to ensure continued compliance (of the ethics protocol) with this policy.

3.7.1 Annual Renewals

At a minimum, research that extends beyond one year and/or the expiry date of the certificate of ethics approval must be renewed. Researchers must submit an application for renewal of ethics approval **prior** to the expiration of the approval certificate in order to maintain on-going compliance.

3.7.2 Progress Reports

Research that is more than minimal risk may require and be subject to greater post approval monitoring to ensure the continued protection of participants rights and researcher's responsibilities. Consequently, the HPRC may require researchers to provide more frequent progress reports on the status of their research than that of the standard Annual Renewal application. The need for progress reports will be project specific and determined on a case by case basis. The need for and number of progress requirements are the discretion of the HPRC.

3.7.3 Amendments to Protocols

Researchers are required to complete and submit an amendment application outlining any proposed changes to their approved protocol, to the HPRC in as timely a manner as possible. Approval for said changes must be received **prior to** the continuation of the research. Researchers may not proceed with their proposed amended research until such time as the proposed amendments have received

ethics approval. Substantive changes to approved protocols may be required to undergo full committee review and the subsequent submission of a new protocol.

3.7.4 Adverse and Unanticipated Events

Researchers are required to report any unanticipated or adverse events to the HPRC as soon as possible, or immediately if the risk to the participants of the event is significant. Documentation of said events must be submitted to the Office of Research Ethics as soon as possible and should include a description of the event or issue and how the researcher has addressed the matter. The HPRC will review reports of adverse or unanticipated events and may, as a consequence, require the researchers to amend their protocols to prevent future recurrences.

3.7.5 End of Project Reporting

Researchers are required to complete an “End of Project Report” so as to notify the HPRC of the completion of their research project.

3.8 Consent

Respect for persons, as noted in the introduction, is a core principle of research ethics. In respecting persons, researchers understand the dual moral obligations to respect autonomy and to protect those with developing, impaired or diminished autonomy. An important mechanism for respecting participants’ autonomy in research is the requirement to seek their free, informed and ongoing consent.

3.8.1 Principles of Informed Consent

Ethical research involving humans requires free and informed consent. To that end, all potential human participants (e.g. interviewees, research subjects, community members, etc.) have the right to be informed of:

- (a) the nature of the research (hypotheses, goals and objectives, etc.)
- (b) the research methodology to be used (e.g., medical procedures, questionnaires, participant observation, etc.)
- (c) a complete description of risks and benefits
- (d) that their participation is entirely voluntary and thus they have the right not to participate, not to answer questions, and/or to terminate participation at any time without prejudice (e.g., without academic penalty, withdrawal of remuneration, etc.)
- (e) their right to anonymity and confidentiality
- (f) when relevant, whether or not the permission of the organization with which they are associated (e.g. employment, profession) has been sought and/or obtained
- (g) the right to withdraw their biological data should they choose to withdraw from the study; where such withdrawals are not possible, researchers must make this clear on the consent form;
- (h) information about potential commercialization of the research
- (i) potential or real conflicts of interest
- (j) where applicable, to be debriefed (via a debriefing document) of any deception or partial disclosure used in the study
- (k) data security and management and any other issues of which the participants should be aware that is relevant to specific protocols and research projects

Free and informed consent from participants, subject to a few exceptions, should be obtained prior to the commencement of research. **No research may proceed with anyone who has refused to**

consent to participate. It is the responsibility of the Principal Investigator to ensure that the approved consent process is adhered to at all times. Further, the Principal Investigator is required to ensure that all members of his or her research team similarly adhere to the approved consent process. The manner in which a Principal Investigator obtains informed consent may be restricted as a result of the nature of the research, status of the participants, and culturally-specific norms. Regardless of the method used, the principles of informed consent must be met and documented; however, the reviewing bodies shall be flexible in how that consent is obtained where circumstances warrant.

The following two methods of informed consent are the most common and are generally acceptable:

Informed Consent Form:

The default consent process requires a written informed consent form. A written informed consent form is the standard for research involving human participants and it is the one required to be used routinely. The written consent form includes the minimum principles outlined above, and require the participants' or their representative'(s) signature(s).

Verbal statement:

Only in specific *circumstances*, such as where written communication is not feasible (children, illiterate adults, certain communities) or appropriate (politically volatile situations), may researchers relay the principles outlined above verbally. The verbal consent script must be provided to the relevant ethics review Committee for review and approval.

3.8.2 Incidental Findings

Researchers are obligated to ensure that participants are provided with the information necessary to maintain consent to participate. Thus, should information become known or available that may have an impact on participants or may impact their continued participation in the project, researchers are required to inform the participants as soon as possible. Similarly, should it become known to researchers that there are new potential significant risks to participants or substantial benefits, participants must be informed of the changes immediately. Similarly, any material incidental findings (i.e. findings that have been interpreted as having significant welfare implications for the participant, whether health-related, psychological or social) may be required to be disclosed to the participants. The Office of Research Ethics must receive documentation of any changes to the risks to or benefits for the participants or any material incidental findings of which researchers become aware and/or that have been disclosed to participants.

3.8.3 Departures from General Principles of Consent

There are certain research situations in which the common principles of informed consent may not be appropriate or practical and thus a departure from the general principles of consent may be justified. In order for a departure from the general principles of consent to be approved, **all of the following 5 criteria** must be met:

- the research must be minimal risk
- the participants' welfare is unlikely to be impacted
- it is impossible or impracticable to carry out the research if prior consent is required;
- wherever possible, participants may be briefed at a later date and provided the opportunity to consent or refuse consent and;

- the research does not involve a therapeutic intervention or other clinical or diagnostic interventions

Further, in exceptional circumstances such as individual medical emergencies, departure from general principles of consent may also be justified. However, such exceptions are made only in those cases where the research to be conducted addresses the emergency needs of the individuals involved and conforms to established ethics review processes as approved by the HPRC.

3.8.4 Consent and Capacity

Researchers must ensure that participants have the capacity to consent and must therefore be aware of all the regulatory and legal requirements as they speak to capacity. Further, researchers are required to provide a mechanism by which those that do not have the capacity to consent or a limited capacity to consent have the means to participate where appropriate and applicable so as to ensure that they are not unjustly excluded from the benefits of the research or included where not appropriate. Such mechanisms can include third party consent, substitute consent or research directives. Regardless of the mechanism used to obtain consent, the researcher must provide sufficient detail to the HPRC to assess whether the rights of the participants who do not have the capacity to consent or have limited capacity to consent have been sufficiently protected.

3.9 Risk (Participants, Researchers)

Risk is a function of the magnitude of the harm that may befall participants or others as a result of their participation in a particular research project. The HPRC is required to review proposed research as outlined in the respective ethics protocols in the context of both the foreseeable risks of the research and the available methods of eliminating or mitigating the risk. The level of review – full review or delegated review and the concomitant level of scrutiny associated with each – is dependent on the determination of the level of risk. Given the proportionate approach to the analysis of risk in the ethics review process, magnitude or seriousness of harm and probability of occurrence of harm, are the primary considerations. It should be noted that, in general, consideration of risks *to researchers* are beyond the purview of the HPRC. However, should members of the committee be concerned about the safety of researchers – and in particular, student researchers – the appropriate body within the University may be contacted for further review, comment and direction.

3.10 Participants – Inclusion and Exclusion criteria

Researchers are required to provide detailed description of their recruitment processes, potential research participants and the related inclusion and exclusion criteria. Researchers which exclude a particular group shall provide a rationale for their exclusion. Wherever possible and relevant, equal gender representation should be sought in all participant groups. Similarly, accommodations – including necessary alternative consent processes - should be made so as to afford the inclusion of minors, the elderly and other vulnerable groups in research projects, wherever possible. Researchers whose participant groups may include those of limited capacity to consent, the elderly, minors and other vulnerable groups should generally be limited to research that is minimal risk.

4. **Research Involving Aboriginal Peoples**

In recognition of the complex nature of research involving Aboriginal peoples and mindful of the need to ensure that appropriate sensitivity to cultural and community rights, roles and responsibilities are employed in all research projects conducted under the auspices of York University, separate Research Ethics Review Guidelines for Research Involving Aboriginal People as well as a Research

Ethics Review Checklist have been developed. An advisory group comprised of Aboriginal researchers, students and scholars representing a wide range of communities was created in 2010 and formalized as a consulting advisory committee in 2011 for the purposes of providing advice and recommendations on research ethics protocols, and research ethics policies and procedures as they relate to research involving Aboriginal peoples.

Researchers conducting research involving Aboriginal peoples and/or within or about Aboriginal communities are required to consult the Guidelines prior to submitting an ethics protocol to the HPRC for review.

5. Research Not Covered by This Policy and Procedures

Any research activity for which this policy is silent (such as Clinical Trials, research involving human biological materials and/or human genetic research), researchers are advised to consult the relevant section of the current TCPS for guidance. Alternatively, researchers may consult with the Office of Research Ethics for advice and direction.

Information Items from the Sub-Committee on ORUs

May 2 Report

1. **Deferral of the Review LaMarsh Centre for Child and Youth Research / Extension of Term as an ORU**

The Senate Policy on ORUs came into effect on the date it was approved by Senate. However, the Policy states that: “In the interest of a gradual and orderly transition to the chartering model set out in this Policy, all current charters shall continue until each ORU’s next scheduled review or June 30, 2015, whichever comes first.” Under the terms of the previous Policy and the charters granted by Senate under its authority, ORUs could seek and receive from the Senate Committee on Research a deferral of the mandatory reviews which preceded all applications for the continuation of a charter. Earlier this year the Sub-Committee was advised that LaMarsh would not submit a charter application during this round of submissions pending further reflection, in conjunction with the Faculty of Health, on available options (i.e., application for free-standing ORU status or reconstitution within another ORU). Subsequently, LaMarsh requested a deferral of its review under the terms of the old policy which continues to apply. The Sub-Committee, acting within the mandate inherited from SCOR, has granted the deferral. This has the effect of extending the Charter up to June 30, 2014. The Sub-Committee was assured that a final decision on the status of LaMarsh would be made in the autumn.

2. **Draft Template on Terms and Expectations**

The Sub-Committee reviewed the template for “terms and expectations” documents [that will accompany ORU proposals submitted to APPRC and Senate]. The template will be used to create a unique set of expectations of ORUs which highlights the undertakings of the applicants and other (see the proposals for chartering appended to this report for illustrations). These documents will be submitted along with applications, resource and support statements and, where appropriate, reviews and replies to reviewers.

3. **Applications Not Proceeding to the Recommendation Stage**

Applications for the following proposed ORUs will not proceed to the recommendation stage:

Centre for Research in Spatial Information, Cognition & Intelligence
Canadian Centre for German and European Studies
Institute for Computing Innovation

The Guidelines and Procedures on Organized Research Units require that the Sub-Committee receive documents submitted in support of all applications, including those that are not brought forward with a recommendation to grant a charter. In this context the Sub-Committee reviewed the documents submitted in support of these three applications. The Sub-Committee confirms that the process by which these applications were evaluated adhered to the Senate Policy on Organized Research Units and took proper account of the criteria set out in the Guidelines. The Sub-Committee also confirms that there is no appeal against a decision not to proceed with a recommendation to Senate but that unsuccessful applicants may re-apply in a subsequent round.

4. Guide for Next Round of Applications

The Sub-Committee reviewed the Guide for Charter Applications that will accompany the call for applications in the next round, which is attached. Members of APPRC may also wish to note the timelines for applications. As previously reported, the Sub-Committee strongly supports efforts to ensure that these timelines are adhered to rigorously.

May 30 Report

1. External Review Committee Recommendations: Status Report on Implementation

The Sub-Committee received a progress report on the implementation of recommendations made by the External Review Committee in 2012. The report documents actions taken to date as well as further steps in the process. Recommendations have been reviewed and addressed in close collaboration with ORU directors and Faculties.

2. ORU Director Recruitment and Review

At the time this report was written, nearly all ORU directorships have been filled as the result of successful searches or interim arrangements made to appoint acting directors. Some appointments are subject to the completion of formalities. The Sub-Committee will provide APPRC with a full report in September.

3. ORU Annual Reports Update

Almost all continuing ORUs have submitted their annual reports. As is customary, members of the Sub-Committee will have an opportunity to review and comment on the reports. Written feedback is provided to all ORUs by the VPRI following discussions of these reports and the Sub-Committee will also review this correspondence in the late summer / early autumn.

Anna Agathangelou

Sub-Committee Chair

Tri-Council Funding Success

York University currently leads the country in the Social Sciences and Humanities Research Council of Canada’s (SSHRC’s) large-scale awards competitions valued at \$1 million or more. Between 2006 and 2012, York researchers received 40% more of these awards valued at \$1 million or more than any other institution in Canada.

Updated Highlights for 2012/2013

Full data from 2012-2013 are still being entered into the research data system. Select successes in tri-council funding (results embargoed, for internal use only, not for external distribution):

Tri-Council Grant	Fall 2011				Fall			
	Applications Submitted	Grants Received	Success Rate	Total Awarded	Applications Submitted	Grants Received	Success Rate	Total Awarded
SSHRC	58	23	39.7%	\$3,457,335	94	26	27.7%	\$4,818,304
SSHRC Partnership Grant	1	1	100%	\$3,947,612	3	3	100%	\$13,900,000
SSHRC Partnership Development Grant	9	6	67%	\$1,198,458	5	2	40%	\$693,530
NSERC Discovery	71	51	71.8%	\$6,647,000	72	47	65.3%	\$7,050,000
NSERC Equipment Grant	42	8	19%	\$601,733	31	10	32%	\$860,306
CIHR Operating	21	0	0%	\$0	25	4	16%	\$2,193,405

NSERC Funding:

York also received four new NSERC Discovery Accelerator Supplements (DAS) - \$40,000/year for three years on top of the Discovery grant to provide the researchers with substantial and timely additional resources to accelerate progress and maximize the impact of superior research programs. This is the highest number of DAS grants that York has received in a year, up from two last year.

In addition, 13 graduate students have received a total of \$469,000 in funding for scholarships and fellowships

Strategic Project Grants Program: Professor Nick Cercone was awarded \$294,000 from NSERC, plus over \$217,000 from industrial partnership organizations through monetary and in-kind contributions, over three years, to study the expression of expression of sentiment, affect, influence and emotions in social media.

Collaborative Research & Development Grants: Professor Michael Organ- grant details to be confirmed.

Project: “Sustainable continuous Chemical Manufacturing Using Micro Flow Reactor Technology” CIHR Funding:

CIHR Chairs- York received three new CIHR chairs as a result of 2012 competitions for Faculty of Health researchers. The chairs are in Autism Spectrum Disorders, Reproductive and Child Health Services and Policy Research, and Gender Work and Health with CIHR funding of \$1,000,000, \$925,000, and \$800,000 respectively over five years.

CIHR Funding: Over \$1M for Muscle Research – Professor John McDermott, McLaughlin Research Chair in the Department of Biology in the Faculty of Science, has been awarded two grants valued at \$584,060 and \$530,600 to be awarded over five years to conduct research on muscle as part of the CIHR’s virtual research initiatives, the Institute of Musculoskeletal Health & Arthritis and the Institute of Circulatory & Respiratory Health.

Banting Postdoctoral Fellowship 2012

- 3 fellowships received, out of 7 applications (in 2011 we received 1 fellowship out of 11 applications)
- Areas of Education, International Security Studies and Engineering
- \$700,000 per year for 2 years

COMMITTEE ON ACADEMIC STANDARDS, CURRICULUM AND PEDAGOGY

Report to Senate
at its meeting of 27 June 2013

Documentation for Information items will be provided upon request.

FOR ACTION

6.2.1 Establishment of a Bachelor of Engineering (BEng) Degree Program in Mechanical Engineering • Department of Mechanical Engineering • Lassonde School of Engineering

The Committee on *Academic Standards, Curriculum and Pedagogy* recommends that Senate approve the establishment of a BEng degree program in Mechanical Engineering, Department of Mechanical Engineering, Lassonde School of Engineering, effective FW'14.

Rationale

A full copy of the proposal, including the external reviewer's report, and the Dean's and Provost's statements of support, are attached as Appendix A. The proposed BEng program in Mechanical Engineering will be housed in the newly established Department of Mechanical Engineering, in the Lassonde School of Engineering.

The program requirements were developed to meet the Canadian Engineering Accreditation Board's (CEAB) criteria for professional accreditation. They were also informed by:

- Examining the curriculum of mechanical engineering programs in Canada and the US;
- Consultation with engineering faculty at universities across Canada;
- Discussion with graduates from Canadian mechanical engineering programs; and
- the needs of the industry in engineering graduates

Consistent with existing engineering programs at York, Mechanical will share a common first-year curriculum, with students commencing study of their chosen engineering field in their second year. The mission of the program is to graduate "Renaissance Engineers" – accredited engineers educated in the foundations of mechanical engineering, with broader complementary skills, disciplinary knowledge and global perspectives. In this regard, York's program distinguishes itself from those offered by peer universities in the province and the country.

In accordance with the New Degree Program Approval Protocol in the *York University Quality Assurance Procedures (YUQAP)*, an external review of the proposed new program was conducted. The reviewer's summary conclusion is that "The program has all the characteristics and courses of a quality mechanical engineering program."

Minor recommendations were made by the reviewer to strengthen the program or clarify some aspects of the proposal. The proponent's response to the reviewer's report sets out the changes made to the proposal in reply.

As the reviewer noted, the success of the new program is dependent on the planned faculty and staff complement and physical space coming to fruition. The decanal statement confirms that the resources for the new program have been developed in the context of the larger planning exercise for the expansion of Engineering at York and have met with the approval of the Provost. Three new faculty positions in Mechanical Engineering have been approved for the current recruitment cycle, and the complement will increase coincident with the roll-out of the program and sustained enrolments over the next several years.

With the concurrence of the Academic Policy, Planning and Research Committee, the strong support of the Dean and the Provost, the Senate Committee enthusiastically recommends the establishment of the BEng program in Mechanical Engineering. Upon Senate approval, the proposal will proceed to Quality Council for review.

Approved: FSE Faculty Council 5 June 2013 • ASCP 12 June 2013 • APPRC 17 June 2013

6.2.2 Minor in Japanese Studies • Department of Languages, Literature & Linguistics • Faculty of Liberal Arts & Professional Studies

The Committee on *Academic Standards, Curriculum and Pedagogy* recommends that Senate approve the establishment of an Honours Minor program in Japanese Studies to be housed in the Department of Languages, Literature & Linguistics, effective FW 2014-15.

Rationale

The documentation is attached as Appendix B. The proposal to establish an Honours Minor program in Japanese Studies capitalizes on solid and sustained enrolments in Japanese courses. The curriculum is a fully web-based model of pedagogy, which students find very effective for language instruction. There is strong student interest in a Minor degree option, as it enhances the breadth of their skills and provides graduates a competitive edge for employment.

York has strength in Japanese language instruction and cultural studies. The Japanese section of the DLLL is actively engaged in exchange programs with several universities, has strong liaisons with Japanese associations in Canada, and hosts the *Japanese Language Proficiency Test* and regional and national Japanese Speech contests (in which York students regular enjoy success). Owing to the breadth and depth of this activity, the section has earned a strong external profile.

Expanding the academic programming to include Japanese Studies supports the goals of the Faculty's strategic plan and the UAP internationalization objective.

Little expansion of the Japanese studies curriculum is necessary support the new Minor program. And the full-time and CLA faculty complement in place is sufficient to offer and sustain the degree option. The decanal statement confirms that the Minor can be managed with the program's current modest resources, and commits to considering the augmentation of those resources should the program's enrolments achieve the projected levels. The Vice-Provost Academic supports the proposal for the Minor and echoes the need to monitor resources to ensure the program's sustainability.

Once approved by Senate, the proposal will proceed to Quality Council for review under the category of *Expedited Approvals*.

Approved by: LA&PS Council 9 May 2013 • ASCP 22 May 2013

6.2.3 Changes to the Faculty General Education *Guiding Principles* and *Model* • Faculty of Liberal Arts & Professional Studies

The Committee on *Academic Standards, Curriculum and Pedagogy* recommends that Senate approve changes to the Faculty General Education *Guiding Principles* and *Model* within the Faculty of Liberal Arts & Professional Studies, as set out in Appendix C, effective FW 2014-15.

Rationale

Entrenched in the LA&PS *2010-2020 Faculty Strategic Plan* was a commitment to review the Faculty's general education framework to strengthen it. Toward that end, a Faculty-wide consultation on a series of overarching general education questions commenced in 2012. That initiative resulted in proposed revisions to the Faculty's *Guiding Principles* and its *Model* of general education. The full slate of changes, the details about the consultation process and the background material are all included in the appendix.

The current general education structure and regulations in LA&PS are the result of a blending of the requirements from its predecessor Faculties, Arts and Atkinson. The consensus in the Faculty is that the attempt to weave together the best features of each regime did not produce a good fitting framework for the new Faculty. Among the key questions about its general education program that arose, and which were the focus of its review exercise, were:

- Should it maintain the 2000-level 9-credit general education courses developed as part of the Faculty of Arts Foundations program?
- What is distinctive about a general education course in each of the four areas of humanities, social science, modes of reasoning and natural science
- Should the practice of “double-counting some courses for general education and Major credit continue?
- Should the offering of general education courses be confined to just those units which presently offer them?
- Should the differing requirements for different degree programs be maintained
- How can part-time students who need to enrol in the four-hour 9-credit courses offered during the evening be accommodated?

The intended outcome of the general education changes is “to establish a stable, uniform, comprehensive and comprehensible structure for General Education in LA&PS.” Following considerable discussion, the Faculty has endorsed the new *Guiding Principles* and Faculty-wide *Model*. The Senate Committee, having discussed the changes over two meetings, supports the proposal and recommends Senate approval. Once approved, the Dean's Office will need to work in collaboration with the Registrar's Office to attend to the implementation details in time for the changes to take effect for FW'14.

Approved by: LA&PS Council (with amendments) on 14 February 2013 • ASCP 22 May 2013

6.2.4 Continuation of the Direct-Entry Bachelor of Education (BEd) Option • Faculty of Education

The Committee on *Academic Standards, Curriculum and Pedagogy* recommends that Senate approve the continuation of the Direct-Entry Bachelor of Education option, within the Faculty of Education.

Rationale

In February 2010 Senate approved “a waiver of the requirement for a minimum of 24 credits of university courses and a minimum C+ grade point average for admission into the Concurrent BEd program for a target group of high school applicants for the FW’10 and FW’11 academic sessions for the purpose of piloting a direct entry option for the BEd Concurrent program.” The participating Faculties in the pilot were Glendon, Fine Arts and Science & Engineering. The goal of the direct-entry option for the BEd program was to enhance York’s recruitment of quality high school students since, every year excellent potential York students wanting an Education degree were choosing to go to institutions that guarantee acceptance to an Education program directly from high school. On the basis of the tremendous success of the pilot project during the first two admissions cycles, it was extended for two additional years (FW’12 and FW’13) and expanded to include the Faculties of Health, Environmental Studies and Liberal Arts & Professional Studies.

The success of the Direct-Entry program has continued, and the Faculty sees value in establishing it as an ongoing degree option for students. The supporting material is attached as Appendix D. The proven benefits of the option include:

- An increase in the pool of applicants to the Concurrent program (41% in the FW’12 session);
- An enhancement of the quality of the incoming students for both the BEd program and the concurrent undergraduate degree programs; and
- A high retention rate among the BEd students, which also bolsters retention in the students’ concurrent undergraduate degree programs (See Table 3 in the appendix)

Coincident with the establishment of the Direct-Entry option on an ongoing basis is a minor change to the structure of the program (approved by ASCP 22 May). The current non-credit required course (EDUC 1000 0.00) is being changed to a 3-credit course that will count as an elective in students’ concurrent undergraduate degree program. The change from a zero-credit to a three credit course is intended to provide resources necessary to support the Direct-Entry option. All seven undergraduate Faculties which partner with the Faculty of Education in the Concurrent BEd program have consented to this minor change and confirm that students will be able to accommodate the three credits within their degree requirements.

The Senate Committee is pleased to recommend that the Direct-Entry BEd program be established as an ongoing degree option.

Approved by: Education Council 19 April 2013 • ASCP 22 May 2013

CONSENT AGENDA

6.2.5 Changes to the York-Seneca Joint Program in Urban Sustainability • Faculty of Environmental Studies

The Committee on *Academic Standards, Curriculum and Pedagogy* recommends that Senate approve the following changes to the York-Seneca Joint Program in Urban Sustainability, effective FW 2014-15:

- Revision of the degree requirements as set out in the attached proposal
- Change in name from a Joint Program in Urban Sustainability to a Dual Credential Program in Urban Sustainability

Rationale

The full proposal is included as Appendix E. The York-Seneca program in Urban Sustainability was approved by Senate in 1999. Upon completion of the program, students receive both a BES degree from York and a three-year Civil Engineering Technology diploma from Seneca College. The structure of the joint program allows students to complete both the Honours undergraduate degree and diploma components in five years in what would otherwise take seven years. This accelerated program can begin either at the college or at the university, and is then completed at the partner institution.

The changes to the degree requirements will better prepare BES students for the transition into the diploma program at Seneca, and will provide greater flexibility in course selection to the Seneca students moving into the BES program at York. The program learning outcomes have been articulated, and mapped in detail to the revised requirements.

Categorizing the program as Dual Credential rather than Joint aligns it with the *York University Quality Assurance Procedures'* (YUQAP) nomenclature for Inter-Institutional programs. Seneca College recently changed the name of its program from Civil Engineering Technologist Diploma to *Advanced Diploma in Civil Engineering Technology*, and the proposal reflects that updated title.

Approved by: FES Council 23 May 2013; ASCP 12 June 2013

FOR INFORMATION

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

- a) Liberal Arts & Professional Studies
 - Minor change to the requirements for the Bachelor of Disaster & Emergency Management program
 - Minor change to the requirements for the Professional Certificate in Emergency Management
- b) Schulich School of Business
 - Updates to policies and procedures for Examinations, Grading, Promotion, Graduation and Academic Honesty for undergraduate programs

2. Minor Change to the Fall 2013-2014 Sessional Dates

In October the Committee transmitted to Senate the sessional dates for the FW 2013-14 academic year. As reported, the Fall and Winter terms were properly established at 12 weeks. However, in the Fall term the number of "meets" for Tuesday classes resulted in 13 instead of 12 as required by the *Senate Policy on Sessional Dates and Scheduling of Examinations*. In order to bring the Fall term into alignment with the policy, a slight change has been made to the autumn schedule. In conjunction with the University Registrar, the Coordinating & Planning Sub-committee confirmed that during the final week of classes (December 2-6, 2013) **Tuesday, 3 December 2013** (the 13th Tuesday) **will be designated as a study day**; no classes will be scheduled on this day. This minor adjustment brings symmetry to the Fall sessional dates and aligns the term with the requirements of the Senate policy. The revised 2013-14 sessional dates have been posted on the Registrar Office's website at: <http://www.registrar.yorku.ca/enrol/dates/fw13.htm>

3. Degree Level Expectations and Student Learning Outcomes

In Fall 2011, and again in Spring 2012, the Vice-Provost Academic called for the submission of degree level expectations for all degree types at the University and the program learning outcomes for each individual degree program, as required by the Province's new Quality Assurance framework. Each individual program is to define its objectives - both the general skills and the subject-specific objectives - which a student can expect to acquire in the program, and map those objectives to program requirements. The degree level expectations and student learning outcomes are to be made available to all students in all degree programs.

At a recent ASCP meeting, Vice-Provost Pitt provided a status report on programs' submission of their learning outcomes. Good progress is being achieved among undergraduate programs, but less so on the graduate side.

	Undergrad	Graduate	GL	LAPS	HH	FSE (prior to Lassonde)	FES	FA	OSG	ED	SSB
% of programs that have not provided a submission	17%	60%	40%	4%	25%	29%	0%	50%	0%	0%	0%

The Vice-Provost facilitated a discussion at ASCP on how to support programs' curriculum mapping and student learning outcome articulation. Four initiatives to assist programs in this exercise were identified. They are to:

- develop resources linked to The Teaching Commons and to the VPA Quality Assurance website
- host a conference - possibly jointly with another university – with discipline-specific workshops
- communicate to the community the kinds of unit-level support provided by The Teaching Commons
- include Teaching Commons staff in Fall meetings for programs scheduled for cyclical reviews

The Committee will support the Vice-Provost in delivering the above initiatives. Priority assistance for this exercise will be provided to those programs which have not yet submitted the learning outcomes and curriculum mapping component.

4. Farewell and Thanks

Ms Lisa Lynn Stewart and Mr David Cappadocia, the undergraduate and graduate students respectively on the committee, and Professor Doba Goodman (*Psychology, Health*), are all completing their terms this year. Members wish to thank each for their valuable contributions to the work of the committee. Special thanks go to Professor Goodman who has served on ASCP and its predecessor CCAS continuously for the past 10 years. The work of the Committee was enhanced by Doba's wisdom, conviction and collegiality, and her contributions to the work of Senate are deeply appreciated.

The Committee welcomes Irene Henriques (*Schulich*), Mary Helen Armour (*Natural Science, Science*) and Kabita Chakrobty (*Children's Studies, LA&PS*) to the Committee effective 1 July 2013.

George Tourlakis
Chair, Academic Standards, Curriculum & Pedagogy

**New Undergraduate Degree Program
New Program Brief**

York University

**New Program Brief of the
Bachelor of Engineering Program (BEng)
in
Mechanical Engineering**

Submitted: June 13, 2013

**Prepared by: Alidad Amirfazli PhD., P.Eng., FCSME
Professor & Chair,
Department of Mechanical Engineering
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1. Introduction

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

The degree program proposed is a Bachelor of Engineering (B.Eng.) in Mechanical Engineering. This is a four year program with the first intake planned for September 2014. The program needs to be accredited by the Canadian Engineering Accreditation Board (CEAB) once the first graduating class has successfully fulfilled the program requirements in 2018. As a result, the program is designed from the outset with the accreditation requirements in mind. With the planned introduction of a Co-op component in the future, an additional year will be typically required to graduate as students will be working cumulatively for one year during the study period.

Mechanical Engineering is one of the oldest and broadest engineering disciplines and considered to be cornerstone for any Engineering Faculty. According to Engineers Canada (Dec. 2012 report), Mechanical Engineering has the largest undergraduate program enrollment of any other engineering program (e.g. in 2011 ~13,600 students enrolled in accredited engineering programs in Canada with ~3,000 graduating in 2011). Mechanical Engineering deals with application of kinematics, thermodynamics, solid mechanics, materials science, heat transfer, principles of design, and fluid mechanics to a wide array of systems and subsystems found in various machineries and devices or living organisms in economic and industrial sectors such as medical devices, auto industry, aerospace, electronics packaging, manufacturing, shipping, transportation, energy production and usage, mechanics of human body and living organisms, mechatronics, nanotechnology, robotics, microsystems, sustainable building systems, control and industrial simulators, rehabilitation technology, etc. Graduates from a Mechanical Engineering program can expect to find employment in any of the above areas as well as related certification, inspection, maintenance, implementation and life-cycle management functions.

A survey of the degree designation of similar Canadian programs showed that the majority of the programs award a B.Eng. degree to their graduates (46% award BEng, followed by BASc (29%) and then BSc at 25%). Also, surveying students, it became clear that the majority prefer the degree designation of BEng over a B.Sc. or B.A.Sc. as they prefer a degree title that clearly states the word “engineering”.

Mechanical Engineering is the ideal naming for the program as it is a well-recognized and known/understood program designation for what we are planning to deliver. There are some other variations for somewhat similar program content such as Mechanical and Mechatronics Engineering or Mechanical and Bioengineering, etc., however, such naming is usually done to emphasis a particular branch of the discipline. As our goal is to deliver a solid program encompassing the fundamentals of the Mechanical Engineering discipline, the proposed naming is the most appropriate. Notwithstanding this, our plan is to expose our graduates to a wider knowledge space, e.g. basics of project management and business processes, project financial literacy, technical and non-technical communications, entrepreneurship, ethics, and basics of legal matters encountered by engineers, etc. (see program content section). This is very much in line with the philosophy of the Lassonde School of Engineering that is partially inspired by the following quote from Patricia Galloway in *The 21st Century Engineer*: “In the 21st century, an ever increasing need will emerge for a holistic breed of engineer – one who can work across borders, cultural boundaries, and social contexts and who can work effectively with non-engineers. The subjects of globalization, diversity, world cultures and languages, communications, leadership, and ethics must constitute core components of the overall engineering education just as physics and mathematics do.”

At York University's Lassonde School of Engineering, we call the above breed of engineer the Renaissance Engineer™. We will educate these engineers of the future by instilling a unique combination of five attributes: technical expertise, practical experience, a collaborative mindset, a creative culture, and a global perspective.

Students will experience the above educational components from the outset in the first year through focused engineering courses and projects, and in collaboration with other professional schools (business, law) and Faculties at York in later stages. Through experiential education (including possibility of internships and co-op) and dynamic extracurricular activities, students will develop hands-on knowledge of business, leadership and

technology. Even our new engineering building is being designed from the ground up to reflect these core values.

Recognizing that nationwide participation of women in the Mechanical Engineering is the lowest amongst all other engineering programs (at ~10% in 2011, according to Engineers Canada) special efforts will be made to break this mold at the new Mechanical Engineering program. We believe the characteristics of the program as described above will intrinsically be more appealing to female students; we will make special efforts in outreach programs in coordination with the Lassonde School of Engineering, to communicate the role mechanical engineers play in well-being of human life and our Earth. Amongst other initiatives contemplated are dedicated scholarships, attention to attracting female faculty, and graduate students, summer camps and high school outreach for students and counselors, exploiting social media avenues, and speaker series featuring female leaders in the field. On the last point, a vehicle can be the Lassonde Ambassador Program. This program has been created with the intention of providing our students with an opportunity to develop their leadership skills and enhance their Lassonde education. Lassonde ambassadors serve as leaders and role models in the Lassonde School of Engineering providing students opportunities for personal and professional development. Furthermore the Ambassadors will create a positive legacy through the sharing of their skills and knowledge, and by providing inspiration for current and future students.

Finally, in response to the shared goal of the Lassonde School of Engineering and the University to advance its response to teaching in a modern day university, Mechanical Engineering will participate in the University's e-learning strategy to provide students with a high quality education experience through the Technology Enhanced Active Learning (TEAL) program when established. Also, in tune with Lassonde, Mechanical Engineering will embrace other notions of active learning, by an increased level of project courses, linked courses (through projects and/or teams), and the "flipped" classroom. The shared common first year in the Lassonde School for Engineering will also allow incoming students to make an informed decision to join the Mechanical Engineering at the end of the first year. As described later in this document from first year courses, the "Renaissance Engineer" concept, as described above, will be reinforced from day one.

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

The program development has primarily used a bottom up approach, i.e. the content has been designed by the faculty members. In designing the program, the following have been considered:

- (1) Recent studies discussing the requirements of a modern Mechanical Engineering program done by researchers surveying the needs of industries that are typically hiring the graduates of Mechanical Engineering programs (e.g. Am. Soc. Mech. Eng. Center for Education report in 2010 entitled "Vision 2030 Creating the Future of Mechanical Engineering Education; proceedings/report from 5XME Workshops (2007 and 2010) funded by NSF entitled "Transforming Mechanical Engineering Education and Research in the USA", and a number of studies from MIT).
- (2) Considering the program requirements from the Canadian Engineering Accreditation Board (CEAB), special attention was given to the 12 attributes that graduates of the program must have and how the program will be delivering them. Also, using the information provided in the Engineering Graduate Attribute Development (EGAD) project website. Engineers Canada website was also consulted. Finally, Ontario Council of Academic Vice-Presidents (OCAV) Guidelines for the undergraduate degree level expectations was also considered.
- (3) Consultation with faculty members from other universities (e.g. U of Toronto, McGill U, and U of Alberta).
- (4) Informal discussion with a number graduates from other Canadian Mechanical Engineering programs, and looking at exit survey results from other institutions.
- (5) Examining the curriculum of a number of other Mechanical Engineering programs in Canada (e.g. U of Toronto, McGill U, U of Alberta, and UBC) and in USA (e.g. MIT and Purdue U). Special attention was given to programs in Ontario and the curriculum of the majority were closely scrutinized.
- (6) The main author of the document has also attended a workshop related to graduate attribute assessment. Furthermore, this document has drawn from a previous preliminary draft program proposal prepared in June 2012 by Drs. K. Behdian (U of Toronto), A. Misra (McGill U), B. Quine (York U), J. Shan (York U)

and G. Zhu (York U); and consultation with B. Koch (U of Alberta). Consultation with a wider range of colleagues within York U was also done.

1.3 *Indicate the Faculty/unit in which the program will be housed (for undergraduate programs).*

The program will be delivered through the newly established Department of Mechanical Engineering, at the Lassonde School of Engineering, York University.

2. General Objectives of the Program

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

The main objective of the program amongst the ones stated below is to educate students to become competent Mechanical Engineer professionals. To be a competent mechanical engineer professional means that the graduates from the program should be able to demonstrate abilities in the following areas, as they are empowered by the program delivery methods and content:

- (1) Acquisition of solid theoretical, practical, and applied knowledge in basic areas of mechanical engineering including but not limited to thermofluids, solid mechanics, design, control and vibrations, manufacturing, and data acquisition and analysis.
- (2) An appreciation of the wider societal and environmental implications of engineering practice, awareness of ethical obligations/behavior and legal matters (e.g. intellectual property), and a sense of community service.
- (3) Basic skills related to economics, management, business process and entrepreneurial aspects of the Mechanical Engineering profession.
- (4) Skill sets and attitude that instills continued independent enhancement of knowledge and skills, during, and well beyond the period spent at the York University.
- (5) Skills that allow not only to analyze and solve problems, but also to be able to investigate and define them (e.g. by system level thinking).
- (6) Communication skills (oral, written, and multimedia) that not only allows for an individual to excel in his/her personal pursuits, but also makes the individual an effective team player in mono- as well as multi-cultural settings (the culture is referred to as professional culture as well as how it is understood socially).

The above objectives will be achieved by a combination of learning through traditional lecturing, laboratory and hands-on learning, tutoring sessions, internet and online vehicles, opportunity to participate in research, extracurricular activities, internships (local, national and international), field trips (actual and/or virtual via tools such as Blackboard Collaborate), and social activities. The objectives of the program are very much aligned with the vision of the Lassonde School of Engineering and the University.

The above program objectives will allow graduates of the program to become champions of discovery and advancement by defining issues and communicating them, providing technical solutions with consideration of business, legal, ethical, societal, and environmental matters.

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

Since 1959 when York University was established, engineering programs were envisioned. The first foray into implementing the vision of engineering programs at York University was initiated more than a decade ago. The second expansion plan for engineering is currently underway and the new Lassonde School of Engineering was just established on May 1, 2013. Consistent with engineering planning documentation, Mechanical Engineering will form one of the significant pillars of engineering expansion at York University. The 2010-2015 University Academic Plan (UAP) explicitly commits to the diversification of academic activities in line with creating a more comprehensive university, including teaching and research in the area of engineering. Furthermore, it states that to achieve this objective establishment of new programs in engineering is needed. This proposal forms one component of the second wave of expansion in engineering program offerings to include the major engineering disciplines. The proposal is consistent with recent Senate approval for the division of the former Faculty of Science and Engineering and including the establishment of the Lassonde

School of Engineering which is to include the following five departments: Department of Mechanical Engineering (May 1, 2013), Department of Electrical Engineering and Computer Science (renamed on May 1, 2013), Department of Civil Engineering (May 1, 2013), Department of Earth and Space Science & Engineering (existing), as well as Department of Chemical Engineering (to be established in 2017). This proposed program will allow York to achieve its academic plans for expansion of engineering, and creating a more comprehensive University. Furthermore, it serves to satisfy the mission of York University as it promises excellence in research and teaching in applied and professional fields; and the stated commitment “to paving the way to an expanded Engineering program” as stipulated in 2010-2015 UAP. Delivery of the proposed Mechanical Engineering program is the *raison d’être* of the unit, i.e. Department of Mechanical Engineering.

Finally the general objectives of the program are certainly in line with the 2010-2015 University Academic Plan that aspires to educate students with a more holistic view beyond the core of their respective discipline; one that nurtures a sensitivity to the needs of society; recognizes the importance of the communication skills; foster lifelong learning, and an experiential education that bridge between theoretical and applied scholarship with an eye to increase opportunities for students to have international experiences.

3. Need and Demand

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

There is no program offered at York University that is similar to the one proposed here. There are a number of Mechanical Engineering programs that are offered in many universities in Ontario (e.g. U of Toronto, Ryerson U, UOIT, Queen’s U, McMaster U, U of Waterloo, U of Guelph, Lakehead U, Western U, U of Ottawa, Carleton, U, U Windsor, etc.). Nationally there are many more Mechanical Engineering programs. This is so, as this program trains students in a key knowledge base area needed for Canadian industries and enterprises; graduates of Mechanical Engineering programs are very much in demand in private, government, and non-for-profit sectors.

The current Mechanical Engineering programs offered in Ontario universities fall into two types of programing: The first type is geared towards training what may be called as “Fundamental Engineer”; the second type is programs that are providing an additional expertise, usually outside of the Mechanical Engineering discipline, which one may call “Engineer Plus”. The unique programing planned at York breaks this duopoly of thinking, as will be discussed below. However, for context, first an analysis of the current offering of Mechanical Engineering programs in either of the above two categories is presented for Ontario universities.

In the “Fundamental Engineer” type of educational program, the focus is on technical mastery of the discipline of Mechanical Engineering and specialties within the discipline. There are elements indeed, that following the CAEB requirements, requires students to take courses in the complementary category, i.e. students are left to choose what they wish from usually an expansive list of possible courses from other programs. However, the focus of these types of programs is to provide as much as possible technical knowledge as the main objective of the program. In recent years, there have been efforts to introduce students to a more holistic education experience, e.g., soft skills in these types of programs, but they are largely done on the edges of the program core. Notwithstanding co-op or year-long job placements, such programs are designed to be completed in four years.

The “Fundamental Engineer” education program has two versions: The first version which may be called a fully traditional program where course offerings are largely what always has been for a Mechanical Engineering program since the second half of the 20th century. Such a program is offered in all Ontario university curricula that were examined. The second version is one that students are given the option of becoming technically “specialized” by being placed in a stream. This means student are taking a cluster of highly technical courses in an area (many times in conjunction with technical elective choices given). For example, specializations such as: Thermofluids (e.g. McMaster U, Western U, and U of Ottawa); Mechatronics (e.g. U of Toronto, and Ryerson U; note U of Waterloo mechatronics is a separate program from Mechanical Engineering); Materials (e.g. Queen’s U, Western, U of Waterloo, and U of Windsor); Manufacturing (e.g. U of Toronto, and McMaster U); or other niche areas such as automotive, aerospace, bio-mechanical, etc.

For the second type of Mechanical Engineering program in Ontario universities, i.e. the “Engineer Plus” type of educational program, the focus is somewhat split between Mechanical Engineering skill sets and another discipline. For example, Mechanical Engineering and Business/Management (e.g. Western U and McMaster U), or Mechanical Engineering and Computing Technology (U of Ottawa), Such programs are no longer four years in duration and usually take a minimum of five years to complete; there are programs such as Mechanical Engineering and Law, or Medicine at Western U that will take 6-7 years to complete. Programs that take more than four years (not including the work experience that one can obtain through e.g. a co-op placement) normally have limited appeal given the financial burdens to a typical student, time commitment, and general competition from four-year programs. Such programs have been in place for some time now, but remain only a niche likely due to demand.

The mission of the proposed Mechanical Engineering program at York U is to graduate solid mechanical engineers that have all the necessary knowledge and skills of the discipline (the core knowledge is considered design, thermofluids, solid mechanics and materials, statics and kinematics, manufacturing, as well as control/measurements). However, at York U we do not see the necessity of having students to become “specialist” by taking a few additional courses, for instance, gas dynamics, aerodynamics, and HVAC to become “specialist” in thermofluids area. Part of the appeal and strength of Mechanical Engineering is its promise of being more broadly educated and ultimately having broad career options. Various studies as mentioned in Section 1.2 have shown that both students and the receptor community (e.g. future employers in industry) will benefit tremendously by having students exposed in their early years of study to an array of soft skills (e.g. teamwork, written and oral competency, independence, and leadership), familiarity with business of engineering, basic understanding of legal, ethical, and intellectual property matters in engineering, as well as societal and environmental aspects of engineering, and its globalization. As such we have designed the curriculum to accomplish this mission systematically.

Another feature of the program design is a recognition that mechanical engineers currently are at the nexus of tradition and *avant garde*. More and more mechanical engineers are needed to work in areas that have not traditionally been the focus of their education (but are needed now), e.g. small scale engineering where for example capillary forces will be dominant and turbulence may not be present. Connected to this are some of the tools they may need to become familiar with, e.g. Nano-indentors used for testing or characterization of materials on small scale. At the same time, traditionally we have educated mechanical engineers to be problem solvers, often (if not always) in a compartmentalized fashion (e.g. design a better loading mechanism) which does not lend itself to seeing the “big picture”. In the proposed program elements have been foreseen to allow exposure of students to “system level” thinking.

Given that we will not place students in streams to become “specialized” at the undergraduate level the curriculum still allows students to graduate in four years (not including any internship work experience during the school year).

The proposed program at York U as described above is then unique in two aspects: (1) it will foster what can be called a “Renaissance Engineer” and (2) it not only prepares students in traditional areas of application for mechanical engineers, but also familiarizes them with principles of the areas of new technology that mechanical engineers are venturing into and are needed. The program is also aligned with the vision set out for the Lassonde School of Engineering.

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

According to Engineers Canada (EC) there are a limited number of new entrants in Ontario in Mechanical Engineering which is proving to be insufficient to meet labor requirements (Engineering Labour Market Tracking System 2010). EC states that as markets improve from 2011 to 2013, this shortage will exacerbate. Furthermore, EC states that “if current levels of immigration and postsecondary graduations are assumed, replacement demands will add to requirements [for mechanical engineers] and create tight markets later,” over the next 5 years. The new Mechanical Engineering program at York U will certainly be received well in Ontario

in respect to the demand for the Mechanical Engineering graduates. Figure 3.1 shows clearly that there is a very high growth (e.g. utility sector) or at minimum a moderate to stable (e.g. manufacturing sector) demand for Mechanical Engineering graduates in Ontario going forward. A growth of nearly 10% in the index of employment is projected in the next 5 years (see Fig. 3.1).

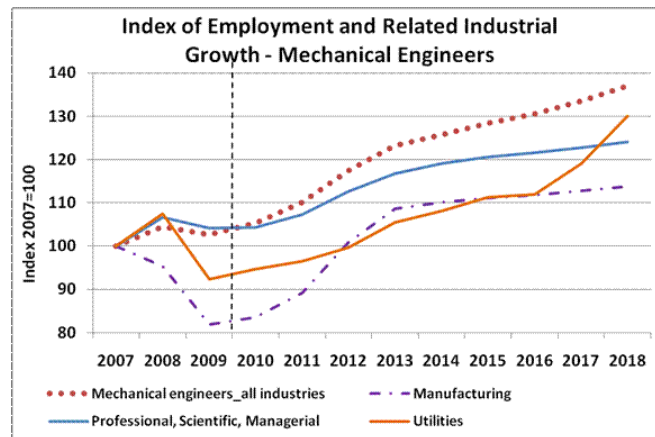


Figure 3.1 – Employment growth projected by Engineers Canada in Ontario (the graph is taken from EC website).

For the neighboring jurisdiction of Quebec, Service Canada in their 2011 report for mechanical engineers stated that “Job prospects in this occupation are good.” It further mentions that “Given that growth is expected in these industries, the number of mechanical engineers should increase significantly over the coming years.”

Nationally, EC on the scale of 1-5 (1 representing a very weak labor market and 5 a tight labor market) puts the demand for mechanical engineers nationally at 3 for 2013-15, and at 4 for 2016-18. Note that 2018 will be the year the first class of mechanical engineers will be graduating from York U, so the employment prospects should be very good for them (note that in Ontario also EC ranks labor conditions for Mechanical Engineers at 4, which means there should be high demand for graduates of York U). Mechanical Engineers graduating in the Toronto area command entry level salaries for full time employment positions of approximately \$56,000 comparing very favorably with a Canadian average salary of approximately \$46,100 (source: Canada salary calculator).

Student demand for, and interest in, Mechanical Engineering programs is strong. Students who are interested in engineering have come to realize in the past decade or so that there is steady demand for mechanical engineers unlike many other engineering branches that may experience cyclical demand from industry (e.g. dotcom boom and bust for computer engineering). This combined with the fact that there are many diverse opportunities (e.g. from aerospace to biomedical, to energy sector, to manufacturing, to name but a few) for employment that can satisfy various individual interests, have led to an intense interest in choosing Mechanical Engineering program amongst students. Many engineering faculties see Mechanical Engineering amongst the top choices of substantial number of their applicants (e.g. MIT News in 2012 stated that in the last decade, undergraduate enrollment has doubled to 11% of MIT student population; at the U of Alberta Mechanical Engineering is in top demand amongst all large engineering programs; or as a popular discipline, Mechanical Engineering at the U of Toronto has a grade point entry requirement of ~90% (80% or above required for all engineering disciplines).

Mechanical engineers are a key partner in dealing with many social challenges in today’s technologically driven, urban, environmentally aware, and safety conscious society. For example, the challenge of clean and safe modes of transportation needs mechanical engineers that can design power trains that consume less fuel, or cars that can protect occupants in the event of a crash. Mechanical engineers have and continue to play a key role in developing modern wind turbines to produce clean electricity; in design and building many medical devices, Mechanical Engineering principles are at work. Net-zero housing design and build requires the skills of a mechanical engineer as society demands and moves towards sustainable practices.

4. Program Content and Curriculum

4.1 Describe the program requirements, including the ways in which the curriculum addresses the current state of the discipline or area of study. Identify any unique curriculum or program innovations or creative components.

Accreditation by the Canadian Engineering Accreditation Board (CEAB), is a must for any engineering program in Canada to be considered earnestly by employers and students; as such, the new program should meet the criteria set by the CEAB. CEAB requirements for 2014 are completion of a minimum of 1950 Academic Units (AU) of which 825 must be taught by Professional Engineer license holders. Each hour of lecture corresponding to 50 min of classroom activity is considered 1 AU, whereas, each hour of seminar/tutorial or laboratory session is considered 0.5 AU. Classes longer than nominal 50 min. should be treated proportionally. Furthermore, CEAB mandates that development and control of the program should be under persons who are licensed to practice engineering in Canada.

CEAB also requires that of the minimum 1950 AU, a set of minimum AUs to be allocated to the following curriculum categories: a minimum of 420 AU for mathematics and basic science (the min. AU for each of the mathematics and basic science should be 195 AU); a minimum of 225 AU for complementary studies; a minimum of 900 AU for engineering science and engineering design (the min. AU for each of the engineering science and engineering design should be 225 AU).

Finally CEAB also mandates a set of 12 program outcomes (learning attributes) that must be met to have the program accredited. This will be discussed in Section 5. Considerations also should be given to familiarizing students with methodologies and thought processes of humanities and social sciences, inclusion of application of computers and appropriate laboratory experience and safety procedures, and that the program must culminate in a significant design experience.

There is also a need for having systems in place for continuous improvement of the program, but discussion of such a system is out of the scope of this document. It suffices to mention that steps are being taken to, first have this system in place by 2014, and secondly to integrate it into the curriculum by the time the program is offered. Existence and operation of such a system should be demonstrated in 2018/19 academic year when program is being accredited.

The current state of Mechanical Engineering programs and the discipline in general was discussed in Section 3.1. It can be added that similar to the thought put forward in this document based on the examination of various recent studies, there are programs in the USA (e.g. Gordon Leadership Program at MIT), and also in Canada (e.g. Mech 2 at UBC) that are emerging and implementing novel ideas, or aspects of them as discussed in this document, to educate mechanical engineers. As such the proposed program will be on the same footing as such programs in its own unique way as discussed in Section 3.1. Again it must be emphasized that the mission of the proposed Mechanical Engineering program at York U is to train solid mechanical engineers that have all the necessary knowledge and skills of the discipline (the core knowledge is considered design, thermofluid, solid mechanics and materials, statics and kinematics, manufacturing, as well as control/measurements).

The proposed program at York U as described above will be unique in two respects:

1. It will foster what can be called a “Renaissance Engineer”; see Section 3.1 and the Introduction, i.e. students that will have an array of soft skills (e.g. teamwork, written and oral competency, independence, and leadership), familiarity with business of engineering, basic understanding of legal, ethical, and intellectual property matters in engineering, as well as societal and environmental aspects of engineering, and its globalization, as well as familiarity with system level thinking. As such, we have designed the curriculum to accomplish this mission systematically. Connected to this is the way Complementary education courses will be organized (see next section). Mechanical Engineering will adopt the framework shown in Figure 4.1 as stipulated by the Lassonde School of Engineering in a systematic way described in Section 4.2.

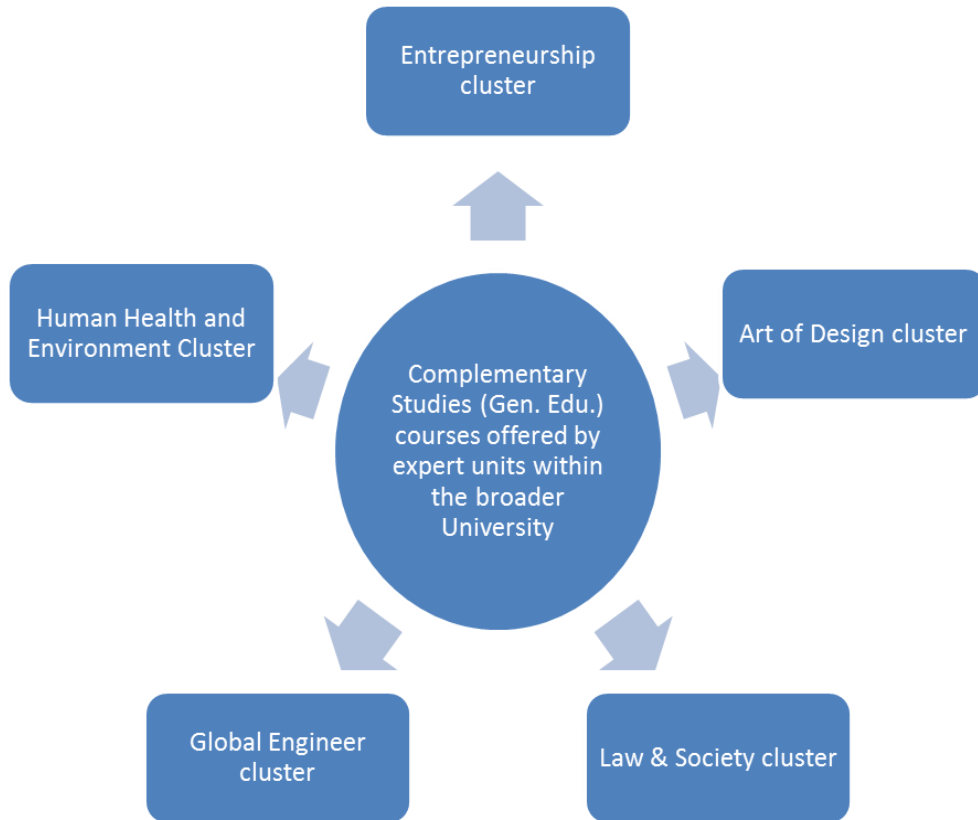
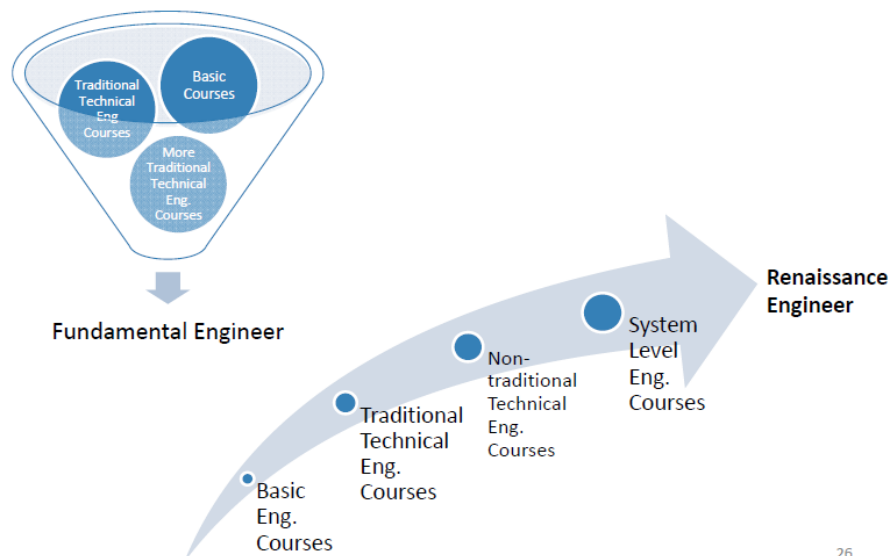


Figure 4.1 – Complementary studies (also known as: general education) course framework to foster development of the Renaissance Engineers.

2. The second unique aspect of the program is that it attempts to not only train students in traditional areas of application for mechanical engineers, but also familiarizes them with principles of the areas of new technology that mechanical engineers are venturing into and are needed. Also, it incorporates courses that ready students to view engineering solutions in a broader sense by offering courses such as: Life Cycle Analysis and Sustainability and System Level Engineering. Aspects of the curriculum follow the notion of having students to conceive, design, implement and operate (CDIO) idea (e.g. course MECH 2402 or MECH 4000). Figure 4.2 schematically shows how this unique feature of the program distinguishes training provided from “Fundamental Engineer” as described earlier, and leads to what we call “Renaissance Engineer”.



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Figure 4.2 – The schematic details the uniqueness of the program from a technical perspective as how the proposed program for training the Renaissance Engineer is different from traditional programs that aim to train “Fundamental Engineer”, as described in the text.

4.2 Provide a list of courses that will be offered in support of the program. The list of courses must indicate the unit responsible for offering the course (including cross-lists and integrations, as appropriate), the course number, the credit value, the short course description, and whether or not it is an existing or new course.

All courses starting with MECH will be offered by the Department of Mechanical Engineering. The courses with other designations for the first four letters, the prefix describes the unit responsible as per standard York University designations. For description of all courses, the credit values as well as prerequisite and co-requisites see Appendix A.

Appendix A also provides a term by term plan for the program. Below is an abbreviated version of Appendix A that only provides the course titles and the relevant year and term. Appendix B provides the calendar description for the program.

Year Level	Term	Course Plan
Year 1	Term 1	MATH 1018 – 6 - Calculus (Full Year course) MATH 1020 – 3 - Linear Algebra CSE 1011 – 3 - Computational methods For Engineers PHYS 1110 – 6 - Physics and Statics for Engineers ENG 1001 - 3 - Renaissance Engineer 1 – Ethics, Communication, & Problem Solving
	Term 2	MATH 1018 – 6 - Calculus (Full Year course) MATH 1028 – 3 - Discrete Mathematics ENG 1100 – 6 - Chemistry, Material Science and Geology for Engineers CSE 1021 -3 - Computer Programming for Engineers ENG 1002 -6 - Renaissance Engineer 2 – Engineering Design Principles
Year 2	Term 3	ENG 2401 - 3 - Engineering Graphics & CAD Modeling MECH 2501 – 2 - Renaissance Engineer 3 – Mechanical Workshops MECH 2201 – 3 - Thermodynamics MECH 2301 – 3 – Mechanics of Materials 1 MECH 2202 - 3 - Heat and Flow Engineering Principles MECH 2102 – 2 - Mechanical Engineering as a Profession ENG 2001 – 3 - Business and Economic Principles for Engineers

Year Level	Term	Course Plan
Year 2	Term 4	MECH 2302 – 3 – Dynamics MATH 2270 – 3 – Differential Equations MECH 2409 – 3 – Machine Elements Design ENG 2402 – 2 – Renaissance Engineer 4 – Mini-Design Project MECH 2502 – 3 – Instrumentation and Measurement Techniques MECH 2503 or MATH 1131 - 3 - Statistics for Engineers MECH 2100 – 1 - Engaged Engineer 1
Year 3	Term 5	MECH 3501 or MATH 2015 or MATH3271 – 3 – Advanced Engineering Mathematics MECH 3202 – 3 – Fluid Mechanics MECH 3201– 3 – Engineering Thermodynamics ENVS 2150 - 3 – Environment, Technology and Sustainable Society MECH 3505 -3 - Electrical Systems for Mechanical Engineers MECH 3502 – 2 – Solid Mechanics and Materials Laboratory ENG 3330 – 3 - Advanced Technical Writing
	Term 6	MECH 3203 – 3 - Heat and Mass Transfer MECH 3503 – 3 - Macro- and Micro-Manufacturing Methods MECH 3504 – 2 – Thermofluid Laboratory MECH 3401 – 2 – Renaissance Engineer 5 – Mini Design Project MECH 3302 – 3 - Mechanisms Complementary Studies Course – 3- (select one from chosen CS cluster) MECH 3100 – 1 - Engaged Engineer 2
Year 4	Term 7	MECH 4402 – 4 - Application of Simulation Tools for Design & Analysis MECH 4401 – 3– System Level Engineering MECH 4502 – 3 – Vibrations and Actuators MECH 4510 –3 – Introduction to Advanced and Unusual Mechanical Technology Complementary Studies Course – 3 - (select one from chosen CS cluster) Complementary Studies Course – 3 - (select one from chosen CS cluster)
	Term 8	MECH 4503 or ENG 4550 – 3 - Control Theory, System & Instrumentation Response MECH 4201 – 3 – Transport Phenomenon MECH 4504 -3 - Life Cycle Analysis and Sustainability ENG 3000 – 3 - Professional Engineering Practice Complementary Studies Course – 3 - (select one from chosen CS cluster) MECH 4000 – 6 – Capstone Design Project

Optional Professional Internship

MECH 2020/ENG 3900 - 0 – Professional Internship

Complementary Studies (General Education) Course Clusters

It is important to note that a set of complementary studies (also known as general education) courses are required by CEAB. The complementary studies will be in line with the Lassonde School of Engineering's adopted philosophy as shown in Figure 4.1. For the Mechanical Engineering program students are advised to consider taking complementary studies (general education) courses in the areas such as: Cross-Cultural Management, Science and Technology Issues in Global Development, and language proficiency to fit into Global Engineer Cluster; or courses in areas such as: The Science of Pollution: Impacts on the Environment and Human Health, Environmental Politics and Advocacy, and Life Sciences in Modern Society to fit into Human health and Environment Cluster; or courses in areas such as: Introductory Marketing, Leadership and Management Skills, and Entrepreneurship and New Venture Creation to fit into Entrepreneurship Cluster; or courses in areas such as: Science Technology and Public Policy, Communities and Public Law, and Science Policy in Context to fit into Law and Society Cluster; or courses in areas such as: Design and Image, Design Thinking, and Visual Language to fit into The Art of Design Cluster.

4.3 For undergraduate programs, comment on the anticipated class sizes.

In common with all York University engineering programs, the first year core and approximately 20% of the second year is taken by all engineering students. Core courses of up to 400 students are anticipated with multiple laboratory and tutorial sessions that provide a personalized engineering experience. Normally multiple sections maybe offered for such large lectures to reduce them to under 200 students. Second year common classes will be capped at approximately 150 with the rest of the second year courses and upper year courses having class sizes of approximately 50-100.

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

See Appendices A and B for all the required courses and other activities that students must complete to graduate. The students need to complete 153 credits to graduate. This level of credits surpasses the required 1950 AU by CEAB and it exceeds the minimum requirements in each of the areas of mathematics and basic science (i.e. a minimum of 420 AU, with the min. AU for each of the mathematics and basic science as 195 AU); a minimum of 225 AU for complementary studies; a minimum of 900 AU for engineering science and engineering design (the min. AU for each of the engineering science and engineering design should be 225 AU).

5. Program Structure, Learning Outcomes and Assessment

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

CEAB mandates a set of 12 program outcomes (learning attributes) at the bachelor level for engineering education that must be met to have the program accredited, see Table 5.1.

Table 5 .1 – CEAB mandated learning outcomes for engineering programs in Canada.

1- Knowledge Base	7- Communication
2- Problem Analysis	8- Professionalism
3- Investigation	9- Impact on Society and Environment
4- Design	10- Ethics and Equity
5- Use of Engineering Tools	11- Economics and Project Management
6- Individual and team work	12- Life-long Learning

It was decided in designing the program to follow the well thought CEAB learning attributes as shown in Table 5.1. Furthermore, as stated in Section 1.2, we drew upon various studies that point to delivery and program design features that respond to changing nature of skills needed from graduates of a Mechanical Engineering program. In doing so we also added some courses in the program that reflects increasing involvement of mechanical engineers in non-traditional technological areas such as microsystems or interdisciplinary areas such as chemio- or/and electro-mechanical systems.

To ascertain that the program level and its content is appropriate, as mentioned in Section 1.2, aside from experience of the author, a survey of similar programs in Ontario, Canada, and USA was conducted. Consultation with colleagues has been done as well. The program as proposed is trusted to meet the expected outcomes and to be aligned with the bachelor level education for a mechanical engineer.

In addition to the above, since this is a program to be offered at an Ontario university, it must also adhere to the University Undergraduate Degree Level Expectations (UUDLEs). In the following a description of how the proposed program satisfies the UUDLE criteria is presented.

The graduates of the program will be well prepared in the fundamental mechanical engineering concepts to be successful in applied sciences and engineering industries and in graduate schools. This is achieved through

rigorous mechanical engineering education (including but not limited to the areas of mathematics, basic sciences, engineering sciences, and engineering design), and by acquisition of problem solving skills, laboratory experience, and effective communication and teamwork skills. The graduates will understand the limitations of knowledge in the field of Mechanical Engineering as well as their technical and ethical responsibilities to the society, in general.

The design of the program is based on the Ontario Council of Academic Vice-Presidents (OCAV) Guidelines for the undergraduate degree level expectations. In addition, it covers the major categories of program level outcomes listed in the Accreditation Board for Engineering and Technology (ABET) guidelines and fulfils the Canadian Engineering accreditation Board (CEAB) requirements. In this section, an explanation of the UUDLEs for the first three areas specified in the Ontario Council of Academic Vice-Presidents (OCAV) Guidelines for undergraduate degree level expectations is given. Where applicable, the related ABET guidelines and graduate attributes specified by CEAB are specified in parenthesis immediately following the listed items (the section numbers for CEAB and ABET are references to the section numbers in the relevant documents from each of the accreditation bodies). Table 5.1a provides a mapping as per UUDLE criteria.

Table 5.1a - The design of the program is based on the Ontario Council of Academic Vice-Presidents (OCAV) Guidelines for the undergraduate degree level expectations capturing the University Undergraduate Degree Level Expectations (UUDLEs).

Degree Level Expectation	Program Learning Outcome The graduate of this program will:	Course Requirement that Fulfills Outcome
Breadth and depth of knowledge	<p>Be able to use knowledge of basic and engineering sciences to analyze and design complex devices and systems in the field of Mechanical Engineering (ABET Program Outcome (m) and CEAB Graduate Attribute 3.1.3: Investigation).</p> <p>Have the ability to use understanding of probability, statistics and advanced mathematics (use of differential equations and complex variables) appropriately in solving analysis and design problems in the field of Mechanical Engineering (ABET Program Outcome (a), (n), and (l), and CEAB Graduate Attribute 3.1.4: Design).</p>	<p>MATH 1018, MATH 1020, CSE1011, PHYS 1110, MATH 1028, ENG1100, MATH2270, MATH 1131. MATH1131</p> <p>MECH 3504, MECH 3502, MECH 4000, MECH 4402, MECH 2409, MECH 2202, MECH 3401, MECH 4401 MECH 2302, MECH 3202, MECH 2201, MECH 2301</p>
Knowledge of Methodologies	<p>Be able to use the techniques, skills and modern engineering tools required for professional practice in Mechanical Engineering (ABET Program Outcome (k) and CEAB Graduate Attribute 3.1.5: Use of Engineering Tools).</p>	<p>MECH 4402, MECH 2501, MECH 2401, MECH 2501, CSE1011, MECH 4504, MECH 4000, CSE 1021 MECH 4401</p>
Applications of Knowledge, Skills, and Tools	<p>Be able to formulate and solve Mechanical Engineering problems (ABET Program Outcome (e) and CEAB Graduate Attribute 3.1.2: Problem Analysis).</p> <p>Be able to design systems or processes to meet desired specifications in the field of Mechanical Engineering (ABET Program Outcomes (b) and (c), and CEAB Graduate Attribute 3.1.4: Design).</p> <p>Have the ability to function in multidisciplinary teams. (ABET Program Outcome (d) and CEAB Graduate Attribute 3.1.6: Individual and teamwork).</p>	<p>MECH 2201, MECH 2301, MECH 2202, MECH 2301, MECH 2409, MECH 3202, MECH 3203, MECH 4000, MECH 3401, MECH 2402, MECH 2100, MECH 2501 MECH 4502</p>
Communication Skills	<p>Be able to communicate about engineering issues and projects in a variety of written and oral formats used by practicing professionals in Mechanical Engineering (ABET Program Outcome (g) and CEAB Graduate Attribute 3.1.7: Communication Skills).</p>	<p>ENG1101, MECH 2501, MECH2100, ENG2402, MECH3502, ENG 3330, MECH 3401, MECH 3100, MECH4000</p>

Limits of Knowledge	<p>Recognize the significance of physical and (current) technical limits in the field of Mechanical Engineering. Use appropriate strategies to keep current in theoretical and practical knowledge and skills.</p> <p>Be proactive in identifying, and responsive to, multi-disciplinary perspectives on the societal and global impacts of engineering solutions (ABET Program Outcome (h) and (j), and CEAB Graduate Attribute 3.1.9: Impact of engineering on society and environment).</p>	<p>MECH 2150, MECH 4000 MECH 2100, MECH 3100 MECH 4504, MECH 4401 CS cluster Human health & Environ.</p>
Autonomy and Professional Capacity	<p>Recognize and be able to demonstrate fulfillment of professional and ethical responsibilities as a Mechanical Engineering (ABET Program Outcome (f) and CEAB Graduate Attribute 3.1.10: Ethics and Equity).</p> <p>Be capable of contributing productively as a member of a professional and/or multidisciplinary team working on a Mechanical Engineering project (CEAB Graduate Attribute 3.1.8: Professionalism).</p> <p>Fulfill responsibilities associated with technical leadership roles. Have the ability to engage in a life-long learning. (ABET Program Outcome (i) and CEAB Graduate Attribute 3.1.12: Life-long learning).</p>	<p>ENG3000, MECH 2102 MECH 2100, MECH 3100 MECH 4000, MECH 2402, MECH 3401, ENG 1001, MECH 2101 CS cluster Law and Society</p>
Project Management	<p>Integrate economic and business practices into professional practice as a Mechanical Engineering (CEAB Graduate Attribute 3.1.11: Economics and Project Management).</p>	<p>ENG 2001, MECH 4000, MECH 2402, MECH 3401 MECH 4504 CS cluster Entrepreneurship</p>

5.2 Address how the program curriculum and structure supports achievement of the program learning outcomes. For undergraduate programs, comment on the nature and suitability of students' final-year academic achievement in the program.

At the onset of this document, it was mentioned that the mission of the proposed Mechanical Engineering program at York U is to train solid mechanical engineers that have all the necessary knowledge and skills of the discipline. Examining the proposed curriculum clearly shows that students will have courses and participate in supporting activities that will give them knowledge and skills in all areas of thermofluids, solid mechanics and materials, statics and kinematics, manufacturing, as well as control/measurements, etc. It was also promised to have a program that educates “Holistic or Renaissance Engineer” rather than commonly trained “Fundamental Engineer”, as defined earlier in this document. Including courses such as MECH 4401, MECH 3100 and MECH 2100, etc. as well as complementary option courses that can be placed in five innovative packages, i.e. Global Engineer, Life Sciences and Environment, Entrepreneurship, Law and Society, and The Art of Design, will deliver on training engineers that are technically competent, but also have skills beyond traditional engineering that will allow them to excel in the careers. Also, by having courses such as MECH 4201, MECH 3503, MECH 2502, etc. elements of technologies, tools and knowledge base for non-traditional areas that mechanical engineers are aspiring to is taught. This is in recognition that Mechanical Engineering currently is at the nexus of traditional and *avant garde* areas.

In their final year of study, students also must successfully complete a major design project that is the culmination of all their learning (i.e. MECH 4000). This must be major open ended design project done in teams. The results must be publicly presented and a detailed engineering report including costing and bill of materials, etc. should be provided very much emulating a real-life engineering project. When possible, linkages with industry partners, or working in consultation with a practicing engineer is encouraged. This is not only pedagogically sound final year/term activity, but also one that satisfies the CEAB accreditation requirements.

In Table 5.2, examples of the courses that are supporting each of the 12 learning outcome areas for CEAB (not Ontario template, i.e. OCAV, which was given in Section 5.1) are given. Note that Table 5.2 is not meant to

represent a complete curriculum mapping for the CEAB purposes; it serves as a synopsis of our curriculum mapping exercise to demonstrate how the program is designed and what has been the thought process to satisfy the CEAB requirements.

Table 5.2 – Examples of the courses that are supporting each of the 12 learning outcome areas

1- Knowledge Base MECH 2302, MATH 2270, MECH 2503, MECH 4201	7- Communication MECH 2100, MECH 3402, MECH 2402, ENG 1001
2- Problem Analysis MECH 2402, MECH 3202, MECH 4401	8- Professionalism ENG 3000, MECH 2102
3- Investigation MECH 3504, MECH 3502	9- Impact on Society and Environment MECH 2150, CS cluster Human health & Env.
4- Design MECH 2402, MECH 3100, MECH 2409, MECH 4000	10- Ethics and Equity ENG 1001, MECH 2102
5- Use of Engineering Tools MECH 4402, MECH 2401, CSE 1021	11- Economics and Project Management ENG 2001, MECH 4000, MECH 2402
6- Individual and team work MECH 4000, MECH 3401, MECH3504	12- Life-long Learning MECH 2100, MECH 3100

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

To assess the student progress through the program various tools will be used. The tools may range from traditional final and midterm examination, to observation of performance during an activity, e.g. oral presentations, to evaluation of unsupervised work (out of class learning), e.g. evaluation of assignment and project work, as well as work experience assessment. Online tools such as student blogs may also be used to monitor progress and provide feedback to ascertain that program learning outcomes are achieved and degree level expectations are met or urged to be met by the student. These are all appropriate methods of evaluation and practiced in many, if not all engineering programs.

For the program as a whole, from outset, we will implement a continuous improvement system for the program. This systems starts by collecting data and monitoring learning outcomes through a variety of means (e.g. special questions in examination or assignments; exist survey for class or/and program, alumni survey (when we have them), employers of the Professional Internship course, observation of students in workshops, etc.). The data collection will be such that it will allow evaluation of the 12 learning outcomes reflected in Table 5.1. The curriculum committee then will also determine the acceptable bar level for achievements; the data collected from various sources will be mapped and interpreted accordingly. Areas that need improvement (both in terms of standards set, and performance and outcome from students) will be identified and corrective actions will be taken, if necessary (e.g. adjusting course content, delivery methodology, acquiring needed resources, student activities, etc.). All above activities will be documented for recordkeeping purposes and also to prepare the required documentation and evidence for the time which the program is ready for accreditation by CEAB in 2018/19.

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

The delivery method of courses will be a mixture of classroom lectures (e.g. MECH 2201 and MATH 2270), experiential laboratory work (e.g. MECH 3504), experiential work on a project (e.g. MECH 2402 and MECH 4000), experiential work in a workshop (e.g. MECH 2501 and MECH 2401), placement in a professional setting (e.g. MECH 2020), self-learning (e.g. MECH 2100 and MECH 3100), online and computer work (e.g. MECH 2401 and MECH 4402), field trips (e.g. MECH 3503), etc.

The above delivery methods are directly supporting the learning outcomes that are intended for this program. For instance, one of the desired outcomes is “life-long learning”, in courses such as MECH 2102 and MECH 3102 (Engaged Engineer 1 and Engaged Engineer 2), student themselves are in charge of defining and then executing a learning activity of their interest. Such courses also support another learning outcome, i.e. “communication”, as

students have to report back to the class in the form of oral presentation periodically as what they have learned/achieved in their courses; furthermore they should maintain a personal blog which supports their writing skills development, and being able to use computer tools to communicate them. Another example of delivery method that supports the learning outcome of “use of engineering tools”, is seen in courses such as MECH 2401 that students become familiar with computer aided design software that is common in engineering firms, and then in conjunction with MECH 2501 they build a part by using two different engineering tools, e.g. a 3D printer and a CNC machine; as this activity is designed to take place partly individually (e.g. CAD part development), and partly in teams (e.g. assembly of various parts made by different students into a single object); such delivery and program design also supports another learning outcome stated in Table 5.1, i.e. “individual and team work”. There are many such examples that are not mentioned for brevity, but last example is supporting the learning outcome, “knowledge base”, which at times is provided most effectively by traditional lecturing (e.g. MECH 2201) that is also augmented by tutorial sessions where further individual attention is paid to learning needs of the students to build a strong knowledge base.

6. Admission Requirements

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

The minimum admission requirement to the Mechanical Engineering program is the completion of the Ontario Secondary School Diploma (OSSD), or equivalent. For Ontario students, the admission requirements are:

12U Requirements (No required courses below 70%)

- English
- Chemistry
- Physics
- Advanced Functions
- Calculus & Vectors

The admissions cut-off average over six courses (inclusive of the five courses itemized above plus one additional 12U course) is currently set in the low 80s.

High-school students from outside Ontario are expected to meet the same admission requirements for university study in their home province: completion of grade 12 and a secondary school diploma. In addition, they must satisfy the equivalent of the 12U course and GPA requirements as specified above. For high school students abroad, typically the same academic preparation required for university admission in that country is required for admission to York: successful graduation from an academic secondary school program or equivalent. In addition, they must satisfy the equivalent of the 12U course and GPA requirements as specified above. Details of admission requirements are aligned with the information provided on the website.

If students have not completed four full years of study in Canada in English at the secondary-school level in a country where English is a primary language or where English is the primary language of instruction, they must demonstrate their language proficiency in English. Accepted tests include TOEFL, IELTS, YELT and others. Detailed scores can be found here: http://futurestudents.yorku.ca/requirements/language_tests.

Mechanical engineering curriculum as stated in Section 4 draws and relies heavily on understanding of basic concepts and skills in physics and mathematics to achieve its learning outcomes. As such, appropriate preparation of the entering students in the areas of physics, mathematics, and chemistry is paramount. Furthermore, given the emphasis of mechanical engineering curriculum on enhancement of soft skills and communication as learning outcomes of the program, English language skills are important. Taken all together, admission requirements for the program are appropriately aligned with the program learning outcomes.

7. Resources

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

Mechanical Engineering at York U is a new department and program. As such, starting from January 2013 faculty members are hired to make sure the program is planned correctly and delivery capacity is in place. The hiring of the faculty members will be at the numbers and pace stipulated in the Lassonde School of Engineering planning document. At the start of the program in Sept. 2014/15 at least five faculty members will be in place specifically for Mechanical Engineering so it can be ready for the first set of first year students. From there on the hiring plan will be a rolling one, i.e. as the first class of students' progress from year 1 to 2 and so on, each year the prescribed number of faculty members will be hired so the faculty complement by 2018, when the first class of mechanical engineering students are graduating, is at least 15. The hiring will continue to 18 by 2021. The faculty complement is determined based on the variety of the courses that need to be taught and the enrolment projections set out in the Section 8, and planned class sizes (Section 4.3). The goal is to have a student to faculty ratio of 20 – 1 as stipulated in the Lassonde School of Engineering planning document at the steady state condition for the program.

The hiring plan and advertising to date, and on the go forward basis, will match the teaching needs of the new program to meet the core areas of mechanical engineering as mentioned in the Section 3.1 (e.g. design, thermofluids, solid mechanics and materials, statics and kinematics, manufacturing, as well as control/measurements). For example, the current hires have expertise in thermofluids, materials and manufacturing; the two other hires being considered / negotiated currently are in solid mechanics and thermofluids (computational). We also pay special attention to programing features that are mentioned in Sections 3.1 and 4 when hiring faculty, e.g. already we have been invited to submit an application for an NSERC Design Chair in Engineering with a specialty in design methodology. As such, it is ensured that the faculty complement has the breadth and depth necessary to deliver a world-class engineering program in accordance with CEAB requirements.

We will also draw on the partnerships being forged with the Schulich Business School and Osgoode Hall Law School to deliver courses that fulfill the educational goals for the Renaissance Engineer as mentioned in Section 3.1. Hiring of an Alternate Stream (lecturer stream) faculty member is planned within the next 2 years to spearhead the experiential learning component of the curriculum, execute the communication education across curriculum strategy, and lead and inform the professional (regular) stream faculty in teaching methods that are stipulated in the Lassonde School of Engineering philosophy (e.g. using technology for out-of-class learning).

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

As Mechanical Engineering is a new program within the newly formed Department of Mechanical Engineering there are no retirees. For delivery of some of the first year courses in basic sciences, e.g. mathematics, chemistry, and physics, we have in place agreements to draw on resources from departments of Mathematics, and Physics, for example. Since the first year will be a common core program among all of the engineering programs provisions for such support is in place. Also given the closeness of some of the topics in the first year and to a certain extent, second year, between mechanical and space engineering, the program can seek support from the undergraduate program in Space Engineering (e.g. Prof. Zhu for kinematics). It is anticipated that we will also judiciously use contract instructors on specific topics especially at the initial stages of the program launch, i.e. the first 3-5 years. For example, we will use Dr. Roberts, the current writer in residence, who is providing technical writing instruction and tutoring for students enrolled in the Lassonde School of Engineering programs, to aid with courses having substantial writing component. We are also anticipating that a limited number of adjunct faculty may be appointed in the Department, e.g. in connection with the NSERC Design Chair in Engineering application invitation.

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

A brand new purpose-built 167,500 sqft engineering complex will be ready in 2015. At that time Mechanical Engineering students need to have their specialized facilities (e.g. laboratories and project areas, as well as a workshop); this is well planned since the first class of admitted students in 2014 enter their second year (after completing the first year common engineering program). The building will be housing the following facilities: Thermofluid lab, Fluid Mechanics and Hydraulics lab, Heat Transfer and Engine lab, Metrology lab, Advanced manufacturing lab, Materials and Structural testing lab, Prototyping workshop, six group work rooms, Computer labs, and student projects area.

A list of equipment for each of the laboratories is prepared and submitted to the facilities manager for the Lassonde School of Engineering. He is working with the building group to ascertain fitting requirements and services for the equipment to operate will be in place and equipment will be purchased and installed. The equipment list is drafted with (1) pedagogical needs to the curriculum in mind; and (2) to assure that CAEB requirements are met for the program to be fully accredited, and (3) provide a rich experiential learning opportunity for the students. On the last point, the design of the building is also such that it facilitates and encourages collaboration, creative thinking and communication.

A suite of software tools under the four categories of the CAD, Data Acquisition and Analysis, Simulation, and Office and Teamwork Productivity has been identified and will be installed in the laboratories as needed; this will be supported by an IT team within the Lassonde School of Engineering.

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

As stated in Section 7.3 the new building to be occupied in 2015 will have all the required space for teaching laboratories and workshop space. Furthermore, it has a number of meeting and project spaces to facilitate out-of-class learning; this is augmented by the special design of the building architecture that has envisioned various “social learning spaces” where students can interact amongst themselves or with faculty/staff members. The building is also home to the Lassonde School of Engineering Student Service Centre to deal with any academic, internship or programmatic issues. This space houses the support staff; note that technical support staff has office space next to the laboratories or workshop to be closely integrated with student activities and provide superior support and supervision for students. The new building will also have office space for the faculty complement stated in Section 7.1 and research space available for faculty members.

It should be noted that in the interim 2 years before the move, the faculty members hired or to be hired will have their offices at the LSB building on campus of the York U where research lab space is also allocated to them. The cohort of students for 2014/15 (first year) will use the current classroom and facilities at the Lassonde Bldg, and the Petrie Bldg. as well as common lecture halls in the University pool. According to the Physical Services Department there is sufficient classroom space for delivery of the classes in the general pool of lecture halls at the University.

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

The required academic support can be broken down into four categories: (1) IT support; (2) Technical Support; (3) Office support (4) Library and archival/digital resources. The high level academic administration of the program will be led by a faculty member who will be appointed as the Associate Chair for Undergraduate Studies. This faculty member should receive teaching relief as per terms of Collective Agreement to allow dedicated time for performing the duties (e.g. continuous improvement of the program as per CEAB requirements).

The IT support is primarily provided through staff at the Faculty level. As per agreement between the Department and the Faculty, the IT staff of the Lassonde School of Engineering will be responsible for license purchase and maintenance/service of the following four categories of software CAD, Data Acquisition and Analysis, Simulation, and Office and Teamwork Productivity as stated in Section 7.3. Furthermore, the Lassonde IT group will be responsible for network and related issues and plans are well advanced in this respect (e.g. a list of software in each category (e.g. ANSYS, MatLab, Labview, Fluent, SolidWorks, etc.) with anticipated number of licenses etc. are given to the Lassonde IT group. It is also anticipated that the Lassonde IT group together with the University IT and Teaching Services will be responsible for online and e-learning solutions. On an ad hoc basis the department will use services of a webmaster/communication person, whenever such a resource is needed.

The duties of technical support staff and their numbers are discussed in detail in Section 7.6; here, it is just mentioned that the initial two hires will be one technician who is essentially a Mechanical Engineering Technologist with machining and fabrication skills; and the second is an electrical/electronic technician who is also familiar with software and data acquisition systems (e.g. an Electronics Engineering Technologist).

In terms of support staff for delivery of the undergraduate program in Mechanical Engineering, many roles in terms of student recruitment, admission, summer internships, and graduation list, etc. will be provided by the Lassonde School of Engineering Student Service Centre as mentioned in Section 7.4. The plan for staffing of this center is well advanced, and parts of it, are operating at the moment (e.g. recruitment). However, the Department requires additional staff as stipulated in the Lassonde School of Engineering plans to maintain a faculty to staff ratio of less than 2 to 1 for proper program support; note that the ratio of 2 support staff to 1 faculty member, as stipulated in the Lassonde School of Engineering expansion plan, is the average target number. However, for the new departments this ratio will be even lower than 2 support staff to 1 faculty member (e.g. 1.5 to 1) to allow proper support to setup the programs and addressing the front-loading of the hiring of the support staff mentioned by the External Appraiser of the proposal. One "department manager" will be hired in 2013 to handle the financial aspects of the program delivery (note that the Department will be operating on an Activity Base Budgeting model). Another support staff will be hired to assist in administrative matters regarding the delivery of the program (e.g. record keeping for CEAB accreditation and continuous improvement of the program, appeals, marks reports, scheduling, etc.).

In terms of library and archival/digital resources, York U already has a host of resources that are very suitable for Mechanical Engineering, e.g. Compendex, Knovel, and Knovel critical tables for physical, thermodynamic, chemistry, etc., properties; Mechanical engineers' handbook for Manufacturing and management, Energy and power, Instrumentation, systems, controls, and MEMS, etc. Soon the University Librarian will be engaged to identify, if any improvement to the holding needs to be made, as well.

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

Considering the discussion on class sizes in Section 4.3, in this section the focus will be on teaching assistant support for supervision of laboratory and tutorial sessions. Also, the need for technical supervisors for workshop and student projects is also mentioned.

There will be primarily two sources for teaching assistants: graduate student of faculty members in Mechanical Engineering, and graduate students from other engineering and science programs at York U. Faculty members hired or to be hired all will take graduate students from the onset of their appointment. It is anticipated that within 2 years of appointment each faculty member will have an average of 4 graduate students and/or Postdoctoral Fellows.

It is anticipated as is now the teaching assistants for first year courses (2014/15) will be sourced from students in science (e.g. Department of Mathematics for math courses) or other engineering graduate students (e.g. Computer Engineering for computer courses). In 2015/16 when students enter the second year there should be a contingent of approximately 22 graduate students at the Mechanical Engineering to help with 2nd year courses (11 courses in total); as number of faculty members grow (see Section 7.1) the pool of graduate students to draw upon for teaching assistantship will grow and 3rd and 4th year courses can draw from this pool

for teaching assistantship duties. Also, we anticipate providing teaching assistantship opportunities for to Postdoctoral Fellows when possible or needed. If needed one may also offer opportunities to graduate students from the Earth and Space Science and Engineering program to be recruited as TAs for Mechanical Engineering courses as there are ample similar courses. Finally, we anticipate having a number of selective TAs from departments of English and Schulich Business School and Osgoode Hall Law School for courses that would benefit from such expertise (see curriculum).

As discussed in Section 7.5 two dedicated technical support staff will be hired. This will be followed by hiring of additional technical support. The role of the technical support staff is two folds: (1) setup, operational maintenance, upgrade, and help with demonstration of experiments (mainly supervision) in the laboratory courses for undergraduate students. They will also be responsible for safety aspects of the laboratories and training of teaching assistants and student users. (2) setup, maintain, and upgrade workshop and student project areas; training of undergraduate students in use of tools and machineries in the student workshop; operational maintenance and monitoring safety in the workshop and project areas; and general supervision of student users in the workshop and project areas.

Table 1 – Listing of Faculty

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

Faculty Name & Rank	Home Unit	Area(s) of Specialization
Alidad Amirfazli, Professor	Mechanical Engineering	Thermofluids
Sunny Leung, Assistant Professor	Mechanical Engineering	Materials, and manufacturing
4 more members to be hired by Sept. 2014	Mechanical Engineering	Various to complement above areas

8. Enrolment Projections

The enrollment projection for the undergraduate Mechanical Engineering program is based on the approved proposal by the Lassonde School of Engineering to the Senate.

The program start date is September 2014 with an intake of 50 students. The program intake will increase to 134 by 2018 to meet the enrollment target share of the Lassonde School of Engineering for Mechanical Engineering program. The program will reach the steady state at the beginning of the academic year 2018/19 under current assumptions. The first class of the Mechanical Engineering program will be in 2018. The projections for number of students graduating from the program are based on the assumption made in the Faculty Enrollment Plan.

Table 8.1 – The projections of annual student intake, first graduating class (highlighted cell), target for steady state (academic year 2018/19), and enrollment for each year. The projections in Table 8.1 are based on the assumptions made in the Faculty Enrollment Plan.

	Year 1			Year 2	Year 3	Year 4	Program
	New	Cont	Total	Total	Total	Total	Total
Nov-13	0	0	0	0	0	0	0
Nov-14	50	0	50	0	0	0	50
Nov-15	75	7	82	24	0	0	106
Nov-16	86	11	97	50	11	0	159
Nov-17	101	13	114	70	30	6	220
Nov-18	134	16	150	88	48	19	305
Nov-19	134	20	154	114	66	35	368
Nov-20	134	21	155	128	86	52	421
Nov-21	134	21	155	135	103	72	465

The likelihood of such growth for enrollment numbers judging from other recent Mechanical Engineering programs initiated in the country in the past 10-15 years (UOIT, UBC-O, and U of Guelph), and more established programs, e.g. U of Alberta; is good due to high demand of qualified students and job market conditions for graduates of mechanical engineering programs.

9. Support Statements

Support statements from the following are attached:

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

Appendix A – List of Courses for Calendar

First Year

Term 1 - (18 units)

MATH 1018 - 6.0 - Calculus (Full Year course) - pre-req. a high school calculus course

Topics include: Introduction to the theory and applications of both differential and integral calculus. Limits. Derivatives of algebraic and trigonometric functions. Riemann sums, definite integrals and the Fundamental Theorem of Calculus. Logarithms and exponentials, Extreme value problems, Related rates, Areas and Volumes, Calculus in Polar Coordinates. Techniques of Integration. Indeterminate Forms. Improper Integrals. Sequences, infinite series and power series. Approximations. Introduction to ordinary differential equations.

MATH 1020 - 3.0 - Linear Algebra – pre-req.: one 12U or OAC mathematics course or equivalent

Topics include: Linear equations, matrices, Gaussian elimination, determinants and vector spaces.

CSE 1011 - 3.0 - Computational methods For Engineers

Topics include: mathematical and numerical technics for: finding roots of equations; solution of linear algebraic equations; curve fitting, differentiation and integration; optimization; solution of ordinary differential equations, and time permitting solution of partial differential equations. Applications include dynamics, solid mechanics, heat transfer and fluid flow.

PHY 1110 - 6.0 - Physics and Statics for Engineers

Topics include: Linear, rotational and oscillatory motion; Newtonian mechanics; gravitation; electrostatics; magnetostatics; electric current and induction; heat; optics; analysis of static equilibrium and stresses in structures, points, 2D and 3D bodies with applications to engineering systems; external and internal and reaction forces analysis; loading types and dry friction.

ENG 1001 - 3.0 - Renaissance Engineer 1 – Ethics, Communication, & Problem Solving - pre-req.:

OAC English or equivalent

The three main themes are: Who is an engineer, and what are the ethical and academic integrity obligations; communications strategies for technical subjects in oral and written forms; dealing with ambiguity, uncertainties, and open ended problems in a technical context, problem definition strategies.

Term 2 - (21 units)

MATH 1018 6.0 Calculus (Full Year course) - pre-req. a high school calculus course

Topics include: Introduction to the theory and applications of both differential and integral calculus. Limits. Derivatives of algebraic and trigonometric functions. Riemann sums, definite integrals and the Fundamental Theorem of Calculus. Logarithms and exponentials, Extreme value problems, Related rates, Areas and Volumes, Calculus in Polar Coordinates. Techniques of Integration. Indeterminate Forms. Improper Integrals. Sequences, infinite series and power series. Approximations. Introduction to ordinary differential equations.

MATH 1028 - 3.0 - Discrete Mathematics – pre- req. SC/MATH 1190 3.00, or both of 12U Advanced Functions and Introductory Calculus and 12U Geometry and Discrete Mathematics

Topics covered include: Introduction to abstraction. Use and development of precise formulations of mathematical ideas; informal introduction to logic; introduction to naïve set theory; induction; relations and functions; big O-notation; recursive definitions, recurrence relations and their solutions; graphs and trees.

ENG 1100 6.0 Chemistry, Material Science and Geology for Engineers - Pre-req.: OAC Chemistry, 12U chemistry or equivalent

Topics include: Thermodynamic quantities (heat, work, internal energy), enthalpy of formation and reaction; chemical bonds and bond energies, intermolecular forces; crystal structure and structural defects: vacancies, dislocations, and grain boundaries; and phase equilibria for alloys and pure substances (including phase transformations); introduction to materials selection in design; natural and artificial polymer properties and behavior including biologically relevant polymers; of structure-property relationships in metals, ceramics, and polymers; introduction to silicon chemistry and properties; basics of geology for engineers; properties and behavior of rocks and natural materials; rock cycle; introduction to geological processes and formation of landforms.

CSE 1021 - 3.0 - Computer Programming for Engineers – pre-req. CSE 1011

Topics include: learning computational tools such as MatLab to solve engineering problems and mathematical/analytical modeling and analysis for discrete and continuous, deterministic and stochastic systems. or MATH 3090

ENG 1002 - 6.0 - Renaissance Engineer 2 – Engineering Design Principles - pre-req.: ENG 1001

The three main themes are: Engineering design methodology; features and elements of good design with environment and human interface considerations; aesthetics in design and idea communication using graphics including preliminaries on technical drawings.

Second Year

Term 3 - (19 units)

ENG 2401 - 3.0 - Engineering Graphics & CAD Modeling - pre-req.: ENGR 1102, co-req. MECH2501

Topics covered include: Technical drawing principles; introduction and application of computer aided design (CAD) tools; solid modeling; fabrication of a simple model part, in teams, using additive technology to be fitted with the product of subtractive fabricated part from co-req. course.

MECH 2501 – 2.0 - Renaissance Engineer 3 – Mechanical Workshops - co-req. ENG 2401

Workshop safety; introduction and practicing of various subtractive manufacturing methods including cutting, drilling, machining; sheet metal working and joining methods; fabricated parts using subtractive methods should be assembled with parts from co-req. course.

MECH 2201 – 3.0 - Thermodynamics – pre-req. ENG 1100; co-req. PHY 1110

Topics covered include: properties and behavior of substances; first and second laws of thermodynamics; applications of thermodynamics laws to closed and open systems; availability.

MECH 2301 – 3.0 – Mechanics of Materials 1 – pre-req. Math 1018 and ENG 1100; co-req. PHY 1110.
Topics covered include: normal and shear stresses and strains in deformable bodies; axial, torsional loading, multi-axis stress analysis, beam bending; analysis of mechanical systems e.g. pressure vessels, and buckling of columns; design for strength and deflection of a member.

MECH 2202 - 3.0 - Heat and Flow Engineering Principles - pre-req. Math 1018 & PHY 1110
Topics covered include: Introduction to modes of heat transfer; 1D heat conduction fluids; properties of fluids; principles of fluid mechanics: fluid statics and internal flows; surface tension and capillarity.

MECH 2102 – 2.0 - Mechanical Engineering as a Profession - pre-req.: ENGR 1101
Topics covered include: Mechanical Engineering at York; Introduction to various career options in government, private industry and not-for-profit sectors, Professional Engineers governance, licensing, registration, and ethical obligations; global nature of mechanical engineering and business issues; intellectual property, policy and legal awareness.

ENG 2001 – 3.0 Business and Economic Principles for Engineers
Topics covered include: Basics of project management: scheduling and financial matters; time value of money, concepts of cash flow and managerial accounting; sensitivity and decision analysis; opportunity cost; depreciation and taxation.

Term 4 - (18 units)

MECH 2302 – 3.0 – Dynamics - pre-req.: PHY 1110 & MATH 1018
Topics covered include: Kinematics and kinetics of rigid body motion (2D and/or 3D) based on concepts of force, work, momentum and energy methods; impact; mechanical vibrations; engineering applications are emphasized.

MATH 2270 – 3.0 – Differential Equations – pre-req. MATH 1018
Topics covered include: Introduction to differential equations, including a discussion of the formation of mathematical models for real phenomena; solution by special techniques; applications; linear equations; solutions in series; other topics if time permits.

MECH 2409 – 3.0 – Machine Elements Design – pre-req. MECH 2301 & ENG 1002
Topics include: Introduction to methodology for mechanical design of components; design for static as well as dynamic loads, failure analysis; fatigue, component design and selection for materials and machine elements, e.g. threaded joints, springs, gears, belt, chain, bearings, etc.

ENG 2402 – 2.0 - Renaissance Engineer 4 – Mini-Design Project - pre-req. ENG 1002; co-req. MECH 2502
A mini design project that should preferably involve measurement and/or monitoring device/design, preferably the system should be computerized; simple cost estimate and mock patent application should be produced.

MECH 2502 – 3.0 – Instrumentation and Measurement Techniques – pre-req. MECH 2201, MECH 2202, and MECH 2201; co-req. ENG 2102

Topics covered include: Underlying physics and design of measurement systems for various phenomena; instrumentation systems and computerized data acquisition; data presentation strategies and related statistics.

MECH 2503 or MATH1131 - 3.0 - Statistics for Engineers – pre-req. MATH 1018

Topics covered include: Introduction to probability theory and probability distribution functions; random variables; sampling, expectation and variance; confidence intervals; hypothesis testing; regression and correlation analysis; engineering applications and manufacturing is emphasized. Or equivalent MATH 1131 Introduction to Statistics

MECH 2100 – 1.0 - Engaged Engineer 1 – co-req. MECH 2102

This is a credit no-credit activity where students make presentations and write reports about an extracurricular activity of their choice (approved by the instructor) that they have taken up, it can be involvement in student clubs, student competitions, or community projects/involvement. Students who receive no credit must retake the course before graduation.

Third Year

Term 5 - (20 units)

MECH 3501 or MATH 2015 or MATH3271 – 3.0 – Advanced Engineering Mathematics - pre-req. MATH 2270

Topics covered include: Partial differential equations of mathematical physics and their solutions in various coordinates; Fourier analysis; vector analysis; complex analysis; theorems of Gauss and Stokes; double and triple integrals in various coordinate systems.

MECH 3202 – 3.0 – Fluid Mechanics – pre-req. MECH 2202

Topics covered include: External flow; boundary layers; momentum theories; similitude; fluid friction, drag and lift; fluid friction in pipes and minor losses; fluid machineries; pipe networks; time permitting flow at high Reynolds numbers including shock waves and/or turbulence.

MECH 3201– 3.0 – Engineering Thermodynamics – pre-req. MECH 2201

Topics covered include: Analysis and application of energy conversion cycles (gas and vapor power); vapor compression cycles and application to HVAC systems; time permitting combustion and/or compressible gas flow in conduits (adiabatic and isothermal).

ENVS 2150 - 3.0 – Environment, Technology and Sustainable Society – pre-req. Second-year standing or by permission of the instructor

The course introduces the various technical, socio-political and philosophical issues associated with the concept of sustainable society. Emphasis is placed on the analysis of the complex relationship between humans, technology, nature, ideology and the social infrastructure.

MECH 3505 - 3.0 - Electrical Systems for Mechanical Engineers; pre-req. PHY 1110

Topics covered include: Basic of circuit analysis and setup, as well as electronics; power systems including 3-phase; DC and AC motors; electro-mechanical actuators; time permitting basics of communication protocols.

MECH 3502 – 2.0 – Solid Mechanics and Materials Laboratory – pre-req. MECH 2301, MECH 2502 & ENG 1100

Topics include: Introduction to a number of measurement and characterization methods used for Macro- and Micro-systems; a select number of laboratory experiments and demonstrations dealing with strain measurements (e.g. strain gauges and/or speckles & interferometry method), deflection measurements, hardness, impact, non-destructive testing method for crack detection; material characterization methods including techniques such as SEM, AFM, nano-indentors, etc.; motion measurements, traditional and optical (using imaging methods, e.g. by a cell phone camera); discussion about safety in laboratory environment.

ENG 3330 - 3.0 - Advanced Technical Writing – pre-req. ENG 1002

This course develop the writing skills of the students to the level expected from newly graduated professionals; it will discuss ideas about writing lab reports, professional letters, technical reports, scientific reports for an R&D environment, as well as technical manuals for maintenance and operations.

Term 6 - (17 units)

MECH 3203 – 3.0 - Heat and Mass Transfer – pre.-req. MECH 3202

Topics covered include: Steady and unsteady heat conduction (exact and numerical analysis); free and forced convection (internal and external); heat exchangers; thermal radiation; heat transfer with phase change; elements of mass transfer.

MECH 3503 – 3.0 - Macro- and Micro-Manufacturing Methods; pre-req. MECH 2501

Topics covered include: Introduction to traditional macro-manufacturing methods such as casting, forming and forging, machining (e.g. CNC and EDM), injection molding, additive manufacturing, treatments (heat, shot pinning, etc.); introduction to micro-manufacturing methods based on silicon, thin film and polymer technologies; selected field trips and laboratory visits.

MECH 3504 – 2.0 – Thermofluid Laboratory - pre-req. MECH 2202, MECH 2502 & MECH 2201 - co-req. MECH 3203

Topics include: Introduction to a number of measurement methods used for Macro- and Micro-systems; a select number of laboratory experiments and demonstrations dealing with thermodynamic (e.g. power cycles, or heat pumps), fluid mechanics (flow in the pipes and losses), fluid machines (e.g. pumps or fans), flow measurements techniques (e.g. from traditional to advanced optical systems e.g. PIV), conduction/convective and radiation heat transfer, heat exchangers, etc.; discussion about safety in laboratory environment.

MECH 3401 – 2.0 – Renaissance Engineer 5 – Mini Design Project – pre-req. MECH 3202, MECH 2202, MECH 2502 & MECH 2201

This is a limited scope design projects in teams of 2-3 students dealing with an open ended or multi-solution project. Students have the option of having a project in any of the areas of mechanical engineering. Linkages with industry partner, or working in consultation with a practicing engineer, and/or students from a technical college (as consultant for projects involving a built) is encouraged; written and oral communication of technical solution as well as a discussion of economic analysis and/or entrepreneurial opportunities, is mandatory.

MECH 3302 – 3.0 - Mechanisms – pre-req. MECH 2302

Topics include: classifications of mechanisms; velocity, acceleration and force analysis e.g. for linkages, cranks, sliders, and cams; balancing of rotating and reciprocating machinery; gears and gear-trains; graphical and computer-oriented methods of analysis for mechanisms.

Complementary Studies Course (select one from chosen CS cluster) – 3.0

MECH 3100 – 1.0 - Engaged Engineer 2 – Pre-req. MECH 2100 (only if approved co-req.)

This is a credit no-credit activity where students make presentations and write reports/blogs about an extracurricular activity of their choice (approved by the instructor) that they have taken up, it can be participation in a research project; attending a series of talks (outside, e.g. Schulich Business School or Osgoode Hall Law School) and within the department); involvement in student clubs, or student competitions. Students who receive no credit must retake the course before graduation.

Fourth Year

Term 7 - (19 units)

MECH 4402 – 4.0 - Application of Simulation Tools for Design & Analysis - pre-req. MECH 3501, MECH 2202, MECH 2301, & CSE 1011

Topics include: Introduction to numerical modeling (e.g. finite element analysis); introduction to commercial software of choice; application of commercial software to a select number of problems, e.g. stress analysis, heat transfer, fluid flow, etc. to design or analyze a system; result verification/interpretation is emphasized. One of the components of the project for course MECH3401 may be analyzed as a part of an assignment in this course.

MECH 4401 – 3.0 – System Level Engineering – pre-req. MECH 2202, MECH 2502, MECH 2201, MECH 3203, ENV5 2150 & CSME 2103

Topics include: System level analysis methodology for complex engineering cases (quantitative and qualitative methods/frameworks); technology selection, technology integration; life cycle analysis.

MECH 4502 – 3.0 – Vibrations and Actuators – pre-req. MECH 2302 & MECH 3505

Topics include: Free and forced vibration single degree of freedom systems with and without damping; steady state and transient vibrations; vibration of multi-degree of freedom systems; vibration isolation and modal analysis; beam vibrations; actuator characteristics, examples of actuators such as electrostatic, thermal, piezoelectric, or magnetic.

MECH 4510 – 3.0 – Introduction to Advanced and Unusual Mechanical Technology – pre-req. MECH 2202, MECH 2502, MECH 2201, MECH 3203, MECH 3505 & MECH 3501

Topics include: Introduction to non-traditional areas that mechanical engineers work; analysis of assumptions, governing laws, behaviour, and forces for a set of non-traditional systems, e.g. micro-fluidic systems, MEMS, electro-chemio-mechanical systems, biomedical devices, biological systems, etc.

Complementary Studies Course (select one from chosen CS cluster) – 3.0

Complementary Studies Course (select one from chosen CS cluster) – 3.0

Term 8 - (21 units)

MECH 4503 or ENG 4550 – 3.0 - Control Theory, System & Instrumentation Response – pre-req. MECH4502, MECH 2502 & MECH 3501

Topics include: Transient and steady-state response; frequency response; system identification; signal analysis; signal conditioning; Laplace transform and other functions; block diagram concept of modeling; open and closed loop control methods; PID control.

MECH 4201 – 3.0 – Transport Phenomenon – pre-req. MECH 3201 & MECH 3203

Topics covered include: Introduction constitutive equations and basic principles for mass transport, momentum transport and/or energy transport at two different scales of macroscopic and microscopic; examples from novel and traditional mechanical systems and applications are discussed.

Complementary Studies Course (select one from chosen CS cluster) – 3.0

MECH 4504 -3.0 - Life Cycle Analysis and Sustainability – co-req. MECH 4401

Topics covered include: Introduction to the notion of “triple bottom-line” or triple-E (energy, environment, economics); introduction to Life Cycle inventory; computational structure of LC inventory; case studies and execution of a mini-LCA; discussions on strengths, weaknesses and appropriate use of LCA.

MECH 4000 – 6.0 – Capstone Design Project – pre-req. MECH 4401 & MECH 4402

Undertaking a major open ended design project in teams related to mechanical engineering discipline followed by a group presentation and detailed engineering report including costing and bill of materials; linkages with industry partner, or working in consultation with a practicing engineer, and/or students from a technical college (as consultant for projects involving a built) is encouraged. This is a one term course.

ENG 3000 – 3.0 – Professional Engineering Practice

An introduction to the legal and ethical frameworks of the engineering profession, preparing students for the Professional Practice Examination required for certification as a professional engineer. Also covered are associated professional issues such as entrepreneurship, intellectual property and patents.

Complementary Studies (General Education) Course Cluster

It is important to note that the selection of the complementary studies (general education) courses will be in line with the Lassonde School of Engineering’s adopted plan as shown in Figure 4.1. Students in Mechanical Engineering will be asked to participate in one of the five options of Global Engineer, The Art of Design, Entrepreneurship, Law and Society, or Human Health and Environment. This selection must be made prior to registration for the third year (or equivalent) of the program. In selection of the complementary study option, students must give careful consideration to minimize/eliminate ad hoc selections from the groups and options. Equivalent of such courses as per framework shown in Figure 4.1 will be acceptable. These courses are in addition to the Complementary studies courses that all Mechanical Engineering students must take before graduation, i.e. ENVS 2150, MECH 2103/ENG 2001, ENG 1001, and MECH 2102 to satisfy CEAB requirements for program accreditation.

Professional Internship

MECH 2020/ENG 3900 0.00 – Professional Internship – pre-req. completion of a minimum of 60 credits in engineering

A summer internship is mandatory for graduation; this can be taken in any of the summers between year 2 and 3; or year 3 and 4 of studies. The student should be employed at a place where engineering is practiced; this can be in governmental, private or not-for-profit sectors (including university research labs). A technical written report detailing the internship experience with an emphasis on engineering practice and knowledge gained, as well as soft skills obtained must be produced for evaluation by the employer and the instructor in charge. The minimum internship duration must be 13 weeks. Students in Global Engineer complementary studies option must take this internship in a foreign country.

Appendix B Calendar Description for the Program

The Lassonde School of Engineering offers Bachelor of Engineering (BEng) degree. After completion of a common first-year program, students will choose one of seven available programs: electrical engineering, **civil engineering** (TBA), computer engineering, geomatics engineering, **mechanical engineering**, software engineering or space engineering.

i) All BEng degree candidates must complete the new engineering program core:

- SC/MATH 1018 6.0, SC/MATH 1020 3.0, SC/MATH 1028 3.0, SC/PHYS 1110 6.0, LE/CSE 1011 3.0, LE/CSE 1021 3.0, LE/ENG 1001 6.0, LE/ENG 1002 6.0, LE/ENG 1100 6.0

ii) All BEng degree candidates must complete 15 non-science complementary studies/general education credits, including ES/ENVS 2150 3.0 (refer to General Education Requirements Regulations Governing Undergraduate Degree Requirements section).

iii) All BEng degree candidates, in accordance with their declared major program, must satisfy the academic standing and course requirements below.

To graduate in the BEng program, students require successful completion of all Faculty requirements and program major required courses and a minimum cumulative credit-weighted grade point average of 5.00 (C+) over all courses completed.

Mechanical Engineering

The engineering program core:

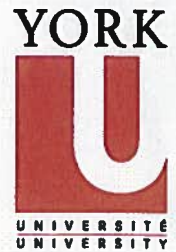
- SC/MATH 1018 6.0, SC/MATH 1020 3.0, SC/MATH 1028 3.0, SC/PHYS 1110 6.0, LE/CSE 1011 3.0, LE/CSE 1021 3.0, LE/ENG 1001 3.0, LE/ENG 1002 6.0, LE/ENG 1100 6.0

Mechanical Major:

- LE/ENG 2401 3.0, LE/ENG 2402 2.0, LE/ENG 3330 3.0
- SC/MATH 2270 3.0
- ES/ENVS 2150 3.0
- LE/MECH 2100 1.0, LE/MECH 2102 2.0, LE/MECH 2103/ENG 2001 3.0, LE/MECH 2201 3.0, LE/MECH 2202 3.0, LE/MECH 2301 3.0, LE/MECH 2302 3.0, LE/MECH 2409 3.0, LE/MECH 2501 2.0, LE/MECH 2502 3.0, LE/MECH 2503 3.0
- LE/MECH 3100 1.0, LE/MECH 3201 3.0, LE/MECH 3202 3.0, LE/MECH 3203 3.0, LE/MECH 3302 3.0, LE/MECH 3401 2.0, LE/MECH 3501 3.0/SC/MATH 2015 3.0/SC/MATH 3271 3.0, LE/MECH 3502 2.0, LE/MECH 3503 3.0, LE/MECH 3504 2.0, LE/MECH 3505 3.0
- LE/MECH 4000 6.0, LE/MECH 4201 3.0, LE/MECH 4401 3.0, LE/MECH 4402 4.0, LE/MECH 4502 3.0, LE/MECH 4503 3.0, LE/MECH 4504 3.0, LE/MECH 4510 3.0

A non-credit, four to 16 month internship program (registered as LE/ENG 3900 0.00/LE/MECH 2020 0.0) is highly recommended for all engineering students, but is not a degree requirement.

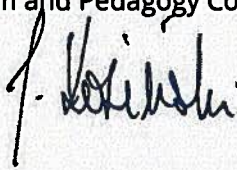
MEMO



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

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

TO George Turlakis, Chair, Academic Standards, Curriculum and Pedagogy Committee

FROM Janusz Kozinski, Dean, Lassonde School of Engineering 

SUBJECT BEng Program in Mechanical Engineering

DATE May 27, 2013

It gives me great pleasure to offer my enthusiastic support for the proposal for a new BEng program in Mechanical Engineering. This new program plays a pivotal role in the series of new programs that the Lassonde School of Engineering will be introducing under its transformative plans for engineering at York. It represents a natural next step in the expansion of York's accredited engineering programs (Computer, Geomatics, and Space Engineering) and newer programs (Software and Electrical Engineering) into one of the high-demand, mainstream disciplines.

The revised proposal was preceded by a careful planning phase, involving the Department of Computer Science and Engineering (soon to become the Department of Electrical Engineering and Computer Science), the School of Engineering, and the Faculty of Science and Engineering (FSE). The initiative is fully aligned with the strategic directions of the Lassonde School of Engineering and the University. Our strategic planning envisions a multi-phase development plan for Engineering at York, in which Mechanical Engineering features prominently as a cornerstone of the expansion. The proposal is also aligned with the principal goals of the most recent University Academic Plan and the Provostial White Paper, which call for expansion of the scope of the University's teaching and research activities in the areas of engineering and applied science.

The resources for the new program in Mechanical Engineering have been developed in the context of the larger planning exercise for the expansion of Engineering at York and have met with the approval of the Provost. The academic financial resources and planning processes will be subject to a very stringent planning and accountability framework, as would be expected with any project of the magnitude and size as envisioned for the Lassonde School of Engineering. The initial start-up phase of this new program calls for four new faculty members this year, including the Department Chair. This number is intended to grow by approximately two per year for the next five years. These initial positions are dedicated to leading and supporting the development of the program and to shepherding in this first phase of substantial growth and transformational academic programming that is underway in the Lassonde School of Engineering. The on-going faculty complement and enrolment plans that are envisioned for this new program have been established within the context of a series of planning parameters that strike the essential balance between professional and academic standards, with the average student-to-faculty ratios aligning with comparable programs of similar size. Relevant resources for the appropriate staff and student supports have already been factored into the plans for expansion and will be allocated as the new program comes online.



May 24, 2013

APPRC

Letter in support of Mechanical Engineering

The Faculty of Science is pleased to support the proposal for the degree program in "Bachelor of Engineering in Mechanical Engineering".

Donald R. Hastie,
Interim Dean

FACULTY OF SCIENCE

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It had long been an aspiration of the Faculty of Science and Engineering to expand its Engineering offering to include Mechanical Engineering. The establishment of the Lassonde School of Engineering has finally made this possible and the Faculty of Science continues to see the value of this program to York's move to a more comprehensive University.

The Faculty of Science, particularly through the Department of Mathematics and Statistics and the Department of Physics and Astronomy, has been actively working with the Lassonde School of Engineering to define and develop the Mathematics and Physics courses required for Engineering in general and Mechanical Engineering in particular.

The limited number of students in the early stages of the program can be accommodated within the Faculty's existing teaching capability.

The 5 year ramp up in Mechanical Engineering allows for Science resource allocation in the same way as it does for Engineering. Discussions are underway supporting the laboratory component of the physics courses, and space has been identified to accommodate growth.

In short, FSc has the infrastructure and faculty to support this program at the outset, and the ability to handle its projected growth.

FSc welcomes this proposal from its sibling Faculty and looks forward to supporting it as it becomes a flagship program.

Yours truly,

A handwritten signature in blue ink, appearing to read "Donald R. Hastie".

Donald R. Hastie, PhD
Interim Dean

DRH/kc



May 16, 2013

Dr. Alidad Amirfazli
Professor and Chair
Department of Mechanical Engineering
York University
Toronto, ON

Dear Dr. Amirfazli:

As the incoming President of the Canadian Society for Mechanical Engineering, I am delighted to write this letter in strong support of establishing a new Mechanical Engineering program at York University in Toronto. Mechanical Engineers are in high demand and Engineers Canada is projecting a fairly tight labor market for the Mechanical Engineers in the next few years. As such establishing this new program, at this time, is both timely and much needed.

Also, speaking with you I found the innovative ideas that you are planning for the program and its well thought curriculum, as very exciting and in tune with the current thinking in program design and the skills needed by industry.

I wish you and the York University the best of luck with the new program and look forward to build a relationship between the Department of Mechanical Engineering at York University and the Canadian Society for Mechanical Engineering. I also look forward to work with you to establish the student chapter of CSME at York University in the future.

Yours truly,



Ali Dolatabadi, PhD, P.Eng., FCSME
Incoming President CSME
Associate Professor
Concordia University



Justin Gammage, Ph.D
Chief Scientist

General Motors of Canada Ltd.
Mail Code: CA1-129-001
1908 Colonel Sam Dr.
Oshawa, ON L1H 8P7
Tel: 905-644-1195
justin.gammage@gm.com

May 15, 2013

Alidad Amirfazli
Department of Mechanical Engineering
York University
Toronto, ON

Dear Prof. Amirfazli:

I am writing to provide my endorsement for the creation of an undergraduate program in Mechanical Engineering, at York University. At General Motors of Canada Limited, and in the automotive industry in general, there is a constant need for highly skilled students with expertise in Mechanical Engineering. Qualified Mechanical Engineers are not only highly employable and in demand by a company such as ours, but also many in the industry, whether competitors and suppliers, are actively recruiting and are interested in growing a strong pool of mechanical engineering talent to draw from. Establishing the new Mechanical Engineering program at York University is certainly viewed as a positive development in this area and one that is welcomed by our industry.

I wish you success in developing this new program and look forward to opportunities to further our dialogue on how this initiative can be supported.

Yours sincerely,

A handwritten signature in black ink, appearing to read 'Justin Gammage'.

Justin Gammage, Ph.D.
Chief Scientist

PS: Please note, this letter is provided for communication purposes and should not be considered an implied commitment or contract.

York University Quality Assurance Procedures (YUQAP) New Program Appraisal

External Appraisal Report on the Proposed New Bachelor of Engineering Program in Mechanical Engineering

External Reviewer K. Christopher Watts, Professor, Dalhousie University, Process Engineering and Applied Science (Formerly jointly appointed with Mechanical Engineering)

Signed at Halifax:  June 4, 2013

1. Outline of the Visit

- There was no site visit - which is appropriate when there is no equipment and few staff. This report is based on the material prepared by Dr Alidad Amirfazli, some letters of support, and on the material on the website of York University's Lassonde Centre.
- This material has been reviewed from the perspective of the quality of an engineering program and its accreditability by the Canadian Engineering Accreditation Board both in the current regulations and the newly introduced Graduate Attributes. This review only relates to the B.Eng. program and not to the quality of the proposed graduate program for which there is little information given.
- The most significant contribution by this reviewer relates to Section 4 Program Content and Curriculum, and Section 5, Program Structure, Learning Outcomes and Assessment.

2. General Objectives of the Program

- This program is a solid Mechanical Engineering program, and hence the program name and degree designation are appropriate
- The general objectives of the program (P4) are clear and they are consistent with the graduate attributes demanded by the Canadian Engineering Accreditation Board. The outline of the University and Faculty plan, as given in the brief, clearly fulfills the university's objective of having a more comprehensive offering in Engineering; and with the desire to establish more of the mainline engineering programs, Mechanical Engineering is an essential component for the Lassonde School of Engineering.
- It is noted that a "singular objective" (section 2.1 – P 4) is referred to, but later in this section, in section 2.2, and section 3.1 "objectives" are referred to. This is a bit confusing to the reviewer.

3. Need and Demand

- There could be no better source of information for the need/demand for mechanical engineering graduates than the Engineers Canada Website. There is an intimate connection with the Association of Professional Engineers of Ontario and other provincial engineering associations with the Canadian Council of Professional Engineers. The graphical data shown is for Ontario, but there is similar demand across Canada for Mechanical Engineers.

4. Program Content and Curriculum

- The curriculum reflects the current state of a general-type Mechanical Engineering program (rather than engineering plus, as noted in the document). Some Mechanical Engineering programs have a specialized focus which this program does not have in technical areas but has a greater focus on some of the soft skills with streams (clusters). The aim stated is then to have a program which produces a “Fundamental Engineer” or “Renaissance Engineer”. The term “Renaissance Engineer” portrays the image (to the reviewer) of renewing the former concept of engineering – with a practical bent. This program goes well beyond that in its creative, modern way of teaching.
- The uniqueness of this program is in the complementary studies course clusters (shown on Page 9 of 30.) which will give a greater understanding of different industries for a general engineer. This might also give greater job applicant appeal for industries needing a mechanical engineer who could undertake non-specialized design tasks in a wide variety of applications. Four complementary studies courses in one cluster are required. This reviewer has observed that engineering students are not, in general, favorably disposed to complementary studies courses. Are all these courses going to be taught by non-engineering faculty in courses with students from other faculties? In this case, engineering students might feel and be disadvantaged and get lower marks as a result.
- With having complementary study options, care needs to be taken that all aspects of the graduate attributes are met for all students in each complementary study option.
- It is noted that there are no technical electives in this program. In the experience of the reviewer, some CEAB accreditation teams have recommended that programs with no technical electives should revisit this program structure and add at least one technical elective.
- I note that discrete math MATH 1028 is required. Discrete math is conventionally required only for Electrical Engineering programs. The rationale for keeping this course is dubious and I cannot see any discipline courses where discrete math is required.
- Another unique component is the inclusion of a Mechanical Workshop (Renaissance 3) course. This will require a large machine shop if machining in lathes and milling machines (presumably including CNC machines for MECH 3503) are to be properly taught.
- There is a good design stream of courses – ENG1102, ENG2402, EG3401, MECE4000. The inclusion of a hands-on course MECE 2501 is unusual at a university setting but is invaluable.
- The student-course loading initially appears to be high – with seven courses a term for years 2 and 3. (Page 11) Some of these courses are 1 and 2 credit courses, but students can be intimidated by the number of courses, and other universities sometimes combine courses (to yield the same number of credits) to reduce the intimidation factor. The number of credits for the terms 3, 4, 5, 7, 8 were reported on pages 22-27 as 17, 17, 17, 18, 15 but the numbers of the credits seem to add up to 19, 18, 20, 19, 18 respectively.
- The program is said to be “designed to be completed in four years” P5. However with seven courses per term in the last 3 years this may not be a realistic number of years for many students, especially if lower quality students are necessarily admitted at the start of the program to boost initial student numbers.
- A heavy design stream can require a heavier manpower requirement than normal lecture courses if it is to be done well. A good engineer (or two) in residence may assist in this.

- Field trips are referred to in section 2.1 - P4 but for large classes this becomes (for most universities) prohibitively expensive. Some use 'virtual field trips' using such tools as Blackboard Collaborate.
- The claim, page 9, that the program is unique in that it attempts to familiarize students with principles of the areas of new technology would appear on the surface to rely on the one course – MECH 4510. New technology will depend very heavily on new materials. The ENG 1100 course which includes material science along with chemistry and geology indicates that “topics may include ...” which would indicate that there is a possibility that there could be holes in the students’ knowledge of advanced materials. Also for this claim, the program designers might want to ensure that the MECH 3505 would have enough electronics in it, since in new technology there is much cross-linking between electrical controls and machines.
- The anticipated class size is given as 134. This could be fine for lectures but labs and tutorials will have to be sectioned which will require a large number of graduate students / TAs. For the technical writing courses, care should be made to have the corrective feedback in which the students should be required to correct and re-write; this is essential for good learning and will need to be done by qualified English writers. The concept of a personal blog (P17) is good, but will require good monitoring to be effective.

5. Program Structure, Learning Outcomes and Assessment

- The program requirements and learning outcomes are clear and have been compared to various standards in Canada and ABET in the USA. The ABET standards are not really appropriate, but it should be noted that students from Canadian Accredited programs who elect to write the Fundamentals of Engineering exam set and marked by ABET always exceed pass levels of US students. The proposed York Mechanical Engineering program has aligned itself to the new CEAB graduate attributes which is critical to the success of the proposed Mechanical Engineering Program.
- The reviewer notes there are a large number of courses in the program with co- and pre-requisites stipulated. The number of co-req and pre-req courses could lead to a constraint on students who fail and who cannot continue without multitudinous wavers by administrators and instructors. A diagram of the path of courses with the prerequisites and co-requisite courses would be helpful to ensure that the administrators are not going to get themselves in an untenable situation.
- As far as is noted, the methods and criteria for assessing student achievement are appropriate. The effectiveness can only be judged after the courses have been mounted. However, there are some engineering graduate attributes – life-long learning; ethics and equity; professionalism etc. which will require the establishment of rubrics in order to measure these attributes. It is possible that the established engineering programs at York already have these rubrics established.
- The proposed modes of delivery – lectures, lab work, workshop experience, professional placements, self-learning, field trips and on-line/ computer work are all suitable for meeting the program learning outcomes. The effectiveness of these would have to be evaluated on a site visit. The documentation indicates the use of “seminars” to assist with students who struggle. To the reviewer, seminars indicate unidirectional information exchange – whereas tutorial indicates hands on two way information exchange (which is probably what is meant).

6. Admission Requirements

- The admission requirements used for entry into all engineering programs at York are appropriately aligned with the program learning outcomes.

7. Resources

For all programs

- The Mechanical Engineering program uses a number of science and general engineering courses for which there are professors and lab facilities. Nevertheless there are 30 or more new Mechanical Engineering courses which are noted as being needed. For these courses, it is anticipated that 18 faculty will be in place once all years of the program are being mounted. It is obvious that the expertise of the faculty must be matched appropriately to the program needs and to possible interdisciplinary collaborations with faculty in other engineering disciplines. The professor / course ratio will allow for professors to be able to teach graduate courses necessary to mount a quality program.
- The submission notes the need for a lecturer / engineer to help with the setup of the experiential learning component. This reviewer would endorse that observation for early implementation. The set-up will take considerable time. Mechanical and electronic technical support will be essential for the set-up of labs etc as soon as equipment purchases and labs are written. Other resources should soon be in place eg administrative persons (administrator, graduate admin and IT personnel).
- New professors with appropriate areas of research will have to be hired perhaps at a faster rate than is suggested. There are currently only two faculty. These faculty have written the course descriptions which has been good in enabling the logical course-topic sequencing but these descriptions might have to be modified as new faculty are hired.
- Without a site visit, this reviewer cannot comment on the evidence for adequate resources (e.g. library, laboratory) to sustain the quality of scholarship produced by undergraduate students as well as graduate students' scholarship and research activities. It is claimed that a new building will be built by 2015 to satisfy the space and lab component for this program.
- Information from York University suggested that the 'cloud' structure of the proposed new building could give rise to an atmosphere of creativity which would enhance the learning experience. The freedom and openness / flexibility of design could prepare the students well and might help toward developing the 'creative culture', the 4th of the Lassonde's five attributes (P2). However buildings do not make for a good educational experience – it is the commitment of the faculty to utilize the building to its maximum advantage.
- If the new building is not built due to budgetary constraints, it is not clear that there would be enough space for an influx of new students in the existing space.

Additional criteria for undergraduate programs

- Evidence of and planning for adequate numbers and quality of:
 - (a) faculty and staff to achieve the goals of the program – The Dean of Engineering's letter of support indicates a hiring rate for the next five years which would result in a maximum of 14 faculty – whereas the submission indicates 18 when the first students are graduated, increasing to 24. The hiring of 4 new faculty members "including the department chair" is specified by the Dean, whereas the submission indicates 4 in addition to Dr Amirfazli and Dr Leung.
 - (b) plans and the commitment to provide the necessary resources in step with the implementation of the program; - This is outside the scope of this report, except to indicate that hiring of faculty and technical staff, if support is not currently available from existing engineering departments, should be front-loaded to ensure a quality program from the start and obtaining the graduate student base which is so essential for TA.

- (c) planned/anticipated class sizes; - The maximum class size is given as 134, though the means to arrive at this number is unclear.
- (d) provision of supervision of experiential learning opportunities (if required); - labs are being planned as well as a machine shop. Training of graduate students in safety and in the use of lab equipment is absolutely essential to complement the supervision of the machine shop (mechanical) technician. Training will also be necessary for all the other labs. Technical assistance will be necessary for the setup of labs for all the different sections of labs required for 134 students.
- (e) the role of adjunct and contract faculty – The fact that Mechanical Engineering is a new program and does not have any retirees is discussed in the report but the anticipation of adjuncts are not. An unspecified number of contract faculty will be sought for “specialized topics”, but when the full complement of faculty is in place this should not be necessary for a general type engineering program.

8. Quality of Student Experience

- There is little information provided on the program structure and faculty research that will ensure the intellectual quality of the student experience

9. Other Issues - None noted

10. Summary and Recommendations

Summary: The program has all the characteristics and courses of a quality mechanical engineering program. From what is described, the B.Eng. graduates would be able to function well in industries requiring general mechanical engineers. Attention has been given to incorporating the new CEAB graduate attributes. Provided that staffing, graduate students, laboratories and building are in place, the quality of the graduates should be good.

Response to the External Appraisal Report on the Proposed New Bachelor of Engineering Program in Mechanical Engineering York University

Prepared by: Alidad Amirfazli, Professor and Chair,
Department of Mechanical Engineering

Date: June 13, 2013

The Department of Mechanical Engineering appreciates the comments made by the External Appraiser. Overall the External Appraiser has provided his support and positive recommendation for the proposed program in his summary statement where it reads: "The program has all the characteristics and courses of a quality mechanical engineering program." There are also a number of comments which we have reviewed and considered carefully and taken action where required; below is the response to the points raised following the same structure as the report.

At the end of this document we also address the friendly amendment suggested by the Faculty Council in its last meeting of June 5, 2013 as a part of approval process of this proposal.

1. Outline of the Visit

No response is required

2. General Objectives of the Program

The only issue raised was an editorial one about outlining clearly that there are more than a singular objective for the proposed program. This has been rectified by removing the reference to the "singular objective", where it reads now on page 4 Section 2.1: "The main objective of the program amongst the ones stated below is....."

3. Need and Demand

The only issue raised was that the data about the need/demand for mechanical engineering emphasized Ontario demand. Although External Appraiser is correct in stating that the data in Figure 3.1 was only for Ontario, but the national demand for Mechanical Engineers was addressed in the body of report (page 7, 2nd paragraph) where it reads: "Nationally, EC on the scale of 1-5 (1 representing a very weak labor market and 5 a tight labor market) puts the demand for mechanical engineers nationally at 3 for 2013-15, and at 4 for 2016-18. Note that

2018 will be the year the first class of mechanical engineers will be graduating from York U". The further elaboration on Ontario demand and specific graph for Ontario is a reflection of provincial jurisdiction for education, and that the majority of students in the program are expected to come from Ontario and likely to seek employment in Ontario.

4. Program Content and Curriculum

Aside from the confirmation of the External Appraiser as to uniqueness and strength of the program design and delivery methods with statements such as "This program goes well beyond that in its creative, modern way of teaching." There has been a number of points raised that responses are provided in turn below:

- Regarding the Complementary Studies (General Education) courses, there was a question if engineering and non-engineering students will attend the same class, and if the instructors will be from other Faculties for such courses. There was a feeling that if the answers to these questions are yes, then "...engineering students might feel and be disadvantaged and get lower marks as a result." The Complementary Studies (General Education) courses are best taught by the people who are experts in the field so likely they are not engineers, but we believe this will be an advantage for students as they will be educated by experts in the field. These Complementary Studies courses have been carefully selected with the advice of the offering units to ensure that they are suitable for engineering students. Furthermore, this approach will strengthen the links between Lassonde School of Engineering and other Faculties within the York. In terms of class composition, as many of these courses will very likely be taken by students from other engineering programs at Lassonde School of Engineering. While there would be some non-engineering students in these courses, we believe this can only enrich the peer learning opportunities, and we should not seek to overly shelter engineering students. Engineering graduates will be working with other people from different education backgrounds and some early interactions in such courses can be a positive experience.
- The cautionary note of the External Appraiser about the care needed to be taken that all aspects of the graduate attributes are met for all students in each of the Complementary Studies (General Education) cluster is noted. This has been considered in our current proposal and as the program develops further special attention will be paid to this point.
- Based on the External Appraiser's experience in working with CEAB accreditation teams, he has noted that sometimes a team member may ask for having technical elective courses offered to the students. As such, he is suggesting to consider offering at least one technical elective course. This point is noted and as the program develops further, and the faculty numbers reach the steady state, we will take action and offer one technical elective course. This course will be likely in the new technology areas for Mechanical Engineering or the system level design, to keep with the spirit of the program design as stated in the proposal.
- The External Appraiser noted that discrete math, MATH 1028, is a required course and stated that he cannot see the relevance of this course to the discipline. The inclusion of this course has been through a compromise process with programs offered in Electrical and Computer Engineering and Science to agree upon a common first year for all engineering students. Having a common first year is a valuable feature of the program at the Lassonde School of Engineering where students can have a further year to make a more informed

decision about which program to take. However, we will continue to work with colleagues in the future as to how such issue might be addressed as all details of the common first year program are being finalized in the months to come.

- There was a comment about the number of courses in years 2 and 3 that may “intimidate” some students. Although there are 6 or 7 courses in each of the terms in years 2 and 3, it should be noted that the overall course loads is on par as there are 1 and 2 credit courses, amongst them. Furthermore, courses such MECH 2100 and MECH3100 are really meant to be self-directed activity of free interest to the student so their load is not comparable to classical courses at being much lighter. Combining such courses with other courses to reduce the “number” of courses maybe considered as the program develops.
- The External Appraiser has expressed the opinion that due to the high number of courses in the program in its last 3 years, students of lower quality (especially in the initial launch phase of the program) may not be able to complete the program in four years. As stated above the number of courses in years 2 and 3 may be 7, but the overall course load is in line with other programs. We also acknowledge that as it is the case with other programs, some of the students of lower quality may need additional time to complete the program compared to the general student population.
- The typographical errors about credit summation on pages 22-27 as noted are all corrected.
- Given the emphasis placed on the design stream in the program proposal that is seen positively by the External Appraiser, he comments that “A good engineer (or two) in residence...” may be needed. To clarify the statement in the proposal about the support staff the following is changed on page 19: “However, the Department requires additional staff as stipulated in the Lassonde School of Engineering plans to maintain a faculty to staff ratio of less than 2 to 1 for proper program support; note that the ratio of 2 support staff to 1 faculty member, as stipulated in the Lassonde School of Engineering expansion plan, is the average target number. However, for the new departments this ratio will be even lower than 2 support staff to 1 faculty member (e.g. 1.5 to 1) to allow proper support to setup the programs and addressing the front-loading of the hiring of the support staff mentioned by the External Appraiser of the proposal.”. This explanation should address the concern of the External Appraiser about the support required for the program.
- We have addressed the issue raised about taking advantage of the possibility of offering virtual field trips on page 4, where now it reads as: “...field trips (actual and/or virtual via tools such as Blackboard Collaborate), and social activities.”
- The External Appraiser notes that the tentative language about content of ENG 1100 course to include knowledge of advanced materials should be strengthened so the claim made about educating students about new technology areas is acceptable. To address this point and to make our original intent clearer we have modified the course description of the ENG 1100 to reflect our commitment to educating students in material science as it reads now at its opening “Topics include:....” Rather than “ Topics may include:...”. To respond to issue about inclusion of “enough electronics” in MECH 3505, the course description now reads as following to reflect our intentions more clearly: “Basic of circuit analysis and setup, as well as electronics”.

- The External Appraiser has called for using a qualified English writer to assist with providing feedback and instructional aid for course having substantial writing component. The Lassonde School of Engineering currently has a part time writer in residence, i.e. Dr. Caroline Roberts whose expertise will be utilized. This point is now highlighted in the program proposal on page 17 Section 7.2.

5. Program Structure, Learning Outcomes and Assessment

- As noted, by the External Reviewer we will prepare a “road map diagram” to graphically show the path of courses with the prerequisites and co-requisites to ensure that the administrators can advise the students who may fail a course or two as how to navigate the program and continue their progress. If areas of constraints are discovered in the future, related to prerequisites and co-requisites, we will take corrective action.
- The External Reviewer notes the need to establish graduate attributes rubrics. We will initiated this as an integral part of the detailed design of all new courses in the near future; and we will use the existing established graduate attributes rubrics from engineering programs at York to avoid duplication.
- In response to the External Reviewer comment about the use of the word “tutorial” rather than “seminar” to acknowledge the common understanding of the word “seminar” to indicate an unidirectional information exchange – we have now used the word “tutorial” instead of “seminar” in the proposal, e.g. page 16 and 19.

6. Admission Requirements

A correction was made and noted to the Admission Language requirements to comply with existing standards for Engineering.

7. Resources

For all programs

- The External Appraiser has raised concern about budgetary issues that may prevent the new Engineering building to be built. However, we emphasize that the infrastructure funding is in place and secure for the new building, and preparations on the ground has started. As such, this should not be a concern.
- The External Appraiser has commented on the need for early hiring of a lecturer (alternate stream) to help with proper program development and delivery. In recognition of this and in line with the original program proposal, the Department of Mechanical Engineering has forwarded to the Lassonde School of Engineering a request for such a position for the next year’s hiring plan. This request is now part of the overall faculty hiring request that the Lassonde School of Engineering is forwarding to the Provost’s office for approval. Also, to further emphasize that we are taking the necessary steps to properly resource the program as commented by the External Appraiser, we have already submitted requests for immediate hiring of mechanical and electronic technical support. It is expected that both of these positions to be filled no later than winter of 2014.

- The External Appraiser has commented that a good building design by and in itself does not “make for a good educational experience”. We recognize the importance of program design and commitment to its delivery are also a very important part of a quality program, and state that the thoughtful design of our new building can only further enhance the educational experience of our future students.
- The External Appraiser has commented that we need to increase the rate of hiring of the faculty members and increase their numbers from what is currently proposed. His arguments are based on the need for development of delivery of new courses that are required, and building the graduate student populations that will in turn can serve as Teaching Assistants that are needed for the program delivery, etc. After careful consideration of this point and the emphasis of the External Appraiser on this issue in various places in his report, in coordination with the Lassonde School of Engineering we have now formulated a better faculty roster as follows:
 - Since the original drafting of the proposal, we have now been invited to submit a NSERC Design Chair in Engineering Application (after clearing the phase 1 of the process which means the chances of receiving such a position and funding from NSERC is now better than 80-90%, based on historical patterns). This is now stated on page 17, Sec. 7.1 of the revised proposal.
 - We have also on page 17 strengthened our statement about utilizing sessional instructors for specialized topics that can benefit from outside experts’ insight (e.g. for life cycle analysis course). The statement now reads as: “It is anticipated that we will also judiciously use contract instructors on specific topics especially at the initial stages of the program launch, i.e. the first 3-5 years.” On the same page we have now explicitly stated that we will use services of the current writer-in-residence, for courses having a substantial writing component. We will also coordinate with other programs in Engineering to reduce duplication and use as much as possible existing courses; or work in collaboration with faculty from other programs to deliver courses for the proposed program. An example of this is the offer from the Electrical and Computer Engineering Department to collaborate regarding the course MECH3505 that was stated in the latest Faculty Council meeting in June 5, 2013.
 - Also we have re-examined the enrollment plans and hiring plans carefully. As a result of this exercise, now in Section 7.1 we have clarified that the number of faculty hired by 2018 will be 15. The Dean’s letter now reflects this fact. This now represents both an absolute increase in numbers and increase in the rate of hiring that should adequately satisfy the criticism raised in various places of the report.

Additional criteria for undergraduate programs

- Evidence of and planning for adequate numbers and quality of:
 - All the inconsistencies with regards to the proposal and Dean’s support letter about faculty numbers is addressed as discussed above.
 - The External Appraiser commented on the plans for student recruiting to 134 when the program reaches the steady state. In this respect it can be said that already the Lassonde School of Engineering has a number of staff working on this issue and the Chair of Mechanical Engineering is coordinating closely with them even in this early stage. As such, meeting these targets should not be

unrealistic given the experience of Mechanical Engineering program has had recently in other institutions, e.g. UBC Okanagan, UOIT and Guelph Univ.

- We acknowledge the External Appraiser's comment about training of graduate students "in safety and in the use of lab equipment is absolutely essential to complement the supervision of the machine shop (mechanical) technician". ON page 19 Section 7.6 a statement to this effect exists: "They [technical staff] will also be responsible for safety aspects of the laboratories and training of teaching assistants and student users"
- We have added a sentence in Section 7.2 that acknowledges possibility of appointing adjunct professors as the External Appraiser as commented on; it reads: "We are also anticipating that a limited number of adjunct faculty may be appointed in the Department, e.g. in connection with the NSERC Design Chair in Engineering application invitation." Also we concur with the External Appraiser that when the full roster of faculty members are in place there will be no or very limited need for contract faculty to teach "specialized topics".

8. Quality of Student Experience

No response is required

9. Other Issues

No response is required

10. Summary and Recommendations

No response is required

Friendly Amendment Response

At the last Faculty Council meeting of June 5, 2013 a friendly amendment to the program was confirmed: the course designation of MECH 2103 is to be removed and only the course designation of ENG 2001 will be used to emphasize that course duplication will not take place. This has been incorporated in the revised program proposal. While the intention is to use MATH 1131 to avoid duplication, MECH 2503 has also been retained in the proposal as a placeholder to be used in the event that, once the final course proposals are developed, the requirements for this course are not met by the existing MATH 1131 course.

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 George Tourlakis, Chair, Academic Standards, Curriculum and Pedagogy Committee

FROM Janusz Kozinski, Dean, Lassonde School of Engineering

SUBJECT BEng Program in Mechanical Engineering - **Revised**

DATE June 6, 2013

A handwritten signature in blue ink, appearing to read 'J. Kozinski', is written over the 'FROM' line of the memo.

It gives me great pleasure to offer my enthusiastic support for the proposal for a new BEng program in Mechanical Engineering. This new program plays a pivotal role in the series of new programs that the Lassonde School of Engineering will be introducing under its transformative plans for engineering at York. It represents a natural next step in the expansion of York's accredited engineering programs (Computer, Geomatics, and Space Engineering) and newer programs (Software and Electrical Engineering) into one of the high-demand, mainstream disciplines.

The program development was informed by a careful planning phase, involving consultations with internal colleagues, external consultants and expert colleagues, as well as benchmarking against leading Mechanical Engineering programs in Canada and the US. The initiative is fully aligned with the strategic directions of the Lassonde School of Engineering and the University. Our strategic planning envisions a multi-phase development for Engineering at York, in which Mechanical Engineering features prominently as a cornerstone. The proposal is also aligned with the principal goals of the most recent University Academic Plan and the Provostial White Paper, which call for expansion of the scope of the University's teaching and research activities in the areas of engineering and applied science.


I was delighted to receive the report from the program's external reviewer, Dr. Chris Watts, a prominent member of the Canadian Mechanical Engineering community and active member of the Canadian Engineering Accreditation Board (CEAB). We are grateful to Dr. Watts for his thorough review and have revised the program proposal to address his comments, both substantive and editorial. I was particularly pleased to see his reference to the program's "creative, modern way of teaching" and his opinion that it "has all the characteristics and courses of a quality Mechanical Engineering program."

The resources for the new program in Mechanical Engineering have been developed in the context of the larger planning exercise for the expansion of Engineering at York and have met with the approval of the Provost. The academic financial resources and planning processes will be subject to a very stringent planning and accountability framework, as would be expected with any project of the magnitude and size as envisioned for the Lassonde School of Engineering. The initial start-up phase of this new program calls for four new faculty members this year, including the Department Chair. This number is intended to grow by approximately two per year for the next five years, to reach a total of at least 15 by 2018. These initial positions are dedicated to leading and supporting the development of the program and to shepherding in this first phase of substantial growth and transformational academic programming that is underway in the Lassonde School of Engineering. We intend to supplement this number by vigorously pursuing NSERC industrial research chairs and other externally funded opportunities.

Plans for faculty complement and enrollment growth have been developed to strike the essential balance between professional and academic standards, with the average student-to-faculty ratios aligning with comparable programs of similar size. Resources for the appropriate administrative, technical and student support staff have already been built into the plans for expansion and will be allocated as the new program comes online. Questions raised by Dr. Watts concerning numbers of technical staff have been addressed in the revised program proposal.

In conclusion, I am pleased to offer my strong support for the introduction of this Mechanical Engineering program into the Lassonde School of Engineering.

Memorandum

To: David Mutimer, Chair, Senate APPRC
From: Rhonda Lenton, Provost 
Date: June 11, 2013

Subject: Proposal for a Mechanical Engineering BEng Program



I have reviewed the proposal from the Lassonde School of Engineering to introduce a Bachelor of Engineering (BEng) program in Mechanical Engineering. This proposed degree program is a next step in the development and expansion of engineering at York, as set out in the proposals leading up to the creation of the new Faculty and the establishment of its units; and is consistent with York's priorities in relation to enhancing our comprehensiveness through expansion of programming in the sciences, engineering, health and the professions. It is also consistent with Ontario government objectives with regard to postsecondary programming; as a result York has received a significant infusion of government funding for capital costs associated with engineering growth, and the University expects to receive full per student funding for undergraduate enrolments to fund the operating costs of growth.

The program has been designed in accordance with LSE's "Renaissance Engineer" vision and therefore combines the fundamentals of mechanical engineering with development of skills and knowledge relating to project management, entrepreneurial and global approaches, and leadership. It is also designed with professional accreditation requirements in mind. It is expected to encompass elements of eLearning and experiential education. The program will take its first students in 2014, with an initial intake of 50 new students; total enrolments of 465 are projected by 2021. Both student demand and demand for graduates are expected to be strong, based on evidence assembled by the Faculty.

Discussions with regard to the detailed financial, enrolment, and complement planning for the School and its units have been undertaken involving my office and colleagues in LSE. A Chair of the Department of Mechanical Engineering has already been appointed, and is leading program development; three further junior appointments have been authorized in the current recruitment cycle. Financial, faculty complement and enrolment plans going forward continue to be developed within principles set out for engineering planning, including the

understanding that approval of additional future appointments will be contingent on the achievement of enrolment targets, and plans will be subject to Provostial review and approval. I will also be discussing with the Dean the suggestion in the external reviewer's report and referred to in the unit's response with regard to the appointment of an Alternate Stream faculty member in the next two years to assist with program development and delivery.

The Mechanical Engineering proposal comes with the support of the Dean of the Faculty of Science, which will offer some of the courses in the program, as well as the Dean of the Lassonde School. I am pleased to record my support for this proposal.

Cc: Dean J. Kozinski
Dean D. Hastie
C. Underhill for ASCP

Faculty of Liberal Arts and Professional Studies

Proposal for the Creation of an Honours Minor Program in Japanese Studies in the Department of Languages, Literatures and Linguistics (DLLL)

**Prepared by Norio Ota
Coordinator, Japanese, Korean and Computing (Languages), DLLL
April 18, 2013**

Context of Proposal

a. Statement of purpose:

Creation of an Honours Minor degree program in Japanese Studies. The program is expected to commence in the F/W 2014-2015 academic year.

The Japanese language curriculum at York University has been steadily growing since its inception in the 1960's, a time when Japan emerged as one of the major economic powers in the world. The twenty-first century is called “the century of Asia.” Having a good command of an Asian language is an enormous asset for professional opportunities. The Japanese Section at York University has been offering Japanese language curriculum up to the fourth year level, designed to provide students in various fields with a working knowledge of the language and useful information concerning Japanese people, society and culture. Learning Japanese with reference to cross-cultural communication is emphasized so that students will be able to adapt to a foreign environment without much difficulty. The communicative approach has been adopted to help students to become creative, autonomous and sensitive language learners. Students learn how to make maximal use of their knowledge at their own levels, including non-verbal communication skills.

The Japanese language curriculum at York University is the only one in Canada fully web-based and offers an open-learning environment for anyone who is interested in learning Japanese. Textbooks were replaced by web-based instructional materials specifically developed for York students. A modular approach has been adopted to enhance synergistic effects in language learning and teaching. Online interactive materials help students to learn on their own even during vacation periods. The Japanese language curriculum at York University is ranked at the top level in Canada, based on the excellent teaching instruction and the outstanding achievement by students in the regional and national speech contests.

Since the 90's the request for setting up a degree program in Japanese Studies has been growing larger as the enrollment grew. While students could major or minor in the East Asian Studies program, of which the Japanese Section is a participating member, many students expressed their wishes to focus their study on Japan and the Japanese language, being inspired by Japanese popular culture and attracted to work and study opportunities in Japan. A degree program in Japanese Studies was envisaged and several non-language courses such as Introduction to Japanese Culture and society, Classical Japanese, Teaching of Japanese as a Foreign Language and Translation: E-J and J-E, were developed to augment the language curriculum. As the enrollment grew, more faculty members were hired and promoted partially funded with external funding such as the Tanka Fund. All the language courses have been modified as web-based courses with self-study instructional material and online testing to maximize communicative activities in class and save time for faculty members. The results of the questionnaire undertaken by the Japanese Section in 2011 indicated 172 students would minor in Japanese Studies (plus 65 major), if a degree program should become available. The faculty of the Japanese Section consists of two tenured members, one in tenure-stream, one CLA and one part-time instructor. A few new courses have been added to increase the choice of courses. The student enrollment of the academic year of 2012-13 was approximately 450, including a large number of high quality students at each level, many of whom stated that they decided to come to York University based on the reputation of the Japanese curriculum. With the pioneering initiative in deploying technology in teaching and testing, the Section is confident in developing a quality honours minor degree program for very enthusiastic students in the Japanese courses. Such a program will give students with various major fields opportunities to enhance their potential, academic interest, professional and career development.

Rationale

- The strength of the Japanese language curriculum and instruction has been tested, proven and widely recognized in Canada.
- The increase of students who are interested in a degree program in Japanese Studies.
- The field of Japanese Studies can stand on its own because of the richness, breadth and depth of Japanese culture and experience.
- Combining Japanese Studies with other disciplines would enhance students' competitiveness in the world job market.
- While most Japanese Studies Programs in the world appear to maintain the status quo or on the decline, York's Japanese curriculum has been growing and developing.
- It has been proposed by the Faculty that an honours minor degree option be established first and pursue academic requirements for an honours major degree program.
- Offering an honours minor degree program will not require much extra financial support since the courses currently offered fulfill the minimum requirements for degree-granting status.

- A degree program with concentration on a language will enhance and complement the East Asian Studies Program at York.
- A degree program in Japanese Studies may attract students not only within Ontario but also from other regions.
- The Japanese Section has received very strong support from the Japan Foundation, and the Japanese business community in Toronto.
- The Japanese Section has spearheaded development of a web-based open-learning environment and distance education courses for a wider audience.
- The faculty members of the Japanese Section have been actively involved in the Japan Studies Association of Canada (JSAC), through which strong contacts have been made with researchers in Japanese Studies in other Canadian institutions. The first international conference in Japan Studies was organized and held at York University in 2007. The current coordinator of the Section is the secretary-treasurer of JSAC and has been hosting its web site on his server.
- The Japanese Section has reached out internationally to the Faculty of Foreign Languages in the University of Havana, to assist their faculty in developing a degree program in Japanese Studies (commenced in February, 2011).
- Through hosting the Japanese Language Proficiency Test, National Japanese Speech Contests, and other Japan-related events, the Japanese Program at York University has become one of the centers of the Japanese language and Japanese Studies.
- With conversion and a grant (Tanaka Fund) through AUCC, the Japanese Section has successfully promoted two part-time instructors to tenure-track appointee and CLA in 2010. The Section has four full-time faculty members currently.
- As this is the first attempt in setting up a degree program in Japanese Studies at York, the Japanese Section has been trying to make sure that there exists a large enough demand for such degree programs among students. The major stumbling block, in the past, was low enrollments in the 4000-level courses. There are two reasons for this: many students participate in the exchange programs after they finish AP/JP 3000 6.00; most students cannot take more elective courses after AP/JP 2000 6.00 or AP/JP 3000 6.00. Many students interviewed both recently, and in the past, stated that they would have taken more 4000-level courses if a degree program would have been made available. The results of the 2011 questionnaire as stated above, was very encouraging - 172 minor, (and 65 major).

The Japanese Section's other achievements are highlighted as follows.

- **Distance education**
The Japanese Section in DLLL has been the leader in developing distance-education courses using video-conferencing and video-streaming. Students at Glendon College, St. Mary's University in Halifax and Mt. Allison University in Sackville, N.B. have benefited from this outreach program.

The current coordinator of the Section at York University received a grant from the Japan Foundation in 2010 to develop an online four-month Teaching of Japanese as a Foreign Language (TJFL) seminar for certified high school teachers across Canada. This project reached out to those who did not have opportunities to improve their teaching skills and help them to learn new ideas and disseminate York's teaching model and strategy in order to revamp high school language-teaching instruction. The participants resided in Alberta, Manitoba, Ontario, Ottawa and Quebec.

- **Technical cooperation across the border**

The Japanese Section has spearheaded international cooperation as well, in assisting the Japanese Program at the Faculty of Foreign Languages at the University of Havana in Cuba. This initiative has been in place since 2004 and offers seminars for the faculty to improve their teaching strategies in a variety of fields, including Teaching of Japanese as a Foreign Language (TJFL), Japanese linguistics, Japanese history and culture, translation and interpretation and classical Japanese. The Cuban faculty and students have been using the instructional materials developed at York University and they are currently developing Spanish versions for Spanish-speaking learners of Japanese. Every year, one of the participants of this seminar is invited to York University for four weeks as a part of a teaching practicum. As all the faculty members teach two languages at the Faculty of Foreign Languages in the University of Havana, they have been applying the teaching methods learned in this seminar to teaching other languages as well. This outreach project indirectly helps foreign-language education in Cuba.¹

The current coordinator of the Section has a strong tie with University of Tampere, Finland, one of York's affiliates. The direct contact was made at the Power & Difference International Conference, held at University of Tampere in August, 2012, with the faculty member who used to be in charge of the Japanese language and culture courses. As there is no such course offered at the university, the possibility of offering Japanese language courses online for their students by York was discussed and this is likely to be one of the new projects for the Section.

- **External funding**

Funding from the Japan Foundation in the past has allowed the Section to develop courses in Japanese Studies, in anticipation of setting up a degree program. Having won in the competition for the Tanaka Fund through AUCC, a new full-time faculty member was hired in 2003 to teach some of these new courses – AP/JP 2700 6.00 Contemporary Japanese Culture and Society; AP/JP 4120 6.00 Translation: Japanese-English; English-Japanese. In 2010-11, one of the part-time instructors was promoted to a tenure-track position through conversion, and the other into a

¹ In February, 2013, the current coordinator was awarded a special position of Invited Professor by the Board of Directors, the University of Havana, for his volunteer work.

CLA position partially funded by the Tanaka Fund through AUCC. York has won in the Tanaka Fund competition every year in the past three years.² There is a strong chance that the Section might win a special invitation-only grant to support a non-language position in Japanese Studies from the Japan Foundation.³

- **Students' achievements in speech contests**

As stated above, York students' achievements in both the regional and national Japanese speech contests have been outstanding. York students won at least 70% of the top prizes including the grand prizes in the past 30 Ontario Japanese speech contests, and approximately 40% of the top prizes in the 23 National Japanese speech contests. No other institution has achieved this kind of excellence.⁴

- **Exchange programs**

The Section has been promoting, and has been actively involved in, students' exchange programs with six partner institutions in Japan – Meiji University for over twenty years, Dokkyo University for over ten years, Keio University and Waseda University for many years, and Nagoya University for several years, through which students study in Japan for one year. Recently Hitotsubashi University was added to this list, making a sixth partner.

- **The Japanese Language Proficiency Test**

The Section has been hosting the Japanese Language Proficiency Test successfully on behalf of the Japan Foundation since 1997 for the Eastern region of Canada and hit a new record — 523 applicants in 2009. Many York students write the test every year, and most of them pass it. Unfortunately, the number of the participants in 2012 has gone down to 376 due to several causes including the 3-11 disaster.⁵

- **The Japan Exchange and Teaching (JET) Program**

Every year, many York students are accepted into the Japan Exchange and Teaching (JET) Program, which gives them great opportunities for learning about Japanese culture and society by living and teaching in Japan up to three years. The Section has been supporting this Program very strongly and is involved in the selection procedure.

² The Section won the Tanaka Fund three times in the past. The average amount of the fund was \$45,000 per annum for three years for each competition.

³ The Japan Foundation, Toronto, has been very supportive of the honours minor degree program and has suggested that the Section should seek this grant to enhance the program. The necessary information has been currently prepared for application.

⁴ Y-File: < <http://www.yorku.ca/yfile/archive/index.asp?Article=6269>>

⁵ JLPT: < <http://buna.yorku.ca/jlpt/>>

- **Business connection**

The Section made a request to Mitsui & Co. (Canada) Ltd. that a summer internship program be sponsored in 2008. Mitsui responded to our request promptly and set up a program in the summer of the same year. York students, from the Schulich School of Business School in particular, have benefited greatly from this program in the past three years by receiving on-the-job training opportunities for three months during the summer in Toronto. Mitsui has also agreed to sponsor a co-op program for our students for two years as a pilot project, in which participants will work full-time with pay for six months to one year. The co-op program will be incorporated into the proposed degree program, so that upon successful completion they will receive credits as well.

The “Summer in Japan” program has been in preparation, in order to offer a fast track course to master the Japanese language in a shorter period of time by filling the gap currently existing between different levels. It will enhance students’ language competence further and strengthen the degree programs as well. This program has received support from the Japan Foundation, Meiji University and Dokkyo University.

- **Research**

The faculty members of the Section are very active in research in fields such as Japan Studies, Second Language Acquisition, Cultural Studies, Linguistics and TEL and language learning and teaching. The current coordinator is the secretary-treasurer of the Japan Studies Association of Canada (JSAC) and frequently organizes panels and presents papers at international conferences and other members present papers at regional and international conferences on a regular basis. The coordinator of the Section successfully hosted the first international conference on Japan Studies at York University in 2007, financially supported by the Japan Foundation and Mitsui & Co. (Canada) Ltd.⁶

- **Support for and cooperation with students’ communities**

The Section in cooperation with the Japanese International Students Association (JISA) offers an academic week every year in order to provide students who are studying Japanese with more academic content and atmosphere. During this week most faculty members presents papers on various topics and some speakers are invited from outside as well.

⁶ The organizer received \$18,000 from the Japan Foundation and \$20,000 from Mitsui & Co. (Canada) Ltd.
Y-File: < <http://www.yorku.ca/yfile/archive/ViewIssue.asp?IssueDate=8/10/2007>>
Y-File: < <http://www.yorku.ca/yfile/archive/ViewIssue.asp?IssueDate=8/23/2007>>

b. University Undergraduate Degree Level Expectations (UUDLEs):⁷

Upon completion of the program students are expected to have achieved the following.

1) Depth and breadth of knowledge

Communicative competence and performance in advanced Japanese	AP/JP3000 6.0 Intermediate Modern Standard Japanese
Advanced knowledge of the structure and use of the Japanese language	AP/JP3100 3.0 Japanese Linguistics I: The Structure of Modern Japanese Language
Cross-cultural understanding of the language and culture of Japan	AP/JP2700 6.0 Contemporary Japanese Culture and Society AP/JP3751 3.0 Japanese Business Culture and Communication
General understanding of cross-cultural communication	AP/JP1000 6.0 Elementary Modern Standard Japanese AP/JP2000 6.0 Intermediate Modern Standard Japanese

2) Knowledge of methodologies

Internalization of the ‘modular-communicative-empathic’ approach to language learning	AP/JP1000 6.0 Elementary Modern Standard Japanese AP/JP2000 6.0 Intermediate Modern Standard Japanese
How to use technology enhanced learning (TEL)	AP/JP1000 6.0 Elementary Modern Standard Japanese AP/JP2000 6.0 Intermediate Modern Standard Japanese AP/JP3000 6.0 Intermediate Modern Standard Japanese
Familiarity with open learning environment (OLE)	AP/JP1000 6.0 Elementary Modern Standard Japanese AP/JP2000 6.0 Intermediate Modern Standard Japanese
Methodology of cross-cultural communication and analysis	AP/JP2700 6.0 Contemporary Japanese Culture and Society AP/JP3751 3.0 Japanese Business Culture and Communication

⁷ Faculty of Arts: Contextualised Graduate Attributes (University of Sydney)
<<http://www.itl.usyd.edu.au/GraduateAttributes/facultyGA.cfm?faculty=Arts>>

3) Application of knowledge

Cultural understanding in cross-cultural environment	AP/JP1000 6.0 Elementary Modern Standard Japanese AP/JP2000 6.0 Intermediate Modern Standard Japanese AP/JP2700 6.0 Contemporary Japanese Culture and Society
Speech contests and proficiency test	AP/JP1000 6.0 Elementary Modern Standard Japanese AP/JP2000 6.0 Intermediate Modern Standard Japanese AP/JP3000 6.0 Intermediate Modern Standard Japanese AP/JP4000 6.0 Advanced Reading in Modern Standard Japanese

4) Communication skills

A high standard of oral, aural, visual and written communication skills in Japanese and English	AP/JP4000 6.0 Advanced Reading in Modern Standard Japanese AP/JP4120 6.0 Translation: Japanese - English; English - Japanese
General communicative skills	AP/JP1000 6.0 Elementary Modern Standard Japanese AP/JP2000 6.0 Intermediate Modern Standard Japanese
Communicative skills in cross-cultural communication	AP/JP1000 6.0 Elementary Modern Standard Japanese AP/JP2000 6.0 Intermediate Modern Standard Japanese AP/JP2700 6.0 Contemporary Japanese Culture and Society
Use of appropriate communication technologies	AP/JP3000 6.0 Intermediate Modern Standard Japanese AP/JP4000 6.0 Advanced Reading in Modern Standard Japanese

5) Awareness of limitations of knowledge

Awareness of the need of further elaboration on the values and concepts central to Japanese culture and language, such as politeness, modesty and humility	AP/JP2700 6.0 Contemporary Japanese Culture and Society
Awareness of the need of further learning in actual communication, reading, writing and listening comprehension	AP/JP1000 6.0 Elementary Modern Standard Japanese AP/JP2000 6.0 Intermediate Modern Standard Japanese
Awareness of the need for studying or working in a Japanese-speaking environment	AP/JP3000 6.0 Intermediate Modern Standard Japanese
Possession of intellectual curiosity, open to new ideas, methods and ways of thinking	AP/JP4000 6.0 Advanced Reading in Modern Standard Japanese AP/JP4010 6.0 Classical Japanese

6) Autonomy and professional capacity

In-depth understanding and knowledge of the relevant fields and the disciplines involved	AP/JP3100 3.0 Japanese Linguistics I: The Structure of Modern Japanese Language AP/JP3751 3.0 Japanese Business Culture and Communication AP/JP4010 6.0 Classical Japanese AP/JP4100 6.0 Teaching of Japanese as a Foreign/Second Language AP/JP4120 6.0 Translation: Japanese - English; English - Japanese
Ability to acquire and assess new knowledge through independent research	AS/JP 3900 3.00 Independent Reading and Research AP/JP4000 6.0 Advanced Reading in Modern Standard Japanese AS/JP 4900 3.00 Independent Reading and Research
Autonomous language learner able to develop language skills further	AP/JP3000 6.0 Intermediate Modern Standard Japanese AP/JP4000 6.0 Advanced Reading in Modern Standard Japanese
Independent thinker and risk-taker with sense of accountability and sensitivity	All courses
Ability to understand cross-cultural issues and situations	AP/JP2700 6.0 Contemporary Japanese Culture and Society AP/JP3751 3.0 Japanese Business Culture and Communication
Capacity to work effectively in teams and other collaborative environments	AP/JP1000 6.0 Elementary Modern Standard Japanese AP/JP2000 6.0 Intermediate Modern Standard Japanese AP/JP3000 6.0 Intermediate Modern Standard Japanese AP/JP3751 3.0 Japanese Business Culture and Communication
Possessing a high standard of ethical behaviour associated with their discipline and profession	All courses
Readiness for on-the-job training such as a summer internship program or co-op program	AP/JP2700 6.0 Contemporary Japanese Culture and Society AP/JP3000 6.0 Intermediate Modern Standard Japanese AP/JP3751 3.0 Japanese Business Culture and Communication

c. Consistency of proposal with the general objectives of the unit, Faculty and University Academic Plans and with the standards, educational goals and expected learning outcomes of the degree. Comment on the explicit causal relationship of the proposed program's structure and curriculum for its expected learning outcomes

The proposed honours minor degree program in Japanese Studies is in accordance with the University Academic Plan, 2010-15 and the Strategic Plan for the Faculty of Liberal Arts & Professional Studies, 2010-20.

The Japanese Section has implemented the values and achieved the objectives identified in the UAP and will continue to improve its achievements further. The Section has been making a substantial contribution to York University in enhancing academic quality in a globalized world. The following are the achievements directly relevant to the UAP.

Values

- Commitment to excellence in research, teaching and services to the public good
The faculty members of the Section have presented papers at various international and domestic conferences and published their work. The Section has been pioneering in developing web-based curriculum and online self-study materials in an open-learning environment, which has been highly appreciated by students and other language teaching professionals. The Section has been involved in public services actively in hosting the Japanese Language Proficiency Test, an international conference for Japan Studies, and helping to organize regional and national Japanese speech contests. The Section has been involved in offering online and off-line seminars for teachers and in assisting to create credit courses in secondary education.
- Commitment to contribute to a deeper understanding of the global issues
The Section's effort in assisting the Faculty of Foreign Languages, University of Havana, Cuba, has been its attempt to make contributions to a developing country with its expertise, which deepens our understanding about issues in such a country.
- Recognition of York's special opportunities and responsibilities
The Section believes that if each unit excels by taking advantage of its potential, geographic location and resources, York University would play a major role in various fields. The Japanese curriculum at York has already achieved one of its objectives to be at the top in Canada.
- Commitments to interdisciplinarity and to the pursuit of innovative initiatives and approaches
Language learning itself is interdisciplinary in nature, but the Japanese curriculum has its main focus on cross-cultural communication and interdisciplinary approaches. Thus, various courses have been developed and offered in addition to the language courses, which would enhance interdisciplinarity.

- Commitment to cultivate an engaged learning and research environment
As stated elsewhere, the Section has successfully established an open learning environment through which students can access to the instructional materials at any time and at any place as long as the Internet connection is available. The Section coordinator often organizes sessions for conferences so that the faculty members of the Section could present research papers.
- Commitment to sustainability
This has been the major strength of the Section for many years. The enrollment has been steadily growing and the faculty size has been expanded accordingly, frequently assisted by external funding. Base on its track record, the Section will continue to grow in the future as well.

Contexts: The External Environment

- Globalization and internationalization
The Section has been actively involved globalization and internationalization via official exchange programs, accepting many international students, supporting programs such as the JET program, assisting the Japanese Program at University of Havana, and organizing sessions and presenting papers at international conferences.
- Universities as sources for inspiration, collaboration, and practical solutions to issues
The first web-based Japanese curriculum has been considered as inspiration among language teaching professionals and institutions. The Section has offered distance education courses for students at St. Mary's University and Mt. Alison University via video-conferencing, the method of which would be the best solution for lack of upper level courses in many regional institutions.
- Information and communication technology (ICT) revolution
The Section has been highly evaluated and appreciated in this area. With the ICT revolution the Japanese curriculum has been able to develop the 'post-communicative paradigm', which is conducive to the use of various mobile devices by students.
- Budgetary constraints requiring better use of resources
The Section has won various outside funding, including the Tanaka Fund, to hire and promote faculty members and to enhance the curriculum.
- Increasing demand for post-secondary education
As the Japanese curriculum has been enjoying excellent reputation, it has been attracting more quality students who wish to acquire as high level proficiency in Japanese.
- Competition from other institutions
York has been a target for competition from other institutions for many years in pedagogy, speech contests, and quality of instruction. The Japanese curriculum is currently the largest in Ontario. The Japanese Language Proficiency Test has attracted more participants than in B.C. this year.

Principles and Assumptions

- Expansion of the full-time faculty
The current number of the full-time faculty will be sufficient for the proposed honours minor degree program.
- Critical importance to research and teaching
The Section's strength lies in its 'action research', the result of which is implemented into the curriculum and teaching strategies.
- Enhancing student experiences and success
Various curricular and extra-curricular activities such as exchange programs, proficiency tests, speech contests, summer-internship and (a proposed co-op program), and hiring students as assistants for several events, would continue to enhance student experiences and success.
- Evidence-based approaches to planning and implementation supported by means to monitor, measure and report on progress in order to fulfill accountability and responsibilities to the communities
The Section has shown its excellence in innovative pedagogy, student achievements, outreach, internationalization and public services, which are well documented and received much recognition from within and from outside. Policy on accountability, equity and equal opportunities has been strongly underscored in the Section, based on the clearly defined and articulated criteria.
- Diversification of academic activities
The Section has been implementing a wide varieties of activities for both students and the faculty, which include exchange programs, proficiency tests, speech contests, Academic Week, Japan Week, web-based course development, introduction of the distance education format, and online lecture exchange.

Overarching Themes of the UAP 2010-2015

- Academic quality
- Student success
- Engagement and outreach
As stated elsewhere, the Section has already implemented these themes and will continue to improve its contribution.

Priority Areas in an Integrated Plan

- Research Intensification
 - Research culture
 - Research capacity
 - Evidence-based culture of evaluation and comparison
 - Research through planning
 - Research success for York's reputation
 - Library support
 - Culture of support for research

The Section will continue to cultivate research culture among the faculty and students, which will be required for the proposed honours minor degree program.

- Enhancing Teaching and Learning
 - Experiential learning opportunities for students
 - *Speech contests, proficiency tests, exchange programs, summer internship program, co-op program*
 - Innovative and flexible curriculum delivery through online and hybrid courses as well as other TEL courses
 - *The curriculum and its delivery have been online based and contact hours have been reduced maximally by adopting the currently available ITC technology.*
 - Recognizing and supporting innovation in teaching and learning, and providing support and recognition for instructors
 - *Developing online tests for all the language courses has freed up instructors' time and energy immensely.*
 - Leadership in curriculum delivery modes
 - *Completely online based and distance education format.*
 - Recruiting quality secondary school graduates
 - *Via seminars for secondary teachers, campus open house, etc.*
 - Increasing opportunities for students' international experiences
 - *Exchange programs, supporting the JET program.*
 - Lifelong learning
 - *The Japanese curriculum is designed to help students to acquire a solid foundation based on which they would be able to develop their knowledge and experience further in their lives.*

The Section has been engaging itself in all the above-mentioned objectives and successfully implementing them as stated elsewhere. This area is probably one of the most successful areas by the Section.

The Section has been putting a very strong emphasis on the following objectives.

- Enriching the Student Experience
 - Enhancing the quality and level of preparation of the incoming class
 - *All the information and materials are made available online.*
 - Enhancing the first year experience
 - *Co-organizing Academic Week, social nights, speech contests and Culture Week*
 - Improving advising creating communities
 - *Supporting the club for students who are studying Japanese*
 - Students' involvement in research
 - *Co-hosting Academic Week*
 - Increasing time for faculty to spend with students
 - *All the faculty members spend much time to listen to their students, give advice and assist them*

- Coordinating student service functions
 - *Academic Week, social nights, Culture Week*
- Supporting student communities
 - *Advising the student club*
- Space for student activities
 - *This area has to be improved*

Building Community and Expanding our Global Reach

- Working in and with communities
 - *Planning to develop online credit and non-credit courses for communities, advising heritage language schools*
- Aiding faculty development and recognition for community engagement and outreach activities
 - *Developing summer internship and co-op programs, involved in organizing and hosting events such as speech contests and conferences*
- Enhanced coordinating structures for continuing and professional education
 - *Encouraging mature students to continue studying*
- Lifelong learning initiatives
 - *Needs to be improved*
- Leadership in collaborating with other institutions
 - *University of Havana, Cuba, University of Tampere, Finland, University of Calgary, St. Mary's University, Mt. Alison University, University of Toronto, McMaster University, University of Waterloo, Dokkyo University, Meiji University, the Japan Foundation, Mitsui & Co. (Canada) Ltd.*
- Internationalization
 - *Students from various backgrounds, conference organization and presentation, faculty seminars for the Faculty of Foreign Languages, University of Havana*
- Recruitment and support for international students
 - *Coordinator's participation in strategic meetings, hiring international students as assistants for events such as the Japanese Language Proficiency Test and allowing them to observe and help classes*

Strengthening Interdisciplinarity and Comprehensiveness

- Managing enrollments
 - *Enrollment has been steadily increasing.*
- Core strengths
 - *A comprehensive language program backed by ITC and strong rapport between the faculty and students with various racial and cultural backgrounds*
- Ongoing adjustments
 - *Staffing for a growing enrollment*
 - *Introducing more academic contents*
 - *Revamping the evaluation procedure with a new rubric and portfolio*
- Monitoring system and government developments
 - *New initiatives in reorganizing the curriculum into the proposed minor degree program with clear-cut criteria for assessment*

- More comprehensive university
 - *The new honours minor degree program is expected to contribute in this area.*
- Seamless education
 - *The new degree program would fill the existing gaps to make it more cohesive, flexible and comprehensive.*
- Additional support for students
 - *Making use of the online alumni group for consultation by graduates to current students in regards to study and work opportunities*

Promoting Effective Governance

- Effective, responsive academic administration
- *Regular section meetings, minutes taking, sharing responsibilities, and advising junior faculty members*
- More sophisticated means of assessing ongoing and proposed academic activities
- *Not implemented*
- Attention to academic programs and unit structures
- *Currently under scrutiny*
- Coordination of undergraduate planning around curriculum, enrollments, and deployment of resources
- *Taking advantage of the web-based nature of the curriculum to attract potential students; being involved in university wide events such as Fall and Spring Campus Days*
- Strategic planning modalities that promote and permit “tough choice” decisions that are fact-based and otherwise informed
- *Not implemented*
- Transparency in decision-making
 - *Coordinator is elected and all the faculty members are consulted with on the important issues.*

Conclusion: Executing the Plan

- Resource planning and investments
 - *The Section has a clear plan for maintaining the current level resources and seeking new external resources, which would constitute investment for the future.*
- Increased cooperation within the University and with other institutions
 - *Through ITC the Section has been cooperating with other sections in the department, and Department of French Studies. The Section is a participating member of the East Asian Studies Program. Externally, the Section is affiliated with University of Calgary, Mt. Alison University, St. Mary's University, Meiji University, Dokkyo University, Hanyang University,*

University of Havana, and University of Tampere.

- Establishment of benchmarks for measurement of progress and the gathering and assessment of evidence of progress and hub
 - *A new rubric, evaluation scheme and portfolio will be introduced to revamp the evaluation and assessment procedures for students' achievement and performance.*
- Full, regular, and transparent reporting on progress and opportunities for feedback
 - *Each student' portfolio would include comprehensive information regarding his/her performance, which can be accessed by all the faculty.*

York is expected to be:

- Higher quality
- More international
- More comprehensive
- Known for innovation
- Enhance experience
 - *The above-mentioned expectations have been put into practice in the Japanese curriculum for many years and they are the main sources of its success.*

The Strategic Plan for the Faculty of Liberal Arts & Professional Studies, 2010-20, stresses the importance of York's enhancement of the success of its graduates in both academic and career placements. The following is a list of the principles and the relevant activities of the Japanese Section.

Principle 5: A principal responsibility of Colleges is to enhance the co-curricular and extra-curricular experience of students, and in particular 1st year students.

The Japanese Section in cooperation with the students' club has been hosting various extra-curricular activities such as Japan Week, Academic Week, Culture demonstrations, and talks by guest speakers through Vanier College.

Principle 6: A principal responsibility of the Faculty is to respond to the academic needs of its diverse student population including the specific needs of part-time and mature students.

The Japanese Section at York University has been catering to the needs of students of various racial, cultural and academic backgrounds. The open-learning environment with web-based instructional materials and distance education delivery method via video-conferencing and video-streaming makes the program more accessible by part-time and mature students.

Principle 8: The Faculty of Liberal Arts & Professional Studies affirms and encourages the diversity of research, scholarship, and teaching by its members.

The Japanese Section has been developing a unique open-learning environment, with web-based instructional materials and distance education delivery method via video-conferencing and video-streaming for the Japanese language.

Principle 14: The Faculty is committed to delivering academic programs of the highest quality.

As stated elsewhere, the Japanese Section at York University boasts its excellence in students' achievements and highest quality in teaching.

Principle 15: The Faculty is committed to the belief that those students who qualify for a university education have a right to pursue one.

In response to many students' interests and requests, the Japanese Section is accountable for setting up degree programs in Japanese Studies.

Principle 18: The Faculty recognizes that, in all academic and professional fields, there exist educational opportunities outside the conventional classroom.

Developing exchange programs and hosting various events such as the Japanese Language Proficiency Test, regional and national Japanese speech contests and Japan Week, Academic Week, helps students to learn to put knowledge into practice and develop practical knowledge and skills in real life situations.

Principle 19: Cross-cultural and international encounters are integral parts of high-quality university education.

Studying in Japan for one year as exchange students at York's partner universities, such as Meiji University, Dokkyo University, Keio University, Waseda University, Nagoya University and Hitotsubashi University, provides students with genuine international experience and communicative opportunities to put learning into practice. The summer internship program and co-op program as part of the proposed honours minor program offer students opportunities to work in a Japanese business environment in Canada as well.

Principle 20: Community engagement and learning are valuable for educating responsible and socially conscious citizens.

Having been involved in local Japanese-Canadian communities, such as the Japanese Heritage Language program and high school credit courses, the Japanese Section has played a major role in improving Japanese-language education.

Principle 21: The incorporation of global context and content into teaching and research is integral to the pursuit of excellence.

The proposed minor degree program will reach out to students and teachers in distant locations both in Canada and overseas via distance education format and delivery. Issues on Japan-Canada relations in global context are integral part of the non-language courses and in Japanese Studies in general.

Principle 23: Expansion of professional development programs, non-degree certificates and courses is integral to serving the larger community.

The Japanese Section has been developing a professional-development program for high school teachers through York's continuing education and plans to offer non-credit language courses for those who are interested in learning Japanese via distance education. As service to the larger community the four-month teacher education course was offered to high school teachers across Canada between October 16, 2010 and March 2, 2011.

d. Admission requirements

Students seeking entry in to the Japanese minor subsequent to enrolling at York University must have attained a minimum cumulative GPA of 5.0 in their major/home programs at York.

Any student can enroll in a language course in DLLL at any level, subject to the following conditions.

- 1) Admission to a student's first course in a language at York University is determined by a questionnaire for absolute beginners and placement tests for the upper-level language courses.
- 2) Students who have completed a 1000-level language course with a grade of at least C can advance to the next level in the same language.
- 3) Registration in language courses may be limited at the discretion of the department.
- 4) Students who plan to minor in Japanese Studies are encouraged to start language study in their first year.
- 5) Students who wish to minor in Japanese Studies are advised to consult with the Coordinator of the Japanese Section in DLLL.

Appropriateness of the admission requirements, (e.g., achievement and preparation, for the expected learning outcomes of the program).

Requirements for admission will be consistent with University requirements for all programs at York University.

e. Consultation:

- i. Identify similar programs elsewhere at York

East Asian Studies Program

Currently students can major and minor in East Asian Studies (EAS) with a focus on China, Japan or Korea. There is no 90-credit major program and its minor program does not require students to demonstrate advanced level competence in an East Asian language. The proposed honours minor degree program in Japanese Studies will allow students to acquire the Japanese language to the level of competence for practical usefulness in their career development. Many students in EAS wish to study Japanese further, and this honours minor degree program in Japanese Studies will give them more options to enhance their language ability and broaden and deepen their knowledge and understanding about Japan. A minor degree program with high concentration on languages will, thus, be not only complementary but also synergistic to the current East Asian Studies Programs. There will be little overlap between EAS and the proposed Japanese Studies except for language courses.

- ii. Describe the nature and extent of the consultation which has taken place with other programs and indicate what, if any, cooperative arrangements have been explored with respect to staffing, appointments, course offerings, physical space, etc.

Professor Gordon Anderson, Coordinator, EAS, has given this initiative his full support.

Professor Farrokh Zandi, Associate Director, Undergraduate Programs, Schulich School of Business, is in support of our initiatives in developing more courses iBBA students will be able to take.

The proposed program will be in complementary distribution with the East Asian Studies Program except for sharing the language courses.

The Japanese language is a choice of foreign language for students of various disciplines such as humanities, business, fine arts, and science. Consultations will take place with all the faculties involved in regards to approving of their students' options for major/minor.

- iii. Consult with the Vice-President Academic on resource aspects of the proposal (see below, Item 5).

See attached letter.

f. Need and Demand:

- i. A brief description of the general need and demand for the initiative, whether based on student interest, potential employment opportunities for graduates, needs expressed by professional associations, government agencies or policy bodies; or, if none of the foregoing, whether the initiative serves the general betterment of society;

The current Japanese Section's strength is that it does not rely on Japanese-Canadian students (who actually comprise a very small percentage of the student enrollment) and that it caters to the needs of a wide variety of students. In the past ten years, the resurgence of strong interest in Japanese culture has been observed, probably based on popular culture and job opportunities in Japan-related fields. Many students have voiced their wishes to specialize in Japanese Studies so they can focus their studies on Japan. As a result of students' success and quality instruction, enrolment has been growing steadily, reaching approximately 450 students in 2012. Enrollment is expected to reach 500 students by 2015, if not before. In an informal survey conducted recently, approximately 50-60% of students in AP/JP 1000 6.00 and 60-70% of the upper-level students are interested in either a major or minor degree program in Japanese Studies.⁸ Currently not many students go on to upper-level courses, mainly because there has been no degree program in Japanese Studies. Students in other disciplines must take upper-level courses in their degree programs and run out of elective credits. Another reason is that quite a few students go to Japan for one year after the completion of the AP/JP 3000 6.00 through the exchange programs. The Japanese Section is quite confident in its ability to attract many students to either a major- or a minor- degree program. With the current teaching staff and course offerings, the Japanese Section feels it is appropriate to propose an Honours Minor degree program in Japanese Studies.

As stated above, most students who are taking Japanese are interested in focusing on language education up to the most advanced level. Establishing a minor program will allow students to acquire the Japanese language to the level of competence for practical usefulness in their career development. A minor degree program with high concentration on languages will, thus, be not only complementary but also synergistic to the current East Asian Studies degree programs.

Many graduates in various disciplines who studied Japanese at York have been working in countries such as Canada, Japan, Korea, China, India, and Vietnam. Advanced knowledge of the Japanese language and culture increases job opportunities for students both domestically and internationally. It also helps students who wish to apply to graduate schools.⁹

⁸ The data are available based on a questionnaire circulated among the students currently enrolled in the courses offered in the Japanese Program.

⁹ Ms. Anthea Murphy was an EAS major who studied Japanese up to the 4000 level at York, and who is currently pursuing her M.A. degree in Asian Studies at UBC. She won the Klaus Pringsheim Prize for the M.A. students' category at the Japan Studies Association of Canada Conference, held at UBC, Sept. 30 – Oct. 4, 2010.

- ii. For student demand, include five-year enrolment projection, defining steady-state enrolment and when it is to be achieved.¹⁰

	2014-15	2015-16	2016-17	2017-18
1 st Year	300	300	300	300
2 nd Year	100	120	120	120
3 rd Year	60	80	80	100
4 th Year	30	40	40	40
Total	490	540	540	560

*Steady state enrolment

	2014-15	2015-16	2016-17	2017-18
1 st Year	20	20	20	20
2 nd Year	20	25	25	30
3 rd Year	10	15	15	20
4 th Year	5	5	5	5
Total	55	65	65	75

- iii. An indication of the extent to which proposed program provides students with preparation for graduate studies in the area;

East Asian Studies, Japanese Studies, Teaching of Japanese as a Foreign Language.

Students who pursue their language study in Japanese will prepare themselves for foreign language requirements of graduate schools.

The Japanese Program has been helping graduate students to obtain Monbukagakusho (Ministry of Education, Culture, Sports, Science and Technology - Japan) scholarships for their research in Japan.¹¹

- iv. Cite similar programs offered by other institutions in the Ontario university system and provide evidence of justifiable duplication based on societal need and/or student demand.

According to our web search on 20 universities in Ontario, as of September, 2012, no institution offers both the Major and Minor in Japanese. The University of Western Ontario-Huron University College and Carleton University offer a Minor in Japanese language (with a focus on language courses). The University of Western Ontario - Huron University College offers an additional program called Minor in Japanese Studies (with a focus on non-language courses).

¹⁰ The projected enrollment figures are based on the rate of increase in the past. The current 300 in AP/JP 1000 6.0 is a result of capping the enrollment due to lack of teaching staff.

¹¹ Recently, Mr. Benjamin Landau, a graduate student in Communication and Culture, has been selected as a recipient of this prestigious scholarship. He took AP/JP 1000 6.0 in 2009-10 and is currently enrolled in AP/JP 2000 6.0 to improve his Japanese before he assumes his research in Japan next spring.

Duplication in minor degree programs can be justified for the following reasons.

- **Geographical:** York’s program can attract students in Greater Toronto and its outskirts.
- **Choice:** Offering Minor in Japanese Studies at York makes an option available for students in various disciplines for major/minor.
- **Faculty:** Western has one tenured faculty member and two instructors; Carleton has three language instructors; York University has two tenured faculty members, a third in the tenure-track and one CLA. With the four full-time faculty members York’s Japanese Studies program will be able to provide a wider variety of course offerings and quality instruction.
- **Study opportunity:** Although each university has partner institutions in Japan, York distinguishes itself from the others in its ties with very prestigious universities, such as Meiji, Dokkyo, Keio, Waseda, Nagoya and Hitotsubashi Universities as shown below. York’s program will be far more attractive to those who wish to study in Japan.

	York	Carleton	Western
Tokyo area	Keio University Waseda University Dokkyo University Meiji University Hitotsubashi University		
Osaka area		Kansai Gaidai University Konan University	Kansai Gaidai University Kyoto –University of Foreign Studies
Other areas	Nagoya University	International University of Japan Kumamoto Gakuen University Nanzan University	Gumma Prefectural University for Women

For these reasons, it is clear that duplication of Minor in Japanese Studies is justifiable.

Addenda: The following universities have East Asian Studies programs.

	Minor	Major
University of Waterloo	Yes	-
University of Western Ontario, Huron University College	Yes	Yes
University of Toronto	Yes	Yes
York University	Yes (Honours)	Yes (Honours)

Other universities offering Japanese language courses.

Level of Instruction	Number	Name
1 st and 2 nd	6	Brock University, Queen's University, Trent University, University of Ottawa, University of Windsor, Western (different campus from Huron University) College
up to 3 rd	2	McMaster University University of Waterloo
up to 4 th	3	Carleton University University of Toronto University of Western Ontario (Huron University College)

2. Program Requirements

a. Outline of course requirements

The program is being brought forward as an Honours Minor. The degree requirements are as follows;

- Honours Minor: 36 credits in the minor

The Honours Minor in Japanese Studies may be combined with any approved Honours B.A. program that offers a major/minor option in the Faculties of Environmental Studies (Bachelor of Environmental Studies - BES), Health, Liberal Arts and Professional Studies, Fine Arts or Science and Engineering. For further details on requirements, refer to the listings for specific Honours programs that may be pursued jointly with other Faculties.

General Requirements

Students in the Honours Minor program will be required to fulfill not only the Minor requirement in Japanese Studies but also the other Faculty of Liberal Arts and Professional Studies degree requirements. Students entering the Honours Minor program must have a minimum grade point average of 5.0 in their home program/faculty at York.

Graduation requirement is: a minimum GPA of 5.0 for the Honours Minor.

General education requirements

24 credits of General Education chosen from Humanities, Modes of Reasoning, Natural Science and Social Science, including a minimum of six credits in each of Humanities, Natural Science and Social Science.

Minimum requirements for Honours Minor Program

All students must take at least 36 credits within the course offerings of Japanese Studies, of which at least 6 credits must be at the 4000 level. Those who are exempted from AP/JP 1000 6.00, AP/JP 2000 6.00 or AP/JP 3000 6.00 must take AP/JP 4000 6.00 and at least one more 4000 level course.

Recommended courses toward the Minor option¹²

The proposed program is structured around the following core language and culture curriculum.

Core Curriculum	Credit
AP/JP 1000 6.00 Elementary Modern Standard Japanese	6
AP/JP 2000 6.00 Intermediate Modern Standard Japanese	6
AP/JP 2700 6.00 Contemporary Japanese Culture and Society	6
AP/JP 3000 6.00 Advanced Modern Standard Japanese	6

In addition to the above core courses students can focus on one of the following areas with the recommended courses.

1. Language & Culture

- AP/JP 3050 3.00 Japanese Business Culture and Communication
- AP/JP 4000 6.00 Advanced Reading in Contemporary Japanese
- AP/JP 4010 6.00 Classical Japanese

¹² The listed streams are for suggestions only, not formal ones.

2. Language and Business

- AP/JP 3751 3.00 Japanese Business Culture and Communication
- AP/JP 4000 6.00 Advanced Reading in Contemporary Japanese
- AP/JP 4120 6.00 Translation: Japanese-English; English-Japanese

3. Language and Teaching

- AP/JP 3100 3.00 Japanese Linguistics I: Structure of Modern Japanese Language
- AP/JP 4100.6.00 Teaching of Japanese as a Foreign/Second Language
- AP/JP 4000 6.00 Advanced Reading in Contemporary Japanese
- AP/JP 4010 6.00 Classical Japanese
- AP/JP 4100 6.00 Teaching of Japanese as a Foreign/Second Language

4. Advanced Language

- AP/JP 3100 3.00 Japanese Linguistics I: Structure of Modern Japanese Language
- AP/JP 4000 6.00 Advanced Reading in Contemporary Japanese
- AP/JP 4010 6.00 Classical Japanese
- AP/JP 4120 6.00 Translation: Japanese-English; English-Japanese

i. Courses currently offered, with frequency of offering;

Course No. and Title	Offering
AP/JP 1000 6.00 Elementary Modern Standard Japanese	Every year
AP/JP 2000 6.00 Intermediate Modern Standard Japanese	Every year
AP/JP 2700 6.00 Contemporary Japanese Culture and Society	Every year
AP/JP 3100 3.00 Japanese Linguistics I: Structure of Modern Japanese Language	Every year
AP/JP 3100 3.00 Japanese Linguistics I: Structure of Modern Japanese Language	Every year
AP/JP 3751 3.00 Japanese Business Culture and Communication	Alternate year
AP/JP 3900 3.00 Independent Reading and Research	
AP/JP 3900 6.00 Independent Reading and Research	
AP/JP 4000 6.00 Advanced Reading in Contemporary Japanese	Alternate year
AP/JP 4010 6.00 Classical Japanese	Alternate year
AP/JP 4100 6.00 Teaching of Japanese as a Foreign/Second Language	Alternate year
AP/JP 4120 6.00 Translation: Japanese-English; English-Japanese	Alternate year
AP/JP 4900 6.00 Independent Reading and Research	Offered in 2012

- ii. Required courses mounted by other units; are these to be cross-listed

None.

For course substitutes and a listing of relevant courses but that are not credited towards the Japanese Studies degree programs, please contact the Coordinator for Japanese, Faculty of Liberal Arts & Professional Studies.

- iii. Comment on the appropriateness of the program's structure and curriculum for its learning objectives;

The proposed program is structured around the following core language and culture curriculum.

Core Curriculum	Credit
AP/JP 1000 6.00 Elementary Modern Standard Japanese	6
AP/JP 2000 6.00 Intermediate Modern Standard Japanese	6
AP/JP 2700 6.00 Contemporary Japanese Culture and Society	6
AP/JP 3000 6.00 Advanced Modern Standard Japanese	6

This core curriculum ensures that students will achieve advanced level language proficiency based on knowledge and understanding of Japanese culture in cross-cultural contexts. Each student's language proficiency varies based on the entry level knowledge of the language.

Students are required to take further courses at the 3000 and 4000 levels according to their choices of the following suggested (unofficial) streams: Language and Culture; Language and Business; Language and Teaching; Advanced Language.

The Honours Minor program provides students with an advanced level of language proficiency and advanced knowledge and understanding of the area studies they choose.

Through the degree program students receive academic and non-academic instruction and advice, to enhance their academic knowledge and experiential knowledge to achieve the set goals and objectives.

The Japanese Studies program adopts a holistic approach to help students broaden their academic and non-academic experiences through various channels and activities. Exchange programs provide students with on-site experience and learning opportunities of cross-cultural communication. The summer internship program or the proposed co-op program provides the participants with on-the-job training and experience, and upon successful completion they can earn credits toward the degree. Extra-curricular activities such as speech contests, Japan-related club activities, and academic week help students to acquire skills in public speaking, organizing events, and discussing issues.

- iv. Comment on the appropriateness of the mode of delivery (including, where applicable, distance or online delivery) to meet the program's learning objectives

All the language courses are web-based and have been tested for online delivery via video-conferencing and video-streaming. The online option would be made available for York students and distant learners in the near future. Online lecture exchanges have already begun in language courses, which will be expanded to non-language courses as well. Creating a multi-dimensional learning environment in which York students study with students at distant sites has been very effective and successful.

- v. Comment on the appropriateness of methods used to evaluate students' progress.

As the number of enrolments has grown rapidly in language courses, all the language tests have been successfully administered online with Moodle to evaluate students' knowledge of structures, expressions and vocabulary, and their listening comprehension. The modular approach adopted for the language courses allows to assess students' knowledge and proficiency in all the four skill areas – speaking, listening, reading and writing by means of in-class group conversation assignments, weekly quizzes and writing assignments. The Section has begun to develop a rubric for assessment, evaluation and portfolio. Extra-curricular activities such as participating in the Japanese Language Proficiency Test, Japanese Speech Contests, exchange programs, the summer internship program and the proposed co-op program are also useful yardsticks for measuring students' progress.

3. Calendar Copy

Japanese Studies

Honours Minor B.A.: A minimum of 36 credits

The Honours Minor in Japanese Studies may be combined with any approved Honours B.A. program that offers a major/minor option in the Faculties of Environmental Studies (Bachelor of Environmental Studies - BES), Health, Liberal Arts and Professional Studies, Fine Arts or Science and Engineering. For further details on requirements, refer to the listings for specific Honours programs that may be pursued jointly with other Faculties.

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

Minor credits: A minimum of 36 credits in the minor, including at least six credits at the 4000-level.

36 credits including:

(i) Japanese Studies Core: 24 credits (compulsory):

- AP/JP 1000 6.00
- AP/JP 2000 6.00
- AP/JP 2700 6.00
- AP/JP 3000 6.00

(ii) 12 additional credits at the 3000 or 4000-level chosen from:

- AP/JP 3050 3.00
- AP/JP 3100 3.00
- AP/JP 3120 3.00
- AP/JP 3751 3.00
- AP/JP 4000 6.00
- AP/JP 4010 6.00
- AP/JP 4100 6.00
- AP/JP 4120 6.00
- AP/JP 4900 6.00

Note: Students exempt from AP/JP 1000 6.00, AP/JP 2000 6.00 or AP/JP 3000 6.00 must take AP/JP 4000 6.00 and additional 4000-level courses as well as the above 12 credits.

4. Human and Physical Resource Requirements

a. Faculty Members:

- i. List of faculty including appointment status, home unit, areas of teaching and research interests, noting their academic expertise in the area of the proposed program;

Name	Appointment Status	Home Unit	Area of Teaching	Research Interest	Academic Expertise
Toratani, Kiyoko	Associate Professor 2004 – tenured	DLLL	Language, Culture & Society	The syntax-semantics interface -Lexical semantics -Cognitive linguistics -L2 acquisition	Linguistics, Culture and Society, Language for Business
Ota, Norio	Associate Lecturer, Coordinator 1984 – tenured	DLLL	Language, TJFL, Classical Japanese, Translation & Interpretation	Pedagogy, Cultural Studies, History and Culture, Cross-cultural communication	Linguistics, SLA, Cultural Studies, History and Structure of Japanese, Translation and Interpretation
Yabuki-Soh, Noriko	Assistant Professor 2000 – CUPE 2010 – tenure-stream (conversion)	DLLL	Language	Second language acquisition and Japanese linguistics, Language and Media Online language teaching	Second Language Education, Language and Media
Inutsuka, Kumiko	Lecturer (CLA) 2008 – CUPE 2010 – CLA Partially funded by the Tanaka Fund (AUCC)	DLLL	Language	Second language reading: effects of orthography on literacy Second language assessment, Teaching Japanese as a second/foreign language	Second Language Education

ii.

- a. New faculty requirements and gaps they would be expected to fill.

The current faculty is sufficient for the proposed honours minor degree program with a few part-time instructors.

- b. Administration: Specify the need for a coordinator/chair, support staff, advisors, if any.

The current one coordinator and one support staff member (available in DLLL) will be sufficient.

- c. Library Holdings required.

The current collection of Japan-related books in Scott Library and the books to be donated to Scott Library by the Japanese Section (300+), will be augmented with new books, approximately 40, used in new courses.

Ms. Haiyun Cao , Cataloguing Librarian, Scott Library, has reported the following. "We have 16771 titles related to Japan. 13130 titles are in English and 517 titles are in Japanese. Others are in French, Chinese, German, etc. 12019 titles are books, 786 titles are Government documents, 716 titles are videos, 518 titles are audios, etc."

- d. Academic computing required.

Each faculty member is equipped with a PC through CRP.

- e. Other special equipment required, if any.

A server is required to host an open-learning environment (already installed by the Section – no extra cost).

- f. Space requirements.

Current space is sufficient.

5. Statement of Funding and Resource Availability

A summary statement of funding requirements to support resources needed, including both start-up costs and continuing costs, including comment on appropriateness of the utilization of the existing human/physical/financial resources. Append statements attesting to the adequacy of resources to support the proposal from the relevant Dean(s)/Principal, the University Librarian, the University Registrar and comment from the Vice-President Academic on resource implications of the proposal (see Item 6).

York won the third year competition for the Tanaka Fund administered by AUCC to support the current CLA position (2010-12).

Mitsui & Co. (Canada) Ltd. has committed to accepting our students (in competition with students in other institutions) for the current summer internship program.

6. Attachments

- a. Statement of support from the relevant Dean(s)/Principal, attesting to the adequacy of resources: space, computing, staff, faculty, etc.

Attached

- b. Comment of resource implications from the Office of the Vice-President Academic.

Attached

- c. Statement from the University Librarian confirming the adequacy of library holdings.

Attached

- d. Statement from the University Registrar regarding the proposed implementation schedule.

Attached

- e. Statement from the Chair of DLLL supporting the programme and attesting to the adequacy of resources: staff, faculty, etc.

Attached

- f. Confirmations from “interested” programs that their comments have been solicited.

- East Asian Studies:
Professor Gordon Anderson, Coordinator, East Asian Studies Program, expressed his full support for the Japanese Minor letter of November 27, 2012.

Attached

- Schulich School of Business
The Japanese Section has been cooperating with the Schulich School of Business very closely for a long time in educating their students in the iBBA Program in particular. The section’s initiative in developing a language course for business has been supported strongly by Professor Farrokh Zandi, Associate Director, Undergraduate Programs, Schulich School of Business.

Attached

- g. Course Descriptions

Appendix g: Course Descriptions

Course No. and Title	Course Description
<p>AP/JP 1000 6.00 Elementary Modern Standard Japanese</p>	<p>Basics of spoken Japanese, with strong emphasis on immediate practical usefulness in everyday situations, the two kana syllabaries, approximately 150 Kanji (Sino-Japanese characters) and elementary reading are covered. Simple sentence grammar is focused on. No previous knowledge of the language is assumed. Course credit exclusions: None. Prior TO FALL 2009: Course credit exclusion: AS/JP 1000 6.00. Simple sentence grammar is focused on. No previous knowledge of the language is assumed. Prerequisite: None. Course credit exclusions: None. Prior TO FALL 2009: Course credit exclusion: AS/JP 1000 6.00.</p>
<p>AP/JP 2000 6.00 Intermediate Modern Standard Japanese</p>	<p>Further study of common grammatical forms and structures; items covered in AS/JP 1000 6.00 are reviewed and expanded. Situation and task oriented conversation, strategy-centred reading and structure-based writing are involved with emphasis on complex sentence grammar. Approximately 300 additional Kanji (Sino-Japanese characters) are introduced. Prerequisite: AP/JP 1000 6.00 or equivalent. Course credit exclusions: None. PRIOR TO FALL 2009: Prerequisites: AS/JP 1000 6.00 or equivalent. Course credit exclusion: AS/JP 2000 6.00.</p>
<p>AP/JP 2700 6.00 Contemporary Japanese Culture and Society</p>	<p>This course provides an overview of contemporary Japanese culture and society, to help students in understanding Japan and its people in the age of globalization and cross-cultural communication. Taught in English. Prerequisite: None Course credit exclusions: None. PRIOR TO FALL 2009: Course credit exclusions: AS/JP 2700 6.00, AS/JP 2800A 6.00 (prior to Fall/Winter 2003-2004).</p>
<p>AP/JP 3000 6.00 Advanced Modern Standard Japanese</p>	<p>The course focuses on continuous texts; edited texts on various topics are read, summarized, translated and discussed with emphasis on discourse grammar. All Kanji (Sino-Japanese characters) in Education Characters (881) will be covered. Prerequisite: AP/JP 2000 6.00 or equivalent. Course credit exclusions: None. Prior TO FALL 2009: Prerequisite: AS/JP 2000 6.00 or equivalent. Course credit exclusion: AS/JP 3000 6.00.</p>
<p>AP/JP 3100 3.00 Japanese Linguistics I: Structure of Modern Japanese Language</p>	<p>This course is an introduction to the linguistic study of the modern Japanese language, focusing on structural aspects of the language. Its major goal is to examine spoken Japanese, offering linguistic description and analyses of a variety of phenomena. Topics include: phonetics (place and manner of articulation and voicing, phonetic inventory of Japanese,</p>

	<p>phonology (phonological rules in Japanese, sequential voicing, mora vs. syllable, accentuation, mimetics, loan words), morphology (part of speech categories, word formation, headedness, compounding, nominalization), lexical semantics (word meaning, relations between words, lexical aspect), and syntax (word order, grammatical relations, anaphora and reflexives, passive and causative, noun modification, tense and aspect).</p> <p>The language of instruction is English. Readings may include texts written in Japanese but will be glossed in English.</p> <p>Prerequisite: AP/JP1000 6.0 - Elementary Modern Standard Japanese or AP/LING1000 6.0 Introduction to Linguistics</p>
AP/JP 3751 3.00 Japanese Business Culture and Communication	<p>This course is an introduction to Japanese business culture and communication. The first part of the course examines the characteristics of Japanese corporate culture and aspects of management styles, focusing on the features prominently observed in large organizations. Topics include historical development of Japanese management, human resource management, decision-making, Japanese consumers, Japanese psych in workplace, and female workforce. The second part deals with Japanese communication styles. It outlines linguistic and paralinguistic characteristics observed when Japanese attempt to communicate in English. It diagnoses symptoms of miscommunication and suggests strategies for successful cross-cultural communication, drawing on concepts from linguistic theories and cultural/social studies.</p> <p>The language of instruction is English and all texts are read in English.</p> <p>Prerequisite: AP/JP2700 6.0 - Contemporary Japanese Culture and Society</p>
AS/JP 3900 3.00 Independent Reading and Research	<p>A student may take an independent, individually supervised reading/research course, provided that the student and the course meet the requirements as set out by the Faculty of Liberal Arts and Professional Studies and those established by the department. Note: Independent reading/research courses require a signed agreement between the student and faculty member, as well as the approval of the section coordinator and undergraduate director. Note: Please consult the Faculty of Liberal Arts and Professional Studies Academic Advising and Student Responsibility section of the calendar for detailed regulations regarding independent reading courses.</p> <p>Course credit exclusions: None.</p> <p>Prior TO FALL 2009: Course credit exclusion: AS/JP 3900 3.00.</p>
AS/JP 3900 6.00 Independent Reading and Research	<p>A student may take an independent, individually supervised reading/research course, provided that the student and the course meet the requirements as set out by the Faculty of Liberal Arts and Professional Studies and those established by the</p>

	<p>department. Note: Independent reading/research courses require a signed agreement between the student and faculty member, as well as the approval of the section coordinator and undergraduate director. Note: Please consult the Faculty of Liberal Arts and Professional Studies Academic Advising and Student Responsibility section of the calendar for detailed regulations regarding independent reading courses.</p> <p>Course credit exclusions: None.</p> <p>Prior TO FALL 2009: Course credit exclusions: AS/JP 3900 6.00.</p>
<p>AP/JP 4000 6.00 Advanced Reading in Contemporary Japanese</p>	<p>Readings in un-annotated original essays and articles on current issues taken from periodicals; interpretation, translation, summarization and discussion of readings enable students to use a wide variety of Japanese materials independently. Recognition of Characters for Daily Use (1,945).</p> <p>Prerequisite: AP/JP 3000 6.00 or equivalent.</p> <p>Course credit exclusions: None.</p> <p>Prior TO FALL 2009: Prerequisite: AS/JP 3000 6.00 or equivalent. Course credit exclusion: AS/JP 4000 6.00.</p>
<p>AP/JP 4010 6.00 Classical Japanese</p>	<p>Classical Japanese. In this course, classical Japanese language is studied using a wide range of Japanese texts. Prerequisite: AP/JP3000 6.00 or equivalent or permission of the department.</p> <p>Course credit exclusions: None.</p> <p>Prior TO FALL 2009: Prerequisite: AS/JP 3000 6.00 or equivalent or permission of the department. Course credit exclusions: AS/JP 4010 6.00 and AS/JP 4800B 6.00 (Prior to Fall/Winter 2003-2004).</p>
<p>AP/JP 4100 6.00 Teaching of Japanese as a Foreign/Second Language</p>	<p>This course offers comprehensive teacher education and training for the Japanese language. The main objective is to familiarize teachers with current theories, methodologies, and their practical applications developed in the relevant areas, with strong focus on the communicative approach, and computer assisted language learning and teaching. Prerequisites: AP/JP 3100 3.00, AP/JP 3200 3.00 and AP/JP 4000 6.00 or equivalent (for non-native speakers of Japanese); TOEFL score: 580 or equivalent (for non-native speakers of English); B.A. or B.A. expected within a year (may be waived at the instructor's discretion); teaching experience preferred.</p> <p>Course credit exclusions: None.</p> <p>PRIOR TO FALL 2009: Prerequisites: AS/JP 4000 6.00 or equivalent (for non-native speakers of Japanese); TOEFL score: 580 or equivalent (for non-native speakers of English); B.A. or B.A. expected within a year (may be waived at the instructor's discretion); teaching experience preferred.</p> <p>Course credit exclusion: AS/JP 4100 6.00.</p>
<p>AP/JP 4120 6.00 Translation: Japanese-English; English-</p>	<p>The course stresses translation practice from and into Japanese. Exercises are taken from current affairs, social science, humanities, natural science, and other sources. Students are</p>

Japanese	<p>expected to learn corresponding structures, expressions and vocabulary of Japanese and English. Students are introduced to relevant aspects of cross-cultural communication, discourse analysis, sociolinguistics, pragmatics and stylistics.</p> <p>PREREQUISITE: AP/JP 4000 6.00 or equivalent; AP/JP 3000 6.00, with permission of the instructor, permission of department.</p> <p>Course credit exclusions: None.</p> <p>Prior TO FALL 2009: Prerequisite: AS/JP 4000 6.00 or equivalent or AS/JP 3000 6.00 with permission of the department.</p> <p>Course credit exclusions: AS/JP 4120 6.00 and AS/JP 4800B 6.00 (Prior to Fall/Winter 2003-2004).</p>
AP/JP 4900 6.00 Independent Reading and Research	<p>A student may take an independent, individually supervised reading/research course, provided that the student and the course meet the requirements as set out by the Faculty of Liberal Arts and Professional Studies and those established by the department. Note: Independent reading/research courses require a signed agreement between the student and faculty member, as well as the approval of the section coordinator and undergraduate director. Note: Please consult the Faculty of Liberal Arts and Professional Studies Academic Advising and Student Responsibility section of the calendar for detailed regulations regarding independent reading courses.</p> <p>Course credit exclusions: None.</p> <p>Prior TO FALL 2009: Course credit exclusion: AS/JP 4900 6.00.</p>

Internal Memorandum

To: Whom It May Concern

From: Kim Michasiw,
Vice Dean, Faculty of Liberal Arts and Professional Studies

Date: June 11, 2013

Subject: Proposal to Establish a Minor in Japanese Studies

On behalf of Dean Martin Singer, I have reviewed the proposed Minor in Japanese Studies and the letter of support for the initiative from Pietro Giordan, the Chair of the Department of Languages, Literatures, and Linguistics.

I am pleased to communicate the support of the LA&PS Dean's Office for the proposal, one that is to be applauded for its fiscal realism and its applied incrementalism, among other virtues. As both the proposal and Professor Giordan's letter make clear, there is clearly a student constituency for a Minor in Japanese. While one might think that the proposal's estimates for steady-state enrolments (p. 23) may err of the sanguine side, enrolments in the section's current courses have been growing, and any number of talented students have been frustrated by the short supply of upper-year courses, and by the lack of a credential at the close of their studies in the area.

Expansion of the offerings necessary in Japanese to support a Minor fit well with York's and the Faculty's emphasis on internationalization. The Minor will align well with the Faculty's program in East Asian Studies and its historic strengths in the area. It will also continue the section's outreach into the Japanese business and diplomatic communities. The partnerships that the section has already formed with Japanese universities are impressive and will no doubt grow when the section has a degree program on offer. The expansion affirms the Faculty's and



York's commitment to the centrality of language study to true internationalization as a time when language programs are under threat in other universities.

Given York's recent history of creating programs by stitching together old resources in new ways, it is heartening to know that the Japanese section will create its Minor without depending on the offerings of other units, or even other sections within DLLL. On the other hand, the faculty base on which the Minor is founded is a narrow one: three full-time tenure-stream faculty--one pre-tenure--and one CLA (whose position is partially funded externally via the Tanaka Foundation). Funding from the Japan Foundation has been instrumental in the section's drive toward establishing a Minor, and it is reasonable to believe that additional external funding can be obtained when there is a Minor to support.

The Dean's Office in LA&PS is wholly persuaded that the Minor can be managed with its current modest resources, but commits to considering seriously the augmentation of those resources should the program's enrolments achieve the predicted levels, and should the promise of additional external funding bear fruit. It may well be that Japanese is an area in which the most recent YUFA collective agreement's revival of the Alternate Stream job category for full-time faculty can be put to effective use. As there is very little of the "heritage language" component among York students studying Japanese, a good deal of intensive introductory language teaching is required, and a dedicated Alternate Stream colleague could provide a great deal of such teaching, allowing her/his colleagues both to participate in the language courses and to diversify the upper-year culture and linguistics offerings in the ways required for the Minor program to work.

Thus, on behalf of the Faculty, I support the initiative and wish it well as it makes its way through the prolonged approval process through which it must pass. The program's academic claims are incontrovertible and, even in York's currently dire financial circumstances, its modest demands on resources may be sustained.

Memo

To: Whom it may concern

From: Alice J Pitt, Vice-Provost Academic



Date: June 11, 2013

Re: Minor in Japanese

I have reviewed the proposal for a Minor in Japanese Studies along with letters of support provided by Dr. Pietro Giordan, Chair of DLLL, and Vice Dean Michasiw. I concur with their assessments that members of the Japanese Studies unit have made a strong case for the need to provide students with the opportunity to earn a Minor in Japanese Studies. There is much to commend the proposal: the contributions the unit has made to pedagogy are innovative, its commitment to community outreach is exemplary, and the courses weave a rich texture of core language and culture programming enriched by well-articulated concentrations.

The development of the Minor is well-aligned with the Faculty's and York's priority to enhance international activities, and Japanese Studies has already demonstrated its ability to create and sustain dynamic partnerships with post-secondary, business, diplomatic and cultural sectors. The steady growth in enrollment has been noted as evidence of a growing interest in the Pacific-Rim Region that deserves recognition.

Dr. Giordan is confident that existing teaching resources, with three tenured or tenure track professors, one CLA, and one part-time instructor, are sufficient and notes careful planning to manage sabbatical leaves. Vice-Dean Michasiw concurs with this assessment and commits to considering seriously additional resources should expected enrolment growth be achieved.

I am pleased to support the proposal for a Minor in Japanese Studies.



Guiding Principles and Model of General Education in the Faculty of Liberal Arts & Professional Studies

Existing	Proposed <i>(Changes / additions in bold)</i>
Guiding Principles	
<p>Approved General Education courses are offered at the 1000 and 2000 level.</p> <p>General education courses may be used to fulfill the general education requirement and, if applicable, major or minor program requirements.</p> <p>General Education credits for LA&PS students may be approved courses in Social Science, Humanities, Natural Science and Modes of Reasoning.</p> <p>Students in <i>Honours BA, BA, Honours iBA, Honours BDEM, BDEM, Honours BPA and Honours BSW Degree Programs</i> are required to take 24 credits of general education chosen from approved courses in humanities, modes of reasoning, natural science and social science, including a minimum of six credits in each of humanities, natural science and social science.</p> <p>Students in <i>Honours BAS, BAS, Honours BHRM, BHRM Degree Programs</i> are required to take 18 credits of general education chosen from approved courses in humanities, modes of reasoning, natural science and social science, including a minimum of six credits in each of three areas: humanities, modes of reasoning, natural science and social science. A <i>Modes of Reasoning</i> course is recommended.</p>	<p>All General Education courses are offered at the 1000-level.</p> <p>All approved General Education courses may count for General Education credit; some may count for major credit; none may count as both.</p> <p>General Education courses may be offered by any unit in LA&PS, subject to the individual proposals being approved (in accordance with established criteria) by the General Education Subcommittee, and by the Faculty Curriculum Committee.</p> <p>All General Education courses will be designated as belonging to one of the General Education areas HUMA or SOSC, whether through the mechanism of formal cross-listing, or through a course rubric.</p> <p>All General Education courses in the HUMA or SOSC areas, no matter which Department offers such a course, must provide students with the tutorial experience; therefore, all non-Foundations General Education courses must meet in small groups for at least one hour of their three hours of instruction and all Foundations courses must meet in small groups for two of their four hours of instruction.</p> <p>All LA&PS students will be required to take a minimum of 21 General Education credits from the approved list of LA&PS General Education courses¹.</p> <p>All General Education courses will be administered by a Director of General Education, working with and through unit Chairs and Directors.</p> <p>It is strongly recommended that students successfully complete (pass) their first general education course within the first 24 credits and all general education courses within the first 48 credits.</p> <p>A maximum of 36 credits in general education will count towards the degree. Students who are required to exceed the 36 credit maximum because of program/degree requirements must obtain permission.</p>

¹ All approved LA&PS General Education courses will be added to the University repository with the following language added to their course descriptions "Note: This course has been approved in the Faculty of Liberal Arts & Professional Studies for general education credit." This will ensure that students are aware that these courses count for general education credit within LA&PS.

Model

BA (Honours)
BA
iBA (Honours)
BPA (Honours)
BSW (Honours) (Direct Entry)

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

BAS (Honours)
BAS
BHRM (Honours)

18 credits of General Education chosen from Humanities, Modes of Reasoning, Natural Science and Social Science, including a minimum of six credits in each of three areas: Humanities, Modes of Reasoning, Natural Science and Social Science.
(Note: Modes of Reasoning recommended for Specialized Honours BAS).

BA (Honours)
BA
iBA (Honours)
BAS (Honours)
BAS
BDEM (Honours)
BDEM
BHRM (Honours)
BPA (Honours)
BSW (Honours) (Direct Entry)

To fulfill the Liberal Arts & Professional Studies General Education requirements students must take 21 credits of general education including:

- 6.00 credits in Natural Science (NATS)
- A 9.00 credit approved general education course in the social science or humanities categories
- And a 6.00 credit approved general education course in the opposite category to the 9.00 credit course in social science or humanities already taken.

**Faculty of Liberal Arts and Professional Studies
Report to Senate**

February 14, 2013

The Faculty Council of Liberal Arts & Professional Studies would like to report as an item for action the changes made to the general education legislation for liberal arts and professional studies degrees, effective Fall 2014. The changes were approved at the February 14, 2013 meeting of Faculty Council.

This is a proposal to change the Liberal Arts & Professional Studies (LA&PS) academic legislation on general education requirements for all degree types within LA&PS which include:

BA (Honours)
BA
iBA (Honours)
BAS (Honours)
BAS
BDEM (honours)
BDEM
BHRM (Honours)
BPA (Honours)
BSW (Honours) (Direct Entry)

The proposal should be understood as following through on key commitments made in the Faculty's Strategic Plan, and in the implementation scrolls that grew from that foundational document.

From the Strategic Plan:

Principle 17 preamble:

[I]t is clear that we need to re-evaluate how we deliver general education in the Faculty. The Faculty has already confirmed its commitment to general education, but a number of implementation issues emerged during our visits. These included why access to general education courses is not available to academic units other than Social Science, Humanities, Communication Studies and Equity Studies as long as they conform to the established goals of our general education program; whether it is an unfair advantage for units which offer general education courses to count those courses as part of their program requirements; whether general education courses still deliver the critical skills component that was part of their raison d'être; and whether, given recent changes to sequencing requirements, general education courses should be all be designated as 1000-level courses. All of these implementation issues will need to be addressed in the year ahead.

Recommendation 17.5:

Building on our established commitment to general education, we undertake an implementation review of how LA&PS delivers general education courses with the objective of strengthening general education courses and responding to the questions raised in the preamble to this principle.

From the implementation scrolls:

Initiative	Action Items
Review the practice of double counting Gen Ed credits	Some courses count as both Gen Ed and major credits. This practice may undermine the Faculty's commitment to breadth and may unfairly advantage some programs in the matter of "in-program" student recruitment. At the same time, "gateway" courses may be the key factor in keeping some smaller programs alive. The Faculty will seek a principled and equitable solution to these issues.
Develop a rigorous but not strictured model of what a GenEd course is, and who is qualified to deliver it.	There has been a proliferation of units that offer Gen Ed courses. Originally, these were offered by two units (Humanities and Social Science) but the list now includes ten departments, and this list has grown without the benefit of a clear guiding framework. A fair and equitable delivery model will be developed.
Review Gen Ed credit requirements	24 Gen Ed credits are required in BA programs, and 18 for professional degrees. A common requirement across all the Faculty's offerings may be advisable.
Establish appropriate distinction and commonalities among GenEd course types	Distinctions between 6 credit v 9 credit, Humanities v Social Sciences, and skills v breadth will be reviewed. Consideration will be given to the most effective ways of matching a determinate suite of critical skills with the teaching format in which it is most likely to flourish.

The first phase of this implementation—the development of criteria for General Education courses—was effected in 2010-11 by the General Education Sub-Committee, which reports into the Committee on Curriculum, Curricular Policy and Standards of Council (CCPS). The criteria were then circulated to the community for information and for use as a guideline for the development of new and revised general education courses/curriculum.

Now in the second phase of the process, CCPS began consultations (2012) with the community on the model and implementation strategy. The model for general education has now been finalized with a recommendation that there will be a single model for all degree types within LA&PS. These changes will take effect for all programs for September 2014 and will be reflective in the University undergraduate calendar for 2014-2015. Continuing Students will be grandparented for 7 years, which is in line with the normal grandparenting principles of the Faculty.

Over the next year (after Senate's approval) the Faculty will begin to work with all the programs on phase three to change the general education requirements. For most programs the decrease of 3.00 credits will not have an impact on their majors; it will instead open more space within the programs to allow students to take further major, outside the major, and/or elective credits. The Faculty will work with those very few programs whose current design allows little credit-room for an additional 3 credits of General Education to find that room. If full implementation for those few programs needs to be delayed, that delay will be allowed, but is not to be understood as an exemption from the principles underwriting this proposal.

Council acknowledges that, during the consultation process, members of the community raised concerns regarding the implementation of the revised program. We will be working with the Office of the Dean throughout the third phase of the process to ensure that students will not be adversely affected and that each program can smoothly transition to the single model.

One final note: one of the written submissions to CCPS noted that "this is plumbing, not planning." The framers of the proposal, in large measure, agree. The intent is to establish a stable, uniform, comprehensive and comprehensible structure for General Education in LA&PS. The framers hope also that the structure will provide a stable platform upon which future debates concerning the purpose and direction of General Education in the Faculty will take place.

The following is the recommended changes to the general education requirements and standards for the Faculty of Liberal Arts & Professional Studies and its degree types.

Undergraduate Calendar 2012-2013	Undergraduate Calendar 2014-2015
<p data-bbox="133 226 738 262">General Education Requirement by Degree Types</p> <p data-bbox="133 296 370 331">General Education</p> <p data-bbox="133 365 803 699">The Faculty of Liberal Arts and Professional Studies general education curriculum provides students with the foundation of interdisciplinary knowledge, breadth, methods and the approaches necessary for successful liberal and professional education. General education courses approved for credit expose students to ways of knowing and fundamental ideas spanning the humanities, modes of reasoning, natural science and social science. These courses also provide explicit instruction in critical analytical skills and thought and its communication in writing and speech.</p> <p data-bbox="133 732 755 825">Honours BA, BA, Honours iBA, Honours BDEM, BDEM, Honours BPA and Honours BSW Degree Programs</p> <p data-bbox="133 858 462 894">The following are required:</p> <ul data-bbox="133 928 763 1083" style="list-style-type: none"> <li data-bbox="133 928 763 1083">• 24 credits of general education chosen from approved courses in humanities, modes of reasoning, natural science and social science, including a minimum of six credits in each of humanities, natural science and social science. <p data-bbox="191 1117 747 1182">Honours BAS, BAS, Honours BHRM, BHRM Degree Programs</p> <p data-bbox="191 1215 641 1251">Modes of reasoning is recommended.</p> <p data-bbox="191 1285 511 1320">The following are required:</p> <ul data-bbox="133 1354 787 1539" style="list-style-type: none"> <li data-bbox="133 1354 787 1539">• 18 credits of general education chosen from approved courses in humanities, modes of reasoning, natural science and social science, including a minimum of six credits in each of three areas: humanities, modes of reasoning, natural science and social science. <p data-bbox="133 1572 649 1608">Guidelines for General Education Courses</p> <p data-bbox="133 1642 787 1766">It is strongly recommended that students successfully complete (pass) their first general education course within the first 24 credits and all general education courses within the first 48 credits.</p> <p data-bbox="133 1799 795 1864">Approved general education courses are offered at the 1000 and 2000 level.</p> <p data-bbox="191 1898 803 1934">A maximum of nine credits in each of the four areas</p>	<p data-bbox="888 296 1112 331">General Education</p> <p data-bbox="888 365 1502 726">The Faculty of Liberal Arts and Professional Studies general education curriculum provides students with the foundation of interdisciplinary knowledge, breadth, methods and the approaches necessary for successful liberal and professional education. General education courses approved for credit expose students to ways of knowing and fundamental ideas spanning the humanities, modes of reasoning, natural science and social science. These courses also provide explicit instruction in critical analytical skills and thought and its communication in writing and speech.</p> <p data-bbox="888 793 1485 858">Students take a minimum of 21 General Education credits as follows:</p> <ul data-bbox="841 884 1502 1161" style="list-style-type: none"> <li data-bbox="841 884 1396 919">▪ 6.00 credits in Natural Science (NATS) <li data-bbox="841 919 1502 1037">▪ 9.00 credit course in either the humanities or social science categories from the approved list of liberal arts & professional studies general education courses (link) <li data-bbox="841 1037 1502 1161">▪ 6.00 credit course on the other side of the humanities and social science category divide from the approved list of liberal arts & professional studies general education courses (link) <p data-bbox="888 1228 1388 1264">Guidelines for General Education Courses</p> <ul data-bbox="841 1297 1502 1913" style="list-style-type: none"> <li data-bbox="841 1297 1502 1415">• All LA&PS students will be required to take a minimum of 21 General Education credits from the approved list of LA&PS General Education courses. (link) <li data-bbox="841 1449 1502 1575">• It is strongly recommended that students successfully complete (pass) their first general education course within the first 24 credits and all general education courses within the first 48 credits. <li data-bbox="841 1608 1469 1673">• All General Education courses are offered at the 1000-level. <li data-bbox="841 1728 1469 1820">• All approved General Education courses may count for General Education credit; some may count for major credit; none may count as both. <li data-bbox="841 1854 1485 1913">• A maximum of 36 credits in general education will count towards the degree. Students who are

<p>(humanities, modes of reasoning, natural science and social science) will count towards fulfillment of general education requirements.</p> <p>A maximum of 36 credits in general education will count towards the degree. Students who are required to exceed the 36 credit maximum because of program/degree requirements must obtain permission.</p> <p>General education courses may be used to satisfy more than one requirement, but are counted only once toward the total number of credits required for the degree as follows:</p> <ul style="list-style-type: none"> General education courses may be used to fulfill the general education requirement and, if applicable, major or minor program requirements. For the purpose of meeting major or minor program requirements, all nine credit general education courses will count as six credits towards the major or minor. The remaining three credits will count towards the total number of credits for the degree. General education courses used to fulfill the general education requirement, or major or minor program requirements, may not also be used to fulfill required credits outside the major. Additional general education courses not used to fulfill the general education requirement, or major or minor program requirements, may be used to fulfill required credits outside the major. 	<p>required to exceed the 36 credit maximum because of program/degree requirements must obtain permission.</p> <ul style="list-style-type: none"> General Education courses may be offered by any School or Department in Faculty of Liberal Arts & Professional Studies. Please refer to the listing of approved general education courses for liberal arts & professional studies (link). <p>Note: All approved LA&PS General Education courses will be added to the University repository with the following language added to their course descriptions “<i>Note: This course has been approved in the Faculty of Liberal Arts & Professional Studies for general education credit.</i>”</p>
<p>Minimum Requirements by Degree Type:</p> <p>The following minimum requirements apply to all Faculty of Liberal Arts and Professional Studies students. Each program of study (major or minor) may stipulate additional requirements. For details of individual programs, refer to the Programs of Study section. Also consult the section on Academic Standing.</p> <p>BA (Honours) BA iBA (Honours) BPA (Honours) BSW (Honours) (Direct Entry)...</p> <p>General education: 24 credits of general education chosen from approved courses in humanities, modes of reasoning, natural science and social science, including a minimum of six credits in each of humanities, natural science and social science;</p> <p>...</p> <p>BAS (Honours) BAS BHRM (Honours)</p>	<p>Minimum Requirements by Degree Type:</p> <p>The following minimum requirements apply to all Faculty of Liberal Arts and Professional Studies students. Each program of study (major or minor) may stipulate additional requirements. For details of individual programs, refer to the Programs of Study section. Also consult the section on Academic Standing.</p> <p>BA (Honours) BA iBA (Honours) BAS (Honours) BAS BDEM (honours) BDEM BHRM (Honours) BPA (Honours) BSW (Honours) (Direct Entry)</p> <p>...</p>

<p>...</p> <p>General Education: 18 credits of General Education chosen from Humanities, Modes of Reasoning, Natural Science and Social Science, including a minimum of six credits in each of three areas: Humanities, Modes of Reasoning, Natural Science and Social Science. (Note: Modes of Reasoning recommended for Specialized Honours BAS).</p> <p>...</p>	<p>General education: To fulfill the liberal arts & professional studies general education requirements students must take 21 credits of general education including:</p> <ul style="list-style-type: none"> • 6.00 credits in Natural Science (NATS) • A 9.00 credit approved general education course in the social science or humanities categories • And a 6.00 credit approved general education course in the opposite category to the 9.00 credit course in social science or humanities already taken. <p>Note: for recommended general education courses by program, please refer to your program of study.</p> <p>...</p>
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General Education Recommended Model Consultation Documents:

Appendix A: General Education: Context and Proposals

Appendix B: Criteria for LA&PS General Education Course Proposals (Faculty Council: 06 June 2011).

Consultation Process:

On October 23, 2012 an email was sent out to the wider LA&PS community inviting them to attend two open forums that were to be held. Written feedback was also welcomed for submission by November 15, 2012 (subsequently extended to December 17, 2012).

Two open forums were held, one on October 29, 2012, the other on November 6, 2012.

A Committee of the Whole discussion also took place at the November 8, 2012¹ LA&PS Faculty Council meeting.

An email communication was sent to Chairs/Directors, Undergraduate Program Directors, Administrative Assistants, College Masters and SCOLAPS (via the SCOLAPS President) again inviting the submission of written feedback with a deadline of December 17, 2012.

Seven written submissions were received by the December 17, 2012 deadline.

Dates:

Consultations

Open Forum #1: October 29, 2012 (attendance: 16 people signed-in for the session)

Open Forum #2: November 6, 2012 (attendance: 22 people signed-in for the session)

Committee of the Whole Discussion: Faculty of Liberal Arts & Professional Studies Faculty Council Meeting November 8, 2012

Deadline for written submissions: originally November 15, 2012, extended to December 17, 2012 (seven written submissions in total were received).

Approval of Proposed Changes to the Academic Standards (General Education)

Committee on Curriculum, Curricular Policy and Standards (CCPS) approval: January 25, 2013

Faculty of Liberal Arts & Professional Studies (LA&PS) Faculty Council: TBA

¹ http://www.yorku.ca/laps/council/faculty/documents/AgendaPackage_006.pdf

Appendix A: General Education: Context and Proposals

In over a year's discussion of General Education within Liberal Arts & Professional Studies (hereafter LA&PS) and--as the Faculty provides much of the General Education courses for outlying Faculties--outside its boundaries, significant progress has been made. Our intention here is to detail that progress and to follow that exposition with a proposal for the Faculty's General Education program, a proposal that follow from the ground of agreement, and address, in different ways, issues that remain unresolved and require a fuller consultation across the Faculty.

As we are all aware, in the merger of the former Arts and Atkinson Faculties, a number of differing regimes of General Education requirements were bundled haphazardly together in the time-honoured "both/and" fashion in which York specializes when there are hard choices to be made. The discussions that resulted finally in the Faculty's Strategic Plan featured much concern about these coexisting regimes and, despite the unquestioned fact that General Education has been under review at York for as long as faculty elders can remember, the Strategic Plan included the promise of a full re-examination of the role the General Education program plays in our curricula and the ways in which the program is delivered.

This re-examination has been articulated around eight key questions. Some of these have been answered so effectively as to have been resolved; others remain for further discussion. We will enumerate the questions and discuss each briefly below.

1) What is distinctive about a General Education course in each of the four existing areas: Humanities (HUMA), Modes of Reasoning (MODR), Natural Science (NATS), Social Science (SOSC).

The General Education Subcommittee—which includes a representative from each of the four areas--undertook in 2010-11 to formulate criteria that would aid both in evaluating new course proposals for the program, and in scrutinizing existing General Education courses (

http://www.yorku.ca/laps/council/faculty/documents/Criteria_for_LAPS_General_Education_Criteria_May2011_001.doc).

It is worth noting that, in all the many subsequent discussions of the program, no substantive objections have been raised to these criteria.

2) Ought LA&PS to maintain the 2000-level 9-credit GenEd courses that were developed as part of the Faculty of Arts's Foundations Program?

In the former Faculty of Arts, students were required to take 9 credits each of SOSC and HUMA. One of these courses was to be at the 1000-level, the other at the 2000-level. In the process of the merger, the "stepped" requirement that one course had to be at the higher level disappeared. After that disappearance, the 2000-level courses that were not required for major credit in a degree program began to dwindle in enrolment, students expressing with their feet a clear preference for 1000-level courses. Moreover, many who had been closely associated with the Arts model also had doubts that the "stepped" model had ever been wholly successful, which is why it vanished at the point of merger. The general conclusion has been that to 2000-level General Education is a residue of a superseded order and needs to be retired. Those 2000-level courses that play roles in major programs can be retooled as 6-credits; those that do not may be reconfigured for the 1000-level, or replaced.

3) Should the practice of "double-counting" some General Education course both for General Education and Major credit be continued?

During the Strategic Planning discussions, many Chairs, Directors and others expressed unhappiness that, while some--especially interdisciplinary--programs were able to employ General Education courses as lures for potential majors, others were not. This appeared to them inequitable, and there has been general agreement that this is the case. Those representing smaller interdisciplinary programs expressed concern, though, that an end to their offering of General Education would end also their ability to attract sufficient majors to sustain themselves. The compromise position here is strongly to encourage the larger interdisciplinary programs to abandon General Education, unless they have the resolve and resources to offer a markedly different course from the Major introduction for General Education credit. Smaller programs may continue to offer General Education, with the provision that, for instance, if a student in a General Education attached to the Classical Studies program decides to change her major to CLST, her heretofore General Education course will be converted into a Major credit, and she will be required to take another HUMA course for GenEd credit. The

three additional credits from a 9-credit course taken for the Major will count for elective credit. There are logistical issues with this conversion of credits, but we are working with the Registrar's Office to make it possible. The current notion is that the General Education version will have the rubric CLS& (with the terminal & marking the GenEd). This rubric will revert to CLST when the course is for Major credit.

4) *Should the offering of General Education courses be confined to those units that have "historically" offered them (Humanities, Social Science, Equity Studies and, now that MODR has moved, Philosophy)?*

Again, during the Strategic Planning discussions the unfairness and arbitrariness of the ability to offer General Education courses was an issue. Beyond Humanities, Social Science, and Equity Studies—who were and are the major providers—Communication Studies, English, Languages, Literatures and Linguistics, Women's Studies, and French Studies offered, or had on the books, for reasons of historical accident or departmental ambition, one or more General Education courses. The consensus among those discussing General Education courses is that this situation is inequitable and that any unit wishing to propose and offer a General Education course ought to be able to do so.²

5) *Should the differing requirements for different degree programs (24 credits in some, 18 in others) be maintained?*

A somewhat more vexed issue, given that many of the Major programs on the professional side are so densely packed with credits as to leave very little room for increasing from 18 in terms of GenEd requirements. At the same time, there was consensus that, if General Education is a key element of the education provided to LA&PS students, then that element ought to be available to all, in the same portions. Any final proposal will offer a qualifying "if possible," but the Faculty's intention is that no Major program should have such extensive credit requirements as to preclude at least 21 credits of General Education.

6) *Should the diffuse administration of the program (with coordinators of each area "reporting" to the Chairs of the departments in which the majority of the area's courses reside) be continued?*

Although this matter has not been extensively discussed, it is clear that the current decentralized model creates a circumstance in which final responsibility for providing sufficient spaces in an appropriate configuration across the Faculty falls to the Associate Dean Programs. Coordination of offerings within each of the four areas falls to the area coordinators. Coordination of those contributions to the program offered outside the three primary GenEd provisioners happens by guess and gosh. Responsibility for the program as a coherent program is left to the General Education Subcommittee, which is to confuse governance with administration. Given that roughly 20% of the Faculty's FTEs are generated by the GenEds it offers, it would appear that a Director position—coequal with other Directors and Chairs—is in order. There needs to be additional discussion of continuing the current GenEd coordinator positions, which are attached to and defined by the Areas. That this mode of assignment will be the most effective model under a changed system is unproved. It may be that a TA Coordinator and a Critical Skills Coordinator would be more apropos. In the near term, however, the current model of Area Coordinators will be maintained.

7) *Ought the 9-credit (two-hour lecture, two-hour tutorial) to be maintained despite its being more expensive than other modes of course delivery?*

Much discussion of this matter, with the general conclusion that, while it is impossible to say what will happen in any given two-hour lecture or tutorial group, each offers pedagogical possibilities not available in the setting of a one-hour class. This is especially the case with the iterative development of critical writing and reading skills, a process that requires something like individual attention. The principal consideration is the grading workload of Tutor 1s. A Tutor 1 in a 2-hour group has responsibility for the written and other work of 25 students for the same level of compensation that would require grading up to 50 students in one-hour groups. While neither the collective Chairs & Directors nor the GenEd subcommittee is persuaded that the possibilities offered by the two-hour form are realized as often as they should be, there remains a conviction that those possibilities ought not to be foreclosed.

7.1) In the consultation phase that took place toward the end of the fall term 2012, numerous questions arose concerning the difficulties facing those LA&PS students who are able to attend classes only in the evening when required to take a 4-hour, 9-credit course. These difficulties can be addressed in several ways. A 4-hour 6 pm. to 10 pm. teaching block already exists, though the Committee is aware that four hours of class is a

² Offering General Education courses may allow units with large doctoral programs and limited numbers of TA slots in their undergraduate programs to offer more "in-house" Teaching Assistant (TA) places. These additional spaces will ease the sometimes fraught necessity of exporting doctoral candidates to TA slots in Humanities or Social Science.

daunting prospect to those already fatigued from a workday. 4-hour courses may be scheduled on weekends. Lectures and tutorials may be scheduled on different days, necessitating two trips to York, but avoiding the 4-hour endurance test. 9-credit courses can be offered in a blended format, with on-line lecture components and on-site tutorials. Other forms of technologically-mediated aid may make 4-hour courses more possible for evening-only students. Those directing General Education may also examine the possibility of tying a 3-credit Modes of Reasoning course to one or more 6-credit General Education courses as a way of enabling evening-only students to negotiate the 9-credit requirement. The Committee is persuaded the pedagogical inventiveness of LA&PS faculty will limit, albeit asymptotically, the challenges to evening-only students.

8) *Should any revised version of General Education preserve the four existing areas?*

This last is perhaps the most controversial among the fundamental questions. The discussions took as a given that NATS will remain a requirement. Consensus existed from the outset that HUMA and SOSC should remain, and a majority of those involved in the discussions were of the opinion that no LA&PS student should complete a degree without a General Education course in both HUMA and SOSC.

The key question, then, is MODR. To some, Modes of Reasoning appears to be the most General Education-like of the current roster General Education courses; to others it is a bit of a nonesuch, with a musty antiquarian air. Moreover, MODR has long formed an essential, if only “strongly recommended” component of the Faculty’s professional programs. Representations from the School of Administrative Studies in particular emphasized the appropriateness of MODR to the School’s 3500 majors. In the twinned spirits of accommodation and compromise, the proposal allows for the preservation of MODR, although its offerings will be obliged to align themselves with one side or other of the HUMA/SOSC dyad. The Committee assumes that such courses as Reasoning about Social Issues (MODR 1730), cannot be so far removed as all that from the province of Social Science, and that Reasoning about Morality and Values (MODR 1760) must be a near neighbour of a number of GenEd courses currently offered in the Department of Humanities.

Moreover, the proposal in no way infringes on the existing ability of individual degree programs strongly to recommend that its students select at least one of their GenEds from a selected tranche of the Faculty’s total offerings.

9) *What are the distinguishing features that separate the 9-credit from 6-credit GenEd courses?* At the risk of oversimplifying, the two-hour tutorial, as discussed above, offers the opportunity for the “hands-on” development of critical reading, writing, and presentation skills, in ways that a single 50-minute tutorial does not. Allowing for this difference, the emphasis in 9-credit courses ought to be on skills development, while the emphasis in the 6-credit courses ought to be on breadth. Not to say that either form excludes; the point is of possibility and emphasis. Moreover, it is not the proposal’s intention even to allow for the inference that the teaching of critical skills will be left to tutorials in 9-credit courses. The proposal presumes, rather, that critical skills, breadth, and interdisciplinarity will be build into every aspect of a given course. It presumes that individual CDs will assume formative roles in plotting the course’s course through its General Education mandate.

The model proposed take cognizance of this unresolved discussion, and attempt to integrate the undecided question of MODR with possible solutions that take into account also those questions on which there has been something like consensus.

MODEL

Guiding Principles:

- all General Education courses are offered at the 1000-level;
- all approved General Education courses may count for General Education credit; some may count for major credit; none may count as both;
- General Education courses may be offered by any unit in LA&PS, subject to the individual proposals being approved (in accordance with established criteria) by the General Education Subcommittee, and by the Faculty Curriculum Committee;
- all General Education courses will be designated as belonging to one of the General Education areas HUMA or SOSC, whether through the mechanism of formal cross-listing, or through a course rubric;
- all General Education courses in the HUMA or SOSC areas, no matter which Department offers such a course, must provide students with the tutorial experience; therefore, all non-Foundations General Education courses must meet in small groups for at least one hour of their three hours of instruction and all Foundations courses must meet in small groups for two of their four hours of instruction.

- all LA&PS students will be required to take a minimum of 21 General Education credits from the approved list of LA&PS General Education courses³;
- all General Education courses will be administered, finally, by a Director of General Education, working with and through unit Chairs and Directors.
- It is strongly recommended that students successfully complete (pass) their first general education course within the first 24 credits and all general education courses within the first 48 credits.
- A maximum of 36 credits in general education will count towards the degree. Students who are required to exceed the 36 credit maximum because of program/degree requirements must obtain permission.

MODEL

Students take a minimum of 21 General Education credits

- 6.00 credits in NATS
- 9.00 credit course that has been judged to fall into the domain of either HUMA or SOSC whatever department is actually offering the course
- 6.00 credit course on the other side of the HUMA/SOSC divide.

In this model MODR disappears as one of the required areas. Existing MODR courses are transformed into 6- or 9-credit courses by means of merging with existing HUMA or SOSC courses or by developing new courses in which the MODR methodological curriculum is firmly attached to interdisciplinary HUMA or SOSC work. The Faculty ensures a roughly even distribution between 9- and 6-credit courses, with some assumption the more emphasis will be placed on fundamental critical skills in the 9-credit courses, and more emphasis on breadth and interdisciplinarity in the 6-credit entries.

Without underestimating the consolatory value of the Faculty's sempiternal debates over General Education—such debates are symptoms that all has not changed beyond recognition and that we are still somehow where we have always been—it is time to attempt to conclude and move on. With the approval of the General Education Subcommittee and of Chairs & Directors, we will circulate this discussion document—however amended—to the wider LA&PS public for general rumination. This period of reflection will be followed by public consultations staged as early as possible in October/November. In light of those consultations a final proposal will be developed for approval by the Faculty and by Senate in order that the revised program be launched in Fall/Winter 2014.

³ All approved LA&PS General Education courses will be added to the University repository with the following language added to their course descriptions “*Note: This course has been approved in the Faculty of Liberal Arts & Professional Studies for general education credit.*” This will ensure that students are aware that these courses count for general education credit within LA&PS.

Appendix B: Criteria for LA&PS General Education Course Proposals

According to Faculty of LA&PS legislation, the General Education curriculum is to provide students with a foundation of interdisciplinary knowledge, breadth, and methods and approaches necessary for a successful liberal and professional education. General Education courses should introduce students to an array of ways of knowing and fundamental ideas spanning the Humanities, Modes of Reasoning, Natural Science and Social Science. They should also provide explicit instruction in critical analytical skills and thought, and their communication in writing and speech. Each General Education course proposal is therefore expected to explicitly demonstrate how the course will meet these objectives.

1. BREADTH: The General Education Program requires that students complete a General Education course in at least three of the domains of Humanities, Modes of Reasoning, Natural Science and Social Science, along with the credits students are required to take outside of their major. This requirement is designed to meet the Faculty's commitment to a broad education for its students. But further, each General Education course itself is expected to also be broad in both its subject-matter and in the approaches it takes to that subject-matter.

2. INTERDISCIPLINARITY: The Faculty's commitment to interdisciplinarity is again manifest through the General Education requirement that each student complete a General Education course in at least three of the domains as outlined in section 1. above. But each course itself is expected to be at least multidisciplinary if not interdisciplinary in its approach to its subject-matter.

3. CRITICAL SKILLS – ORIENTATION TO UNIVERSITY LEVEL NORMS AND EXPECTATIONS: According to the Faculty's General Education legislation, all General Education courses are expected to provide "a foundation in the methods and approaches necessary for successful undergraduate education in the liberal arts and associated professional studies...[by] providing explicit instruction in critical analytical thought, and its communication orally and in writing." The critical skills emphasized in each course will vary in large part based on its interdisciplinary domain. Please consult the Critical Skills Criteria document relevant to your course's domain.

Critical Skills Criteria for:

- **Humanities** General Education Courses (pages 1-2)
- **Modes of Reasoning** General Education Courses (page 2)
- **Social Science** General Education Courses (pages 2-3)

Critical Skills Criteria for Humanities General Education Courses

Because the Humanities deal with the rich and ever-expanding works of human art, thought and aspiration, their focus is normally on texts and on the relation of text to text. Therefore, the focus of Humanities pedagogy is teaching students to understand texts, to appreciate the contexts in which they are set, and to engage with them in critical ways.

INTERPRETATION: Central to the Humanities is the process of interpretation. This skill combines training in reading primary texts with the careful exposition of contextual and interpretive material provided by lectures, articles, commentaries and discussion.

READING: In order to foster a sophisticated understanding of texts in context, critical skills pedagogy in Humanities focuses on reading "inside the text" and "outside the text". The first of these objectives relates to experiencing texts in a relatively neutral way; that is before deciding one's critical stance to a text, one seeks to understand how it works. In reading "outside the text" students enter into the area of interpretation of texts by academic critics or other artists. In this way students come to realize that texts in context are texts in dialogue.

WRITING: Central to the Humanities is the skill of putting one's thinking into writing. Thus Humanities General Education courses normally provide multiple opportunities for students to write in at least one Humanities genre, and to receive extensive feedback on their writing.

SPEAKING/LISTENING SKILLS: These skills are usually key elements of the tutorial experience and instruction in them aims to develop interactions that are reflective and considerate. Critical tutorial projects/discussions focus on engaging with course material and learning from peers.

RESEARCH: Developing students' research skills is also an integral component of Humanities General Education courses. This normally involves learning to access interpretive and background material in various ways, and properly acknowledge information and commentary.

Critical Skills Criteria for Modes of Reasoning General Education Courses

Modes of Reasoning courses teach the reasoning skills often used in the academy and normally fall into three main categories: critical thinking, critical reading and critical writing.

CRITICAL THINKING: Modes courses use argument as the core subject matter of their courses and explicitly teach students the skills of argument analysis: identifying, reconstructing and assessing arguments. Particular skills taught include distinguishing arguments from non-arguments, inferring implied premises and conclusions, determining when inferences are valid or invalid, and determining when premises are acceptable or suspect.

CRITICAL READING: Critical reading in Modes courses normally involves the application of critical thinking to written texts. Usually then critical reading consists of identifying the specific claims in a text and putting them into question: determining whether they should be accepted, figuring out how they fit together, and assessing whether and to what degree they support the author's thesis.

CRITICAL WRITING: Modes of Reasoning courses teach a model of writing as reasoning. Reasoning can only be carried out through the medium of language, and the academic essay and related species of writing are themselves exercises in reasoning. Students are taken through the process of composing an academic essay, applying the skills and concepts acquired through the analysis of arguments.

SPEAKING/LISTENING SKILLS: These skills are usually key elements of the tutorial experience and instruction in them aims to develop interactions that are reflective and considerate. Critical tutorial projects/discussions focus on engaging with course material and learning from peers.

Critical Skills Criteria for Social Science General Education Courses

Critical means analytical, complex, evaluative, interrogatory. Social Science General Education courses normally specify a number of critical skills and create, through readings, lectures, tutorials, projects and graded assignments, experiences which assist students to develop, practice and integrate these skills.

CRITICAL THINKING: Thinking denoted as critical is associated with independent intellectual endeavours that examine, rather than accept unconditionally, prevailing concepts and practices. Developing critical thinking means assisting students to learn and refine their powers of reflection, judgment, and argument.

CRITICAL READING: Learning to read critically requires developing an appreciation for the variety of purposes in texts as well as developing analytical, interrogatory strategies. To foster critical reading students may be asked to explore theories, hypotheses, methodologies, data, voices, positionality, narrative inclusivity/exclusivity, intersectionality, public policy, and/or equity issues within an interdisciplinary social science context.

WRITING SKILLS: Students develop writing skills by practicing the genres and styles appropriate to social science disciplines. Thus, general education courses are typically writing intensive. In addition to the thesis driven essay, students may write reflection pieces highlighting their experiences in relation to course materials, explicate complex theoretical arguments, engage with primary documents and methodologies, examine current public debates, detect minoritized/silenced voices, and/or identify unsubstantiated truth claims.

SPEAKING/LISTENING SKILLS: These skills are usually key elements of the tutorial experience and instruction in them aims to develop interactions that are reflective and considerate. Critical tutorial projects/discussions focus on engaging with course material and learning from peers.

METHODOLOGY: Methods in social science range widely, from qualitative to quantitative, from interpretivist to positivist, and from observational to experimental. Developing an appreciation of the strengths, limitations, and

historical and intellectual contexts of those methods is essential for orientation into social science disciplines. Awareness of the various types and scales of social data is also crucial.

**Proposal to Establish the Direct-Entry Concurrent BEd
Program on a Continuous Basis
Faculty of Education**

May 2013

As approved by Faculty Council on 19 April 2013, the Faculty of Education proposes:

- That the pilot direct-entry option for the BEd Concurrent program be established as a continuing option within the Faculty of Education

Rationale

In February 2010 Senate approved a two-year pilot for a Direct-Entry BEd Program (FW10-11 and FW11-12) housed in the Faculty of Education. The pilot was an initiative for the Faculty of Education to accept applications for the BEd Concurrent program from high school students. This pilot included three Faculties (Glendon, Science & Engineering, and Fine Arts). In January 2011, the pilot was extended by two years (FW12-13 and FW13-14). During the two-year extension, the Direct Entry BEd option expanded to the other Faculties at York University. For 2013-14, approximately 200 high school applicants will be admitted jointly to the Faculty of Education and Faculty of Environmental Studies, Faculty of Fine Arts, Glendon, Faculty of Health, Faculty of Liberal Arts & Professional Studies, Faculty of Science or the Lassonde School of Engineering.

Success of the Pilot

The Faculty of Education requests that Senate establish the Direct- Entry BEd on a continuous basis from FW' 14 onwards. The Direct- Entry BEd not only increases the pool of applicants to the Faculty of Education's Concurrent Bed program, it also increases the likelihood that many applicants will accept the offer to other York University Faculties. Findings from the pilot indicate a high retention rate for first year York University students who were accepted into the Direct-Entry BEd.

Since its inception, the Direct Entry BEd has grown in terms of applications and intake of students. For the FW13 intake, applications increased by 41% from the FW12 cycle. There is a high interest in the Direct Entry BEd. This option allows York University to compete with other institutions by issuing direct-entry offers into the Faculty of Education along with an offer of admission from another undergraduate Faculty at York University. The two tables below provide admission and enrolment statistics:

Table 1: History of applications to the Direct Entry BEd

	FW10	FW11	FW12	FW13
Total Number for All Faculties	118	1181	1375	1945
Fine Arts	34	281	330	282
Science & Engineering	29	229	264	157
Glendon	45	671	781	303
Environmental Studies	--	--	--	63
Health	--	--	--	189
Liberal Arts & Professional Studies	--	--	--	951

Table 2: Breakdown of enrolments to the Direct Entry BEd

ENROLMENTS	FW10	FW11	FW12	FW13*
Total Number for All Faculties	80	65	120	195
Fine Arts	24	24	46	30
Science & Engineering	24	8	16	30
Glendon	32	33	58	45
Environmental Studies	--	--	--	10
Health	--	--	--	30
Liberal Arts & Professional Studies	--	--	--	50

*FW13 numbers are enrolment targets and are subject to change depending on the applicant pool

The motion approved by Senate on May 26, 2011 for the extension of the original pilot program to include FW12-13 and FW13-14 noted that the Faculty of Education needed time to study the retention of the first two cohorts. The retention for students admitted to the Direct Entry BEd has proven to be one of the strengths of this program. While some students may choose not to pursue the Direct Entry BEd and a handful may change their undergraduate program, a very high percentage of them continue their studies at York University.

Table 3: Retention of Direct Entry students

Total Numbers for All Faculties	FW10	FW11
continuing in BEd	56	57
not continuing in BEd , studying at York	21	5
not enrolled at York for FW12	3	3
TOTAL	80	65
Retention Rate for York	96%	95%
Fine Arts		
continuing in BEd	17	20
not continuing in BEd , studying at York	7	1
not enrolled at York for FW12	0	3
TOTAL	24	24
Retention Rate for York	100%	88%
Glendon		
continuing in BEd	26	30
not continuing in BEd , studying at York	5	3
not enrolled at York for FW12	1	0
TOTAL	32	33
Retention Rate for York	97%	100%
Science & Engineering		
continuing in BEd	13	7
not continuing in BEd , studying at York	9	1
not enrolled at York for FW12	2	0
TOTAL	24	8
Retention Rate for York	92%	100%

In keeping with the White Paper's goal to promote quality in student learning, the Direct Entry BEd with the first year university course supports the objective to "develop and implement an enhanced first year program for undergraduate students" and to "establish a holistic approach to student advising and support". The Direct Entry BEd also enhances the quality of incoming undergraduate students, which is a key objective of the White Paper and the University Academic Plan.

Admission Requirements

All Ontario high school (OUAC 101) applicants must be admitted to an undergraduate program in one of the applicable York University Faculties before they can be considered for the Faculty of Education. Glendon applicants will also need to complete a French language assessment. A holistic review of applicant files for the Faculty of Education continues to support our Access Initiative to recruit, admit and support individuals who have the potential to become excellent teachers and who reflect the diversity in our society. Selection is based on a personal statement and experience profile. Decisions will be sent out by mail the first week of May. All Ontario secondary school students are required to accept an offer to a university in a predetermined date in early June, based on an agreement amongst all Ontario universities.

As was stated in our original proposal (approved by Senate on February 25, 2010), the Faculty of Education will waive the regular admission requirement, which requires applicants to have completed at least 24 credits of university study prior to entry into the Concurrent BEd. Students not selected for the Direct Entry BEd have the option to apply to the BEd program through the existing 1st-year application process as well as to our consecutive BEd program. The criteria for students to proceed into the Concurrent BEd during their second year at university remain essentially the same. The administrative and registrarial processes already in place will serve future admission cycles.

Applicants to the Direct Entry BEd will be offered conditional admission whereby they will be required to maintain an "eligible to continue" status in their undergraduate Faculty, achieve a minimum C+ overall GPA in their first year of university, complete a minimum of 24 credits and successfully complete an Education course EDUC 1000 3.00 (formerly PRAC 1000 0.00) *Re-Thinking Schooling: A "Re-Introduction" to Education*. A Faculty of Education course for students admitted to the Direct Entry BEd is an important component to the student experience. It gives students an opportunity to reflect on their educational and career aspirations so that they may align their academic program with these in mind. An added value to students completing an Education course in their first year of university is keeping their connection to the Faculty of Education, which facilitates advising and supporting any at risk students. This revised course maintains much of the original course content but alters the delivery from 8 two-hour meets as a Y term course to 12 three-hour meets as an F or W term course and whereas PRAC 1000 was graded as Pass/Fail, EDUC 1000 will be graded according to the York University 9-point scale. A minimum C+ final grade will be required in this course, following the regular Faculty of Education academic regulations for eligibility to continue in the BEd. The course for first year university students is designed specifically for the Direct Entry BEd cohort as it is introductory and does not assume prior exposure to lessons on pedagogy or practicum experience. The course cannot form part of the accredited BEd as students do not formally enter this program until the following year. In order to support this unique partnership between the Faculty of Education and the other academic faculties at York University, it is recommended that, where necessary, faculties review their calendar copy and academic regulations surrounding out-of-major electives to facilitate the counting of the three credits for EDUC 1000 3.00 towards an undergraduate degree.

Statement of Resources

Added pressure to the Faculty of Education's in-house admission processes, file reading, and advising will be associated with the increase in application and enrolment numbers. Anticipated additional resources will include instructional costs associated with the new course sections for a larger intake group. During the pilot program, first year university students conditionally admitted to the Direct Entry BEd students participated in a zero-credit seminar course PRAC 1000 0.00 which met eight times (i.e. monthly for the fall/winter session). The course was at no cost to the student but did incur significant instructional costs for the Faculty of Education. Due to the temporary status of the Direct Entry BEd pilot program and the small number of students who were initially admitted, the Faculty of Education was prepared to absorb these costs. With the extension of the pilot to other Faculties, these costs have risen as more sections of the course were needed. In response to this and in preparation for the future growth in enrolment numbers of the Direct Entry BEd, the Faculty of Education has made PRAC 1000 0.00 a three-credit course which will count towards the students' undergraduate degree as elective credits. Change from a zero-credit course to a three-credit course is intended to offset the cost of operating the Direct Entry BEd, including instructional and administrative expenses

associated with processing much larger number of applications. The Faculties of Liberal Arts & Professional Studies, Environmental Studies, Fine Arts, Glendon, Health, and Science were all consulted on this change and have confirmed that there are not any obstacles to students counting the three-credit course as an elective towards their undergraduate degree program.

Statement on Consultation

The seven faculties (Faculty of Environmental Studies, Faculty of Fine Arts, Glendon, Faculty of Health, Faculty of Liberal Arts & Professional Studies, Faculty of Science or the Lassonde School of Engineering) that would participate in the Direct Entry BEd admission process were approached in Fall/Winter 2012-2013 for their input on the three-credit course offered by the Faculty of Education. Secretaries to the various Faculty Curriculum Committees were also contacted in the winter term for further advice. None of the Faculties saw any problem with students accommodating the 3-credit course in their undergraduate degree program.

Program Brief Seneca College: York University Quality Assurance Process (YUQAP)

Proposal Brief for Changes to the Joint (Dual Credential) Program with Seneca College (SC) – December 4, 2012

- a) **A description of the proposed changes and the rationale including alignment with academic plans;**

Background:

In 1999, a Joint Program in Urban Sustainability with Seneca College was approved. Upon completion of the joint program, students will receive both a BES degree from York, as well as a three-year Civil Engineering Technology diploma from Seneca College in five years in what would otherwise take seven years. This accelerated program can begin either at the college or at the university, and is then completed at the partner institution.

Alignment with academic plans:

The FES Academic Plan states that the BES program is committed to preparing students to take action on critical environmental issues. Students are encouraged to explore alternatives, strategies, and action related to social and environmental change. The Dual Credential Program in Urban Sustainability provides enhanced opportunities for BES students.

FES Academic Plan for the BES program states:

-“Continue to ensure an excellent undergraduate curriculum...

-Continually review and update the undergraduate curriculum...

-Review and update BES Certificates and Dual Credential Programs to ensure these continue to reflect faculty strengths and students’ needs.”

The proposed change of updating and improving the Dual Credential Program with Seneca College meets goals articulated in our Academic Plan.

Proposed changes:

In July of 2012, representatives from the two programs met to discuss the Dual Credential Program and to update any changes that may have been made in the respective programs. The changes being proposed are as follows:

1. **For students first enrolling in the BES program at York:**
 - to remove ES/ENVS 2400 6.0 Foundations of Environmental Management as a requirement and replace it with ES/ENVS 2100 6.0 Foundations of Environment and Culture;
 - to move three credits from 3rd year to 2nd (ENVS 2009 3.0) and remove both AP/SOSC 2710 9.0 and AP/SOSC 2730 6.0 and increase the number of elective credits from 6.0 to 9.0 in Year 2 of the program; and
 - change the third year course selections from ENVS 3000 3.0 to ENVS 3520 3.0 to prepare students for course exemptions at Seneca College.
2. **For SC students entering into the BES program:** Removal of ENVS 3000 Environmental Ethics and Epistemology as a required course with replacement of any 3xxx level course in Environmental Studies.

3. Updating the nomenclature of the program:

- Change program type from Joint Program to Dual Credential Program to align with program definitions articulated in the new York University Quality Assurance Procedures; and
- a change in the name from *Civil Engineering Technologist Diploma* to *Advanced Diploma in Civil Engineering Technology*

Rationale

For students first enrolling in the BES program at York: ES/ENVS 2100 6.0 replace ES/ENVS 2400 6.0 because SC was willing to recognize ENVS 2100 as a General Education exemption. Replacing ENVS 2400 with ES/ENVS 2100 6.0 will allow BES students to transition better into the Seneca program.

Moving the requirements from third year to second year, allows students to take specific third/fourth year courses needed for SC to receive exemption at SC. We added specific courses in third year (at 3xxx/4xxx level) so students have the appropriate preparation expected by SC.

For SC students entering into the BES program: The removal of ENVS 3000 Environmental Ethics and Epistemology as a requirement is to provide students with flexibility in their choices of third year 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 learning objectives;**

Program learning objectives:

Students who complete the Dual Credential Program will be trained in Urban Sustainability, FES providing the broad conceptual foundation, Seneca College providing the technical aspects of on the ground training; the Joint Program provides a broader education than either institution can mount alone.

The overall learning outcomes for the dual credential program and their relationships to University Undergraduate Level Degree Expectations are as follows:

Program Learning Outcomes	University Undergraduate Level Degree Expectations (UUDLEs)
Provide students with an understanding of the basic concepts of urban environments, policy and the social, economic, legal and political nature of environmental issues	Depth and Breadth of Knowledge Awareness of Limits of Knowledge
Introduce students to the technical aspects that apply to the fields of urban issues and engineering and the applicable procedures	Depth and Breadth of Knowledge Application of Knowledge
Provide students with both a social and historical perspective on the aspects of natural and constructed urban environments	Depth and Breadth of Knowledge Awareness of Limits of Knowledge

Introduce students to different field and technical laboratory skills	Application of Knowledge
Provide students with the ability to apply technical knowledge to the fields of engineering and urban sustainability	Application of Knowledge
Provide students with a theoretical perspective on the pressures being exerted on the structures and processes, which regulate urban life	Depth and Breadth of Knowledge Awareness of Limits of Knowledge
Provide students with an understanding of the critical analyses required for the management of environmental issues within urban environments	Depth and Breadth of Knowledge Awareness of Limits of Knowledge Application of Knowledge
Provide students with an overview of the key ideas of urban environmental management that are both theoretical and applied	Depth and Breadth of Knowledge Awareness of Limits of Knowledge
Provide students with an overview of how theoretical knowledge and practical skills obtained within the Dual Credential Program at York and Seneca can contribute to further study and future work experience	Awareness of Limits of Knowledge Application of Knowledge
Provide students with an ability to work democratically and collectively for the management of urban environmental issues	Awareness of Limits of Knowledge Application of Knowledge
Provide students with an understanding of ethics within research and common ethical dilemmas present within the management of urban environments	Depth and Breadth of Knowledge Awareness of Limits of Knowledge
Provide students with skills required to enhance their mathematical, critical reading, research, writing, communication, presentation and laboratory skills	Depth and Breadth of Knowledge Awareness of Limits of Knowledge Application of Knowledge

The contributions of the program core course requirements to the achievement of the overall program learning outcomes are provided in Appendix 1, Table 1.

- c) **An overview of the consultation undertaken with relevant academic units and an assessment of the impact of the major modifications on other programs (where and as appropriate, the proposal must include statements from the relevant program(s) confirming consultation/support);**

No consultation was necessary as there were no other Departments or Faculties at York that were impacted by these proposed changes.

- 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 a letter from the relevant resource Dean(s)/Principal is required if new resources are required);**

The program has attracted only a handful of BES students: three over the past 3 years and eleven SC students. There is no reallocation of existing resources being proposed. Therefore, the only possible resources implications may be positive ones in that we would attract more BES students to the Dual Credential Program.

f) **A summary of how students currently enrolled in the program will be accommodated; and**

With respect to grand parenting provisions, students currently enrolled in the program who have not completed these courses will be strongly encouraged but not required to take them.

The grand-parenting arrangements will be in place for a three -year period beginning September 2013 and ending April 30, 2016.

g) **A side-by-side comparison of the existing and proposed program requirements as they will appear in the Undergraduate or Graduate Calendar, using the following table:**

Calendar Copy

Current Program	Proposed Change
<p>York University students in the BES Honours program may apply to the Joint Program in Urban Sustainability (JBUS) at Seneca College during their third year of studies, and must maintain a minimum grade point average 5.0 (C+). After successfully completing the JBUS, students will receive a BES Honours degree and a diploma in Civil Engineering Technology. Students who intend to pursue this option must declare their intention after 1st year in the BES program and must declare Urban and Regional Environments as their Area of Concentration and must fulfill those requirements</p>	<p>York University students in the BES Honours Program may apply to the Dual Credential Program in Urban Sustainability (DCUS) at Seneca College during their third year of studies, and must maintain a minimum grade point average of 5.00 (C+). After successfully completing the DCUS, students will receive their BES Honours Degree and their Diploma in Civil Engineering Technology. Students who intend to pursue this option must declare their intention after 1st year in the BES program and must declare Urban and Regional Environments as their Area of Concentration and must fulfill those requirements.</p>
<p>Degree requirements for students first enrolling in the BES program at York Year 1 (30 credits)</p>	<p>Degree requirements for students first enrolling in the BES program at York Year 1 (30 credits)</p>
<p>ENVS 1000 6.0 Earth in Our Hands (formerly Perspectives in Environmental Studies) ENVS 1200 6.0 Taking Action: Engaging People and the Environment ENVS 1500 6.0 Introduction to Environmental Science: The Web of Life (or equivalent) Humanities General Education (6 credits) Electives (6 credits)</p>	<p>ENVS 1000 6.0 Earth in Our Hands ENVS 1200 6.0 Taking Action: Engaging People and the Environment ENVS 1500 6.0 Introduction to Environmental Science: The Web of Life Humanities General Education (6 credits) Electives (6 credits)</p>
<p>Year 2 (30 credits) ENVS 2200 6.0 Foundations of Urban and Regional Environments ENVS 2400 6.0 Foundations of Environmental Management ENVS 2410 3.0 The Science of Pollution ENVS 2420 3.0 Ecology and Conservation Science AP/SOSC 2710 9.0 City Lives and City Forms: An Introduction to Urban Studies OR AP/SOSC 2730 6.0 The Culture of Cities: Visual Journeys through Time and Space Electives (6 credits)</p>	<p>Year 2 (30 credits) ENVS 2100 6.0 Foundations of Environment and Culture ENVS 2200 6.0 Foundations of Urban and Regional Environments ENVS 2410 3.0 The Science of Pollution ENVS 2420 3.0 Ecology and Conservation Science ENVS 2009 3.0 Quantitative Methods in Environmental Studies Electives (9 credits)</p>
<p>Year 3 (30 credits) ENVS 3000 3.0 Environmental Ethics and Epistemology ENVS 2009 3.0 Quantitative Methods in Environmental Studies (move to Year 2)</p>	<p>Year 3 (30 credits) ENVS 3520 3.0 Applications of GIS in Environ. Studies ENVS 3225 3.0 Regional Governance ENVS 3226 3.0 Planning Environmentally</p>

<p>ENVS 3225 3.0 Regional Governance ENVS 3226 3.0 Planning Environmentally ENVS 4225 3.0 Urban Sustainability I 15 credits at the 4000 level from the Area of Concentration in Urban and Regional Environments Years 4 and 5 (at Seneca College) Course selections will be determined with the Seneca program coordinator during an individual advising appointment.</p> <p>Degree requirements for students enrolling at York after completing the technologist program at Seneca College</p> <p>Year 1 (30 credits) ENVS 1000 6.0 Earth in Our Hands ENVS 2200 6.0 Foundations of Urban and Regional Environments Humanities General Education (6 credits) Electives (6 credits) Plus one of the following courses: ENVS 2100 6.0 Foundations in Environment and Culture ENVS 2300 6.0 Foundations of Environmental Politics ENVS 2400 6.0 Foundations of Environmental Management</p> <p>Year 2 (30 Credits) ENVS 3000 3.0 Environmental Ethics and Epistemology ENVS 3225 3.0 Regional Governance ENVS 3226 3.0 Planning Environmentally ENVS 4225 3.0 Urban Sustainability I 3 credits at the 3000 level from the Area of Concentration in Urban and Regional Environments 15 credits at the 4000 level from the Area of Concentration in Urban and Regional Environments</p> <p>Course credit exclusions for Seneca technologist students at York Students entering the Joint Program in Environmental Studies from Seneca College will be exempted from the following courses: ENVS 1200 6.0, ENVS 1500 6.0, ENVS 2500 6.0, ENVS 2410 3.0, ENVS 2420 3.0</p>	<p>ENVS 4225 3.0 Urban Sustainability I ENVS 4442 3.0 Environmental Auditing 15 credits at the 4000 level from the Area of Concentration in Urban and Regional Environments</p> <p>Years 4 and 5 (at Seneca College) Course selections will be determined with the Seneca program coordinator during an individual advising appointment.</p> <p>Degree requirements for students enrolling at York after completing the Civil Engineering Technology program at Seneca College</p> <p>Year 1 (30 credits) ENVS 1000 6.0 Earth in Our Hands ENVS 2200 6.0 Foundations of Urban and Regional Environments Humanities General Education (6 credits) Electives (6 credits) Plus one of the following courses: ENVS 2100 6.0 Foundations in Environment and Culture ENVS 2300 6.0 Foundations of Environmental Politics ENVS 2400 6.0 Foundations of Environmental Management</p> <p>Year 2 (30 Credits) ENVS 3225 3.0 Regional Governance ENVS 3226 3.0 Planning Environmentally ENVS 4225 3.0 Urban Sustainability I 6 credits at the 3000 level from the Area of Concentration in Urban and Regional Environments 15 credits at the 4000 level from the Area of Concentration in Urban and Regional Environments</p> <p>Course credit exclusions for Seneca Civil Engineering Technology students at York Students entering the Joint Program in Environmental Studies from Seneca College will be exempted from the following courses: ENVS 1200 6.0, ENVS 1500 6.0, ENVS 2410 3.0, ENVS 2420 3.0</p>
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MATH Requirement: Students entering the Dual Credential program from the Faculty of Environmental Studies, York University will require completed Grade 12 Mathematics*: MCT4(C) Mathematics for College Technology (recommended grade 60% or over) or Grade 12 (U) Mathematics, MHF4(U) (Advanced Functions) or MCV4(U) (Calculus and Vectors). *applicants with good grades in MAP4(C) (80% or over recommended) or MCR3(U) (70% or over) may also be considered. BES students' specialization will be in the Municipal Engineering Technology stream. The Building Stream is optional.

Grand-parenting arrangements for current students in the Program: With respect to grand-parenting provisions, students currently enrolled in the program who have not completed these courses will be strongly encouraged but not required to take them.

The **grand-parenting** arrangements will be in place for a one -year period beginning September 2013 and ending April 30, 2014.

Report to Senate
at its meeting of June 27, 2013

FOR ACTION

1. **Amendment to the Senate Policy on Honorific Professorships**

The Committee on Awards recommends

That Senate approve the changes to the Senate Policy on Honorific Professorships, as set out in Appendix A.

Background and rationale

At its meeting of March 21, 2013 the Faculty of Graduate Studies Council approved a proposal to transfer the adjudication Distinguished Research Professor from the Executive Committee of the Faculty of Graduate Studies to the Senate Committee on Awards. As a result, the Senate Policy on Honorific Professorships required amendments, as set out in Attachment A. In addition, a several minor wording changes were made. All changes are highlighted.

Approved by Awards Committee: May 17, 2013

FOR INFORMATION

1. **Report on New Awards for Calendar Year 2012**

Appendices B and C (available [online](#)) are the list of new awards approved during the 2012 calendar year and statistical data on award approvals for the past three years, prepared by the Office of Student Financial Services (OSFS). OSFS approves the awards according to guidelines established originally by the Senate Committee on Admissions Recruitment and Student Assistance (SCARSA); the Senate Committee on Awards has inherited SCARSA's responsibility relating to student awards.

Particularly noted are.

- The 2012 award approvals were up slightly over 2011 with a 5% increase in the number of awards approved (**Table 1**).
- there was a 42.2% increase in new awards for undergraduate students (64 in 2012 vs 45 in 2011) while for graduate awards there was a 5% decrease.
- The significant decrease in awards that are open to both graduate and undergraduate students is a result of more awards being directed to specific program levels. While opening up an award across degree levels makes it less restrictive, it can be challenging to adjudicate as graduate studies and undergraduate studies have differing processes and timelines.
- Graduate awards valued at \$10,000+ appear to have decreased significantly but the 2011 numbers included existing external awards that were moved from being administered by payroll to administration through awards.
- The number of new awards established across the faculties remained relatively consistent. Graduate Studies, Liberal Arts and Professional Studies and non-faculty-specific awards continue to steadily increase.
- Most of the new awards in the Faculty of Science and Engineering are Engineering specific awards established in anticipation of the launch of the new Lassonde School of Engineering (**Table 2**).
- **Table 3** shows 84.5% of all awards approved in 2012 are for continuing students (classified as "in-course"). This assists with student retention and the University's commitment to the Student Access Guarantee.
- **Table 4** shows a significant increase in the number of new awards funded by endowments (62.9%) from 2011. This increase in donor funded awards can be attributed to a push from the Division of

Advancement to finalize gift agreements before the cancellation (in March 2012) of Ontario government matching programs.

- In 2012, Student Financial Services established two new bursaries: the York Tuition Grant to provide support to students who do not qualify for the government funded Ontario Tuition Grant and have demonstrated financial need; and the York University Crown Ward Bursary to provide additional financial support for students enrolled in direct entry undergraduate programs who are or were Ontario Crown Wards.

Documentation is posted [online](#)

2. Graduate Award Disbursement report, 2011-2012

The committee received a report from the Faculty of Graduate Studies on graduate awards disbursement for 2011-12, using the data set out in Section 03 H of the [2011-2012 Fact Book](#), Tables B, C, D and E.

Dean Barbara Crow noted the several issues which stimulated a wide-ranging discussion:

- As of 2012-13, the Ontario Graduate Scholarship Program is administered by each institution rather than provincially, allocated based on student numbers. The allocation was lower than what was previously received, especially in the Social Sciences and Humanities.
- Discussions are currently taking place to harmonize the Canadian Graduate Scholarships (tri-council awards) for implementation in 2014-15. The most significant concern is how the awards will be allocated.
- Because of minimum funding guarantees, students appear to be less invested in applying for scholarships and awards and some garner few applications. FGS is working to “incentivize” students to apply for awards. Awards need to be seen as part of the guarantee, not on top of it.
- It is a challenge to find the appropriate balance between scholarship and employment. The value of employment outside of the financial value needs to be better understood.
- FGS is working with Advancement on the expansion of awards to use for recruitment of international students.
- There is a high correlation between stronger departmental reputation and external awards. Some departments provide greater support to students applying for awards as they see the importance to their reputation. FGS is trying to provide pan-University support, similar to what Western provides its students.
- Despite significant provincial and tri-council investment in graduate funding, a recent HECQO report notes that it has not resulted in the increase in the number of graduate students expected.

Documentation is posted [online](#)

3. Recipients of Prestigious Awards for Graduating Students

The following was reported orally to the May 23, 2013, meeting of Senate.

i. Governor-General’s Gold Medals

The Committee is pleased to announce that Kevin McKague, Graduate Program in Administration and Bhargavi Duvvuri, Graduate Program in Kinesiology and Health Science are the recipients of the 2013 Governor-General’s Gold Medals. The Gold Medal is awarded to a student who has demonstrated the highest distinction in scholarship during graduate studies at York.

Kevin McKague’s dissertation focused on market development and strategic approaches to poverty alleviation, and an article based on this work has already been published in a top ranked management journal. His supervisor, Dr. Christine Oliver, notes the “astounding” five awards he has received for his work and four publications, one of which is in a top-ranked management journal. She also notes his high standards, will to help the poor and “overwhelming enthusiasm for making a meaningful academic contribution to our understanding of poverty reduction and sustainability.” Dr. McKague is currently a postdoctoral fellow in the Strategy Department, Ross School of Business, University of Michigan, Ann Arbor.

Bhargavi Duvvuri's work leading to her thesis, *Immune diversity in immunodeficiency and autoimmunity*, has already been recognized nationally and internationally, through her ten peer-reviewed publications, six first-authored and all in outstanding journals. Michael Riddell, the Graduate Program Director in Kinesiology and Health Science, comments that "some of [the] work is seen as having MAJOR implications for H1N1 influenza epidemics, while other portions ... help to better understand the immune system's responses in diseases like arthritis." Her supervisor, Gill Wu, notes that she is "simply outstanding." Dr. Duvvuri is currently a Postdoctoral Fellow at the Hospital for Sick Children Research Institute.

ii. Governor-General's Silver Medals

The Governor-General's Silver Medals are awarded annually to the undergraduate students who have demonstrated the highest academic standing upon graduation. The Committee is pleased to announce that the 2013 winners are:

Michaela Daniella Gasner , Faculty of Science and Engineering, BSc, Honours, Major in Biology, with a minor in Psychology

Naomi Greenwald, Faculty of Health, BSc, Hons. Psychology

Farenech Markian, Faculty of Health, BA, Spec. Hons. Kinesiology & Health Science

iii. The Murray G. Ross Award

The 2013 recipient of the Murray G. Ross Award is Julia Salzmann, Faculty of Health, who will graduate with a BHS, Spec. Hons. Health Policy. The nomination file prepared by Dr. Martha Rogers is testimony to her outstanding academic achievements and tremendous contributions to the York community. Those who wrote to the nomination file highlight a few of her accomplishments, including the establishment of *Health Dialogue*, the first undergraduate student-led electronic academic journal; two years as President of the Student Association of Health Management, Policy and Informatics; and involvement in student recruitment events as an exceptional spokesperson for the program. Faculty note Ms Salzmann's passion for learning and receipt of a CIHR research grant which resulted in an award-winning conference presentation. Fellow students see her as an inspiring mentor and role model. Ms Salzmann will pursue a master of public policy degree at University of Toronto.

David Leyton-Brown, Chair

Senate Policy on Honorific Professorships

Current Policy	Proposed Revision
<p>1. Honours</p> <p>1.1 <i>University Professor</i> The University Professorship is awarded to a member of the faculty whom the University recognizes for his or her scholarship, teaching and particularly participation in University life or contribution to the University as a community.</p> <p>1.2 <i>University Professor Emeritus/a</i> Upon retirement, a University Professor will be named University Professor Emeritus/a.</p> <p>1.3 <i>Distinguished Research Professor</i> A Distinguished Research Professorship is awarded to a member of the faculty who has made outstanding contributions to the University through Research.</p> <p>1.4 <i>Distinguished Research Professor Emeritus/a</i> Upon retirement, a Distinguished Research Professor will be named Distinguished Research Professor Emeritus/a.</p> <p>1.5 <i>Emeritus/a</i> The status of Emeritus/a will be conferred on all retiring full-time faculty members and professional librarians with the expectation of continued involvement in the intellectual life of the University.</p>	<p>1. Honours</p> <p>1.1 <i>University Professor</i> The University Professorship is awarded to a member of the faculty whom the University recognizes for his or her scholarship, teaching and particularly participation in University life or contribution to the University as a community.</p> <p>1.2 <i>University Professor Emeritus/a</i> Upon retirement, a University Professor will be named University Professor Emeritus/a.</p> <p>1.3 <i>Distinguished Research Professor</i> A Distinguished Research Professorship is awarded to a member of the faculty who has made outstanding contributions to the University through Research.</p> <p>1.4 <i>Distinguished Research Professor Emeritus/a</i> Upon retirement, a Distinguished Research Professor will be named Distinguished Research Professor Emeritus/a.</p> <p>1.5 <i>Emeritus/a</i> The status of Emeritus/a will be conferred on all retiring full-time faculty members and professional librarians with the expectation of continued involvement in the intellectual life of the University.</p>
<p>2. Criteria</p> <p>2.1 <i>University Professor</i> A University Professor will be a long-serving tenured faculty member who has made an extraordinary contribution to the University as a colleague, teacher and scholar. Such</p>	<p>2. Criteria</p> <p>2.1 <i>University Professor</i> A University Professor will be a long-serving tenured faculty member who has made an extraordinary contribution to the University as a colleague, teacher and scholar. Such</p>

<p>achievement fulfills the following requirements:</p> <ul style="list-style-type: none"> i) significant long-term contribution to the development or growth of the University or of its parts; ii) significant participation in the collegium through mentorship, service and/or governance; iii) sustained impact over time on the University's teaching mission; iv) recognition as a scholar. <p>2.2 <i>Distinguished Research Professor</i> The Distinguished Research Professor will have demonstrated scholarly achievement by sustained publication or other recognized and accepted demonstrations of sustained authoritative contributions to scholarship. Such achievement fulfills the following requirements:</p> <ul style="list-style-type: none"> i) includes sustained and continuing contributions to the field or fields of scholarship involved; ii) the work is of excellent quality; iii) the work has made a major impact on the discipline or field of study involved; iv) the work is recognized within and appreciated beyond the University; v) the nominee will have an international reputation in the field of study involved. <p>2.3 Members of any committee under the purview of Senate which has policy or adjudicative responsibility for these honours, such as the Senate Executive Committee and the Senate Committee on Awards, are not eligible for nomination to either University Professor or Distinguished Research Professor during the academic year(s) in which they sit on those committees.</p>	<p>achievement fulfills the following requirements:</p> <ul style="list-style-type: none"> i) significant long-term contribution to the development or growth of the University or of its parts; ii) significant participation in the collegium through mentorship, service and/or governance; iii) sustained impact over time on the University's teaching mission; iv) recognition as a scholar. <p>2.2 <i>Distinguished Research Professor</i> The Distinguished Research Professor will have demonstrated scholarly achievement by sustained publication or other recognized and accepted demonstrations of sustained authoritative contributions to scholarship. Such achievement fulfills the following requirements:</p> <ul style="list-style-type: none"> i) includes sustained and continuing contributions to the field or fields of scholarship involved; ii) the work is of excellent quality; iii) the work has made a major impact on the discipline or field of study involved; iv) the work is recognized within and appreciated beyond the University; v) the nominee will have an international reputation in the field of study involved. <p>2.3 Members of any committee under the purview of Senate which has policy or adjudicative responsibility for these honours, such as the Senate Executive Committee and the Senate Committee on Awards, are not eligible for nomination to either University Professor or Distinguished Research Professor during the academic year(s) in which they sit on those committees.</p>
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<p>3. Relationship to the tenure stream</p> <p>3.1 There is no implied relationship between honorific professorships and the ranking of the tenure stream of the University.</p> <p>4. Procedures for Nomination</p> <p>4.1 <i>University Professor</i></p> <p>i) Nominations for the University Professors will be solicited regularly by the Senate Committee on Awards from all Faculties of the University.</p> <p>ii) Nominations may be made by all tenured faculty members, who shall provide a complete nomination file, including the nominee's c.v., a detailed letter of nomination explaining how the candidate's achievements conform to the general criteria, along with letters of support from those in a position to comment on the nominee's achievements and contributions.</p> <p>iii) The committee shall, in confidence, provide a complete copy of the file to the Dean of the nominee's home Faculty and shall invite the Dean to provide a confidential letter of commentary on the nomination.</p> <p>iv) Nominators will be advised of a decision after the deliberations. Files of those not selected will be held until the committee's next deliberations on the University Professorship. Nominators may choose to re-nominate the individual and may submit supplementary material.</p>	<p>3. Relationship to the tenure stream</p> <p>3.1 There is no implied relationship between honorific professorships and the ranking of the tenure stream of the University.</p> <p>4. Procedures for Nomination</p> <p>4.1 <i>University Professor</i></p> <p>i) Nominations for the University Professors will be solicited regularly from all Faculties by the Senate Committee on Awards.</p> <p>ii) Nominations may be made by all tenured faculty members, who shall provide a complete nomination file, including:</p> <ul style="list-style-type: none"> • the nominee's c.v. • a detailed letter of nomination explaining how the candidate's achievements conform to the general criteria • letters of support from those in a position to comment on the nominee's achievements and contributions. <p>iii) The committee shall, in confidence, provide a complete copy of the file to the Dean of the nominee's home Faculty and shall invite the Dean to provide a confidential letter of commentary on the nomination.</p> <p>v) Nominators will be advised of a decision after the deliberations. Files of those not selected will be held until the committee's next deliberations on the University Professorship. Nominators may choose to re-nominate the individual and may submit supplementary material.</p>
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<p>4.2 <i>Distinguished Research Professor</i></p> <p>i) The Executive Committee of the Faculty of Graduate Studies shall be responsible for requesting appropriate documentation and setting clear procedures at the time nominations for Distinguished Research Professorships are solicited.</p> <p>ii) Communications between the Executive Committee of the Faculty of Graduate Studies and the Senate Committee on Awards shall be maintained by the appointment of up to two delegates or nominees from the Senate Committee on Awards (who are members of the Faculty of Graduate Studies) to serve as members of the Executive Committee of the Faculty of Graduate Studies on matters dealing with the nomination and selection of Distinguished Research Professorships.</p> <p>iii) When the Executive Committee of the Faculty of Graduate Studies is considering a nomination for a Distinguished Research Professor, it shall invite to relevant meetings, the Dean of the nominee's home faculty, the Vice-President Research and Innovation, and the Vice-President Academic & Provost to serve as full members of the committee for the meetings they attend.</p>	<p>4.2 <i>Distinguished Research Professor</i></p> <p>i) Nominations for the Distinguished Research Professors will be solicited regularly from all Faculties by the Senate Committee on Awards.</p> <p>ii) Nominations may be made by all tenured faculty members, who shall provide a complete nomination file, including:</p> <ul style="list-style-type: none"> • the nominee's c.v. • a detailed letter of nomination explaining how the candidate's achievements conform to the general criteria • letters of support from those in a position to comment on the nominee's achievements and contributions. The committee may make additional inquiries as it sees fit. <p>iii) The committee shall, in confidence, provide a complete copy of the file to the Dean of the nominee's home Faculty and shall invite the Dean to provide a confidential letter of commentary on the nomination.</p> <p>iv) When the committee is considering nominations for Distinguished Research Professor, it shall invite the Vice-President Research and Innovation, and the Vice-President Academic & Provost to attend.</p>
<p>4.3 After assessment of nominations, and after consultation with the President, the Senate Committee on Awards shall report for information to Senate on the award of the honours.</p>	<p>4.3 After assessment of nominations, the Senate Committee on Awards shall inform the President and report to Senate for information on the award</p>
<p>5. Term and Number of Awards</p>	

<p>5.1 Normally, no more than two appointments shall be made in each of the University Professor and Distinguished Research Professor category in a year.</p> <p>5.2 At any one time there shall be no more than twenty-five active University Professors and twenty-five active Distinguished Research Professors.</p> <p>5.3 These honours once bestowed shall be in effect until death, voluntary resignation of the title, or termination of full-time status by retirement by the respective incumbents, at which time they will adopt the style "Emeritus/a."</p>	<p>of the honours.</p> <p>5. Term and Number of Awards</p> <p>5.1 Normally, no more than two appointments shall be made in each of the University Professor and Distinguished Research Professor category in a year.</p> <p>5.2 At any one time there shall be no more than twenty-five active University Professors and twenty-five active Distinguished Research Professors.</p> <p>5.3 These honours once bestowed shall be in effect until death, voluntary resignation of the title, or termination of full-time status by retirement by the respective incumbents, at which time they will adopt the style "Emeritus/a."</p>
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**ACADEMIC POLICY, PLANNING AND RESEARCH COMMITTEE
COMMITTEE ON ACADEMIC STANDARDS, CURRICULUM AND PEDAGOGY**

The Senate of
York University

**Joint Report to Senate
at its Meeting of June 27, 2013**

FOR INFORMATION

1. Report of the Joint Sub-Committee on Quality Assurance

The Joint Sub-Committee has submitted its final report of 2012-2013

Documentation is attached as Appendix A.

David Mutimer
Chair, APPRC

George Tourlakis
Chair, ASCP

**Academic Policy, Planning and Research
Academic Standards, Curriculum and Pedagogy**

**Sub-Committee on Quality Assurance
Report to the Full Committees June 2013**

The Sub-Committee met on April 10 and submits the following report to the full Committees. We were pleased to welcome Sarah Hildebrandt who, as the new Academic Affairs Officer for the Faculty of Graduate Studies, will serve as a resource to the Sub-Committee.

1. Cyclical Program Reviews

1.1 Physics and Astronomy (Science)

The Sub-Committee met with Dean Don Hastie and Professor Marshall McCall to bring closure to the cyclical review for Physics and Astronomy. The Faculty and Department described their actions to address recommendations developed during the self-study phase and deeded by the reviewers. The Sub-Committee is satisfied that considerable progress has been made in this respect, but the process is an ongoing one and additional steps are necessary.

The program review Executive Summary is attached as Appendix A.

1.2 Geography (Liberal Arts and Professional Studies)

The Sub-Committee received the dossier related to the cyclical program review for Geography. It was determined that a meeting was not necessary in view of the progress made by the program. The Sub-Committee did note the following:

- There is a clear willingness to facilitate cooperation among the Faculties in order to accommodate Geography students in Science classes.
- The place of geography in the secondary school curriculum presents an ongoing challenge to the program.
- The vision of a “community geographer” has been developed, and the program also understands this as part of its experiential education mandate.

The program review Executive Summary is attached as Appendix B.

1.3 Italian Studies

After a member reviewed the review file for Italian Studies, the Sub-Committee agreed that it was not necessary to meet with representatives of the program and Faculty. A number of concrete measures at the Faculty level will directly benefit the program (e.g., advising, resource planning, an ongoing review of degree requirements reviews, expanded curriculum in summer sessions and study abroad programs, general education changes). Even so, it will be important for it to continue to seek innovations in a resource-constrained environment.

The program review Executive Summary is attached as Appendix C.

1.4 Previously Reviews

Earlier in the year the Sub-Committee a number of other cyclical program reviews were brought to the

completion stage. Under the current protocols, Undergraduate and graduate reviews are covered by the same policy and procedures (previously they were conducted according to separate protocols) and, to the extent possible and practicable, they are conducted at the same time. The current framework also places greater emphasis on the role played by the Deans and Principal in attesting to quality and ensuring that recommendations are considered and implemented. The material related to the Faculty of Education illustrates these aspects of the process. Some of the reviews documented here were completed under the prior regime but the reports also exemplify efforts to develop a standard template for greater consistency.

Documentation is attached as Appendix D.

1.5 Trends Observed

The Sub-Committee notes that a number of common themes emerged from its reading of recent dossiers, including the batch received in April:

- the University, Faculties and programs must improve Websites in a coordinated fashion and with a clear view toward the needs of users
- a scarcity of resources may require a scaling back of ambition (with regard to additional or expanded programs) but should not inhibit innovation
- under the Quality Assurance regime at York, it is imperative that programs and Faculties create action plans for the consideration and implementation of reviewers’ recommendations, including clear timelines, identification of responsible actors, and measures of success
- enhanced advising, a UAP goal, requires attention and coordination
- programs would benefit greatly from access to data so that they can better track students and keep connected with alumni
- the development of online courses must be sensitive to our quality imperative

2. Degree Level Expectations / Program Learning Outcomes

2.1 Status Report on Submissions

The Sub-Committee remains concerned that many programs have yet to complete and submit their degree level expectations or turned their minds to outcomes. While 80 per cent of undergraduate programs have finished this essential task, only 40 per cent of graduate programs have done so. The Vice-Provost Academic is administering and championing this process, and we urge the full Committees to add their weight to the cause of bringing the exercise to fruition.

3. Minor Change to the York University Quality Assurance Procedures

The Committee concurred with a minor change to the YUQAP concerning new program approvals proposed by the Vice-Provost Academic which clarifies expectations about who is involved in the responses to reviewers comments:

Old Text	New Text
<p>3.2.6 Internal Responses</p> <p>Internal responses to the Appraisal Report and recommendations are required from the proponents.</p>	<p>3.2.6 Internal Responses</p> <p>Internal responses to the Appraisal Report and recommendations are required from both the proposing academic unit and the relevant Deans or their delegate.</p>

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Physics and Astronomy

Cyclical Program Review

Executive Summary

Program description

There are many options for physics education at York, including combining studies with other disciplines. Within the Department of Physics and Astronomy, students may choose among several study paths with different course requirements: Physics Stream, Applied Physics Stream or Astronomy Stream. The Department also offers opportunities to develop Honours Double Major and Honours Major/Minor programs with other disciplines in the Faculty of Science and Engineering or in other faculties.

Reviewers:

Dr. David Hanes, Queen's University (External)
Dr. Kenneth Ragan, McGill University (External)
Dr. René Fournier, York University (Internal)

Site Visit: March 10-12, 2010

Reported to Joint-Committee: [date]

Outcome: The Joint-Committee on Quality Assurance concluded that the Decanal response adequately addressed the review recommendations. Rather than request a follow-up interim report, the committee met with the Dean Hastie and the Chair of the department, Professor Marshall McCall to discuss activities and initiatives underway or completed since the site visit.

Program Strengths identified by the reviewers

- The program is well-balanced and flexible, with a number of attractive degree options.
- Research within the department (laser labs, Mars Rover research and Bose-Einstein Condensate physics) informs the curriculum.
- There is a high level of student enthusiasm, resulting in good retention rates and a healthy intake of upper-year students who moved from other degree programs.

- Faculty members are dedicated to and enthusiastic about teaching with a commitment to placing researchers in introductory courses as a strategy to engage and retain a cohort of committed students.
- Laboratory space is well-used and a good variety of appropriate experiments are offered.
- A strong outreach component provides experiential learning opportunities and recruitment tools, with the Department providing good discipline-related employment opportunities.

Opportunities for Program improvement

The reviewers identified several opportunities for the program, addressed concerns provided by the program, and made specific recommendations.

Opportunities:

- The department is encouraged to take advantage of York's intention to reposition itself as more science-centric institution in a context of changing demographics and renewed government interest in science and technology.
- The expansion of engineering programs holds potential for opportunities for service teaching and student recruitment.
- The department is encouraged to make use of University recruitment and career counseling services.

Recommendations:

- The department is encouraged to improve an understanding of its students by maintaining better records, providing advisors, and maintaining contact with alumni, actions that the Sub-Committee notes would be greatly assisted by support from the University Administration
- Efforts to increase student engagement might include the provision of a designated student space, increased efforts to encourage students to attend department colloquia and to ensure that such colloquia are pitched at a suitable level, improved efforts to communicate research opportunities to students, and increased use of opportunities in the Faculty (e.g. Bethune College, Technology Internship Program, TIP).
- Teaching can be improved by increased coherence between lectures and tutorials and between courses and first year laboratories; more support should be provided to prepare and evaluate Teaching Assistants.
- Closer contact with the Mathematics department is recommended and stronger remedial programs are required.
- The profile of Physics and Astronomy at York, within York University, in the province, and nationally can be enhanced by way of an improved website, more engagement with local secondary teachers, and participation in University initiatives, such as spell out SPARKS.

- The reviewers endorsed improvement proposed in the Departmental Agenda of Concerns and encouraged immediate action on concerns not requiring resource commitments.

Decanal Implementation Plan

- Encouraged the department to continue to address the concerns identified in the Agenda of Concerns and endorsed by the reviewers.
- Supported the possibility for the department to nominate its members for prestigious external rewards
- Encouraged the department to attend to weak enrolments in a course designed to house research experience.

Executive Summary

The Joint-Committee on Quality Assurance met with Dr. Don Hastie, Interim Dean, Faculty of Science and Dr. Marshall L. McCall, Chair, Department of Physics and Astronomy on **April 10, 2013**.

The Dean explained that the department's request for new resources, including a position of Undergraduate Director or Coordinator, cannot be given priority given low enrolments. The Chair confirmed that many actions have been already taken to improve the quality of the Department's programs and identified the following:

- advising and mentoring has been improved
- the website has been redesigned
- communication with other University's services has been established (Bethune College, TIP)
- colloquia are being widely advertised
- a Coordinator of Undergraduate Research with responsibility to promote and facilitate research opportunities for undergraduate students will soon be in place
- program coherence has been improved

The Vice-Provost and the Joint Sub-Committee support enhancement to data accessibility and the tools that are necessary to track student progress, enhance time-to-completion rates, and maintain contact with alumni. The Sub-Committee will signal its views in its next report to Senate

Alice J Pitt, Vice-Provost Academic
June 11, 2013



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Geography

Cyclical Program Review

Executive Summary

Program description

The Program addresses some of the most pressing concerns facing humankind today like climate change, resource depletion, human migration, globalization, geopolitics, poverty, inequality and vulnerability – their causes, consequences, and implications on urban and regional development.

Hands-on learning, using technologies and field work to collect the facts on the ground, whether they are on the streets of Toronto or in the streams of the Arctic, the program offers the following degree types: a Bachelor of Arts (BA), a Bachelor of Science (BSc), and an International Bachelor of Arts (iBA). It can also be paired with a certificate in Geographic Information Systems and Remote Sensing, Urban Studies, or Refugee and Migration Studies

Reviewers:

Dr. Michael Baklacich , Carleton University (External)
Dr. Jessie Poon, University at Buffalo-SUNY (External)
Dr. Wenona Giles, York University (Internal)

Site Visit: January 25-26, 2011

Reported to Joint-Committee: [date]

Outcome: Following receipt of unit response to the consultants' report and Decanal Implementation Plan, members of the Senate Joint Sub-Committee on Quality Assurance reviewed the documentation and concluded that a meeting with the Dean and the Proponents was not required. **Follow-up interim report is not required due to the fact that process was extended in time and the next review is scheduled in 2015.**

Program Strengths

- The department hosts one of the largest undergraduate programs in geography in Canada (2008/9 627 majors and 478 honours students) with a majority in full-time study

- Unique is the fact that the department offers BA (2/3 of enrolments) and BSc (1/3 of enrolments) degrees
- Human geographers are nationally and internationally recognized as leaders in immigration and urban diversity and political economy and political ecology
- The identity of the program is clearly identified with curriculum in applied fields (statistics, geographical information system/remote sensing, physical environmental processes, laboratory oriented tutorials) with strong attention to field studies
- High rates of student satisfaction and acknowledgement of faculty engagement in supporting learning and experience

Opportunities for Program improvement

The reviewers made following recommendations:

- Renewal in attraction of majors (442 in 2011 with 88 minors)
- Enhancement of balance between undergraduate and graduate enrolments in order to satisfy need for qualified teaching assistants in lower level courses
- Renewal in the physical geography complement to sustain all aspects of the sub-discipline and to rebalance enrolment distribution given trends in the discipline, with a particular focus on the integration of the physical and social sciences in the analysis of place-based environmental and societal problems
- Enhancement of experiential learning linked to career opportunities
- Enhancement of outdoor laboratory space and resources and attention to equipment renewal and replacement
- Increased flexibility in terms of course offerings to meet needs of York students, many of whom are employed and commuting to York
- Enhanced marketing communications to ensure that prospective students have sound information about the full range of offerings

Decanal Implementation Plan

The Decanal plan emphasizes the need, addressed by the unit and the consultants, for the department to attend to the dilemmas created by a decreased emphasis on geography as a distinct secondary subject and an increased set of opportunities at the post-secondary level in general and at York for students invested in concerns addressed by Geography. The plan endorses efforts made by the unit to ensure that professorial faculty members meet students in large elective courses in order to enhance opportunities to attract

majors and minors. The plan encourages the unit to continue its efforts to specify career opportunities for prospective students and to engage alumni in these efforts. The plan ensures support for the department to collaborate with the Faculty of Science and the School of Engineering to ensure that Physical Geography be renewed and supported as an aspect of the university's academic plan towards comprehensiveness with attention to interdisciplinarity.

Executive Summary

The strengths of the Geography Department and the programs it provides are well documented and persuasive. There is concurrence among the unit, the reviewers and the dean's report on issues to be addressed. The department is well poised to undertake improvements, with support from the Faculty and in alliance with the York University priorities, to strengthen its goals to balance the human geography and the physical geography aspects of its programs, to renew its human and material resources, and to situate itself as a leading participant in a discipline with permeable borders and a keen interest in working the borders both within the university and beyond.

Alice J Pitt, Vice-Provost Academic
June 11, 2013



Undergraduate Program Review

Italian Studies

Executive Summary

This program review predates the implementation of the York University Quality Assurance Policy (October 2010) and related Procedures (November 2011). The completion of this review encountered delays owing to the transition to the new policy and procedures. Accordingly, this final assessment report bridges the old process with the new. Given these circumstances, this final assessment report may include recommendations from reviewers that may have already been accomplished. In those instances, the report will reflect where progress has been achieved.

The Undergraduate Program Review (UPR) of the Bachelor of Arts in Italian Studies was conducted in February 2011. The Consultants were: Dr. Giuseppe Mazzotta (Yale University, external) and Dr. Livy Visano (Department of Social Science, York University, internal).

Following receipt of unit and decanal responses to the consultants' report, members of the Senate Joint Sub-Committee on Quality Assurance reviewed the documentation and concluded that a meeting with the Dean and the Proponents was not required.

Program strengths:

The reviewers highlighted several strengths of the program:

- a richness of globally and locally relevant courses in Italian Studies as well as Italian Culture,
- an appropriate adaptability and responsiveness to needs of students, demonstrated by relatively positive feedback in the student survey
- a strong community to outreach and orientation,
- leadership in instituting new programs (first international BA)
- the development of an interdisciplinary Italian Culture by building on interconnections with other programs such as European Studies, Humanities, History and Fine Arts.

Opportunities for program enhancement:

- The program appears to have made considerable progress toward responding to the recommendations in the reviewers' report. Notably, in the 2011-2012 academic year, Italian Studies ensured that most of their core courses were taught by tenured professors,

It would be appropriate to develop benchmarks and milestones as the Program considers and acts on recommendations made in this process, and in doing so

- build on the Program's commitment to maximizing curriculum



- innovations despite of and because of budget challenges for the Faculty and University
- give thought to course offering modes (such as evening, weekend, and summer) while attentive to budgetary challenges for the Faculty and University

In general, the Program is encouraged to look for alternative ways to implement recommendations outlined in the Reviewers' report beyond additional appointments. **(It is noted, however, that the Associate Dean's response points to a number of ways in which the Program may be able to benefit from initiatives that under consideration - iBA program participation, profiling of constituent programs, academic advising improvements, broadening access through timetabling and delivery innovations, a possible opportunity arising from emerging proposals to change the general education framework, and an overall space policy that seeks to expand and improve the settings for instruction and interaction).**

As you know, all programs must develop and submit Degree Level Expectations and Student Learning Outcomes/ Curriculum Mapping documents. The Sub-Committee joins me in asking that you make their completion and submission a priority.

Alice J Pitt, Vice-Provost Academic
April 9, 2013

Undergraduate Program Review

Art History (formerly Visual Arts), BFA & BA

Executive Summaries

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The review was done in November 2010. The two external reviewers were Prof. Barbara Lounder (NSCAD University) and Dr. John Osborne (Carleton University), and the internal reviewer was Dr. Deborah Barndt (Faculty of Environmental Studies, York University).

Following receipt of the unit and decanal responses to the consultants' report, members of the Senate Joint Sub-Committee on Quality Assurance met with the following program/Faculty representatives on January 25, 2012 to review progress toward implementing recommendations and opportunities for program enhancement:

Barbara Sellers-Young, Dean, Faculty of Fine Arts
Judith Schwarz, Chair, Department of Visual Arts

The reviewers were impressed with the quality of the BFA and BA (Art History) degree programs. They offered detailed recommendations for the different programs, and the Department of Visual Arts has provided a detailed response for each recommendation. The Joint Committee is satisfied with the response of the academic unit and the Dean of the Faculty of Fine Arts.

Recommendation for implementation:

Several highlights of the review that are being undertaken by the unit and the Dean include the following:

- Attention to the general morale of the unit and the steps that the current Dean has been taking to ensure broad consultation on decisions that affect the unit including resources, as well as the importance of the Chair of the Department to schedule open meetings
- Working with the Dean on the recruitment strategy for the degree programs with the aim of strengthening admissions and the GPA for the BFA including continual improvement of the website
- Strengthening services to students including on-line registration and improved enrolment procedures
- Effectively transitioning new technologies particularly the integration of digital technology
- Enhancing other student services and academic supports including specific attention to first year



- Additional support for teaching assistants
- More strongly integrating alumni

The Department also noted that many of the recommendations pertaining to the BFA curriculum have already been addressed with recent changes that the unit had implemented particularly in respect to the structure of the program and the degree requirements. The unit will want to assess the impact of these changes over the next few years. More generally, all programs at York have been clarifying their degree level expectations, required competencies and student learning outcomes. The unit continues to explore various specific ideas proposed by the reviewers.

It is also noteworthy that the dean has also taken up the issue of student service support for the entire Faculty. There is also a more general issue pertaining to the addition of art history courses as general education courses which may warrant broader discussion by the General Education Committee.

Rhonda Lenton, Vice-Provost Academic
November 2012

Undergraduate Program Review

Canadian Studies, BA

Executive Summaries

The Undergraduate Program Review (UPR) of the Bachelor of Arts degree programs in Canadian Studies was conducted in April 2010. The consultants were: Dr. Jane Koustas (Brock University, external) and Dr. Patrick Taylor (York University, internal).

Following the receipt of the unit and decanal responses to the consultants' report, members of the Senate Joint Sub-Committee on Quality Assurance met with the following program/Faculty representatives on March 12, 2012 to review the progress toward implementing the recommendations and opportunities for program enhancement:

Kenneth McRoberts, Principal, Glendon College
Geoffrey Ewen, Coordinator, Canadian Studies

A series of recommendations and suggestions were made by the consultants to enhance the programs and address their specific challenges. Throughout the review process, the participation and responses of the programs have been thoughtful, open and constructive. Included below is a summary of the program development considerations, initiatives and plans identified at the meetings.

Recommendations:

One theme of the recommendations is program identity. The reviewers made several suggestions to help increase the visibility of Canadian Studies at Glendon. The program has confirmed that it is taking up a series of initiatives such as:

- visiting first and second year courses to promote the major
- enhanced outreach to majors and minors in the program
- re-establishing an advisory board for the program

A second focus of the recommendations is the program cohesiveness. In response, the program will:

- articulate the required competencies in the context of the degree level expectations as well as the program learning outcomes, and map them to the requirements to foster cohesiveness (as is a requirement for all York University programs)
- review the structure of the fourth year capstone course to examine the possibility of a team taught course by fulltime faculty
- explore the possibility of adding experiential learning components

A third theme referenced resources and the key recommendations to take up



included:

- Glendon establishing a stronger connection with the Robarts Centre for Canadian Studies (this action will need to be clarified in the context of general recommendations regarding ORUs)
- exploring opportunities for the Glendon program to explore initiatives with Canadian Studies program on the Keele campus to both strengthen each program and share resources where opportunities exist

A final recommendation focused on the Canadian Studies-Bachelor of Education students. The program will liaise with the Faculty of Education to ensure effective communication about Canadian Studies as a teachable subject for those students.

It should be noted that progress has already been made on some of the above recommendations.

Rhonda Lenton, Vice-Provost Academic
November 2012

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Undergraduate Program Review

Education, BEd, MEd & PhD

Executive Summaries

The Undergraduate Program review for the Bachelor of Education was conducted in October 2010.

Dr. Jean Clandinin, University of Alberta and Dr. Jonathan Young, University of Manitoba were the external consultants and Dr. Lorna Irwin, Sociology Department, York University was the internal consultant.

The Graduate Program review for the MEd and PhD programs was conducted in April 2011. Dr. Sandra Weber, Concordia University and Dr. Anthony Pare, McGill University were the external consultants and Dr. David Murray, School of Women's Studies, York University was the internal consultant.

Following receipt of the unit and decanal responses to the consultants' reports, members of the Senate Joint Sub-Committee on Quality Assurance met with the following program/Faculty representatives on January 9, 2012 to review progress toward implementing recommendations and opportunities for program enhancement:

Alice Pitt, Dean, Faculty of Education
Sandra Schecter, Graduate Program Director, Faculty of Education
Lyndon Martin, Undergraduate Program Director, Faculty of Education

Program strengths:

The reviewers identified many strengths of the programs as highlighted below:

Undergraduate:

- the close links with the community
- a complementary staffing model that connects the university with the profession

Graduate:

- a well-crafted and maintained curriculum
- positive collegial relations
- a healthy, progressive and thriving community of faculty, staff and students with a strong commitment to diversity and social justice
-

Opportunities for program enhancement:

The key recommendations are summarized below:

Undergraduate:

- the concurrent program students require enhanced and prioritized



access to required and recommended disciplinary courses (offered by other Faculties) to satisfy content foundation for teaching subjects leading to intermediate/senior certification. To this end, an enhanced and more systematic means of ensuring concurrent students have access to disciplinary courses will be explored and measures toward this end need to be sustained.

- program coherence will be enhanced through new leadership and support roles. Regular exercises will include course-based curriculum reviews and efforts toward better coordination at and sharing resources between site offices.
- while the complementary staffing model is lauded as a significant strength, efforts toward better orienting and transitioning seconded faculty members will be prioritized and clearer means of communicating workload expectations (balancing teaching loads with service expectations while at the same time offering opportunities to participate in faculty-led research/scholarship) will be explored and implemented
- exploration will be undertaken into and relationships with alumni will be strengthened, particularly as it relates to broadening student exposure to and understanding of career paths beyond kindergarten to grade 12 within Ontario.
- Exploration of opportunities to expand e-learning is a further opportunity that warrants attention.

A final further priority for the Faculty involves integrated planning across the graduate and undergraduate programs.

Dean's Implementation Plans (2) -- attached

Rhonda Lenton, Vice-Provost Academic
November 2012



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Memo

To: Rhonda Lenton, Vice-Provost, Academic
From: Alice Pitt, Dean
Date: March 7, 2011
Subject: Faculty of Education Response to UPR Consultants

Please find attached the Faculty of Education's response to the external consultants' report submitted to you as part of our undergraduate program review. I have worked with the Ad Hoc Undergraduate Program Committee that was responsible for managing the undergraduate program review in the preparation of our response. There will be no need for a separate dean's response.

Should you have questions or need of further clarification, please let me know. The review has been of great benefit to the Faculty as we continue to strengthen our undergraduate programs.

cc: Don Dippo
Tove Fynbo
Jennifer Watt
Barbara Becksted

Faculty of Education Undergraduate Program Review Response
February 2011

On behalf of the Faculty of Education York University, the Dean and the Ad Hoc Undergraduate Program Committee would like to thank the UPR team for its time and its valuable insights into our programs. The UPR process in its current form is one that encourages productive reflective dialogue and self-critique in a safe and informed venue.

The input is timely as we face a number of pressures (enrollment and financial) and as we make the transition to a new Associate Dean and Practicum Coordinator.

Subsequent to the UPR site visit and the receipt of the UPR report, the Faculty has engaged in a number of informal meetings regarding the recommendations. Below please find a summary of our intentions with regard to each recommendation.

1. *We do suggest that future UPR reviews of the Faculty are done to facilitate communication between graduate and undergraduate reviewers. (page 3)*

This would be a valuable modification to the process. Such an adjustment is not within the purview of the Faculty itself; we will forward the recommendation to the Vice Provost.

2. **The students in the Faculty of Education who are undertaking a concurrent degree appear not to be given priority in required course selection from other Faculties. 22% of students responding to the Student Questionnaire reposted that they were unable to register in a required course in the year that they wished to. This could have the very real consequence of lengthening student programs and delaying graduation for students in the concurrent program. Any time this occurs, it is a serious concern. We recommend the University attend to this concern. (page 3)**

This exercise would be of significant benefit to Education students. To accomplish this increased level of communication a series of Dean-to-Dean conversations will be undertaken. We will also undertake a review of our internal list of required and recommended courses that satisfy the content foundations for the teaching subjects leading to intermediate/senior certification.

3. **The Faculty of Education undertook to obtain detailed survey results from their field partners, and these were very helpful to us. The survey was in addition to what was required for the University Program Review (UPR). We recommend that a similar survey become a regular feature of UPRs in professional faculties. (page 4)**

We agree to take this recommendation to Vice Provost for consideration.

4. *We recommend a more formalized way of enhancing program coherence through subcommittees of the Curriculum, Teaching and Learning Committee at each site and in each program. (Page 6)*

The Faculty is currently engaged in a review of the leadership and support roles and responsibilities in the Preservice Office. We have created three new Curriculum Lead positions. Tenure stream faculty members will assume these roles beginning in 2011-2012. Curriculum Leads will be responsible for reviewing course outlines annually and convening meetings of course directors to review courses, plan and share resources, discuss issues, etc. Additionally, the roles of all personnel within the Practicum Office are being reviewed and clarified. This is being done in consultation with the newly appointed Associate Dean.

5. *Of central importance to the effective operation of a complementary staffing model is a well-developed transition/orientation planning process for seconded faculty members, particularly in the consecutive program where student time in the program is so short. (page 6)*

We concur with this recommendation and are taking steps to ensure that improvements are made. Steps are being taken to clarify secondee job descriptions and to make time for a more comprehensive orientation to the Faculty. We will investigate the possibility of changing the terms of secondment appointments with school boards so that contracts run from July 1 - June 31 instead of a start date of Sept 1. This will enable the Faculty to schedule orientation activities in the summer before the beginning of the fall term and will allow new secondees to schedule their vacation time with these expectations in mind. For 2011-2012 appointments, we have added information about expectations for participation during the summer months prior to the current Sept. 1 start date. Additionally a series of orientation meetings will take place in the spring so that new secondees will have the opportunity to learn about Faculty processes and procedures. As well, it will afford them the opportunity to meet with colleagues, staff and school contacts.

6. *It would seem to us that (i) it would be useful to have a clearer statement of the normal seconded faculty workload expectations, and (ii) if there is not to be an explicit and substantial research/scholarship expectation, then some increase in seconded faculty teaching loads might be in order. While this might allow for some reduction in the programs' dependence on contract staff, we also think that it is important to sustain and strengthen the overall involvement of tenured faculty members in the Bachelor of Education programs. (page 6)*

Adjustments have been made that will increase secondee teaching load and reduce the load equivalent allocated to practicum supervision duties. Normal secondee teaching load is now 2.5 courses plus supervision of 25 teacher candidates. The change represents an additional .5 course to historical assignments. Additionally, job descriptions will more clearly indicate University service and professional responsibilities. We will endeavour to support seconded faculty members' research interests and to provide opportunities to participate in faculty led inquiry into teacher education and practicum supervision. (see #7 for further comment)

7. *(We recommend that the University Central Administration consult closely with, and support, the Dean and Associate Dean as they consider ways to increase the proportion of continuing, tenured faculty supporting the Bachelor of Education programs. This is of central concern if the faculty is to attempt to raise the current level of tenured faculty involvement in the Bachelor of Education programs. (page 7)*

This recommendation is being considered by the Dean with a view to achieving the optimal balance between graduate and pre-service teaching on the part of the tenure stream faculty and between their research and teaching commitments. The creation of Curriculum Lead positions serves to provide support for seconded faculty (as well as contract faculty) to participate effectively in university-based professional education. An ad hoc working group has also been struck by the Dean to develop, among other things, innovative ways to deliver core curriculum content across the pre-service (concurrent and consecutive) programs.

8. *We recommend that the Dean and Associate Dean continue to monitor any concerns about the accessibility of advisors during interview times. (page 8)*

The Associate Dean meets with OSP staff regularly to ensure that students receive adequate advising.

9. *The proposal, contained in the Faculty's self-study report, to give some priority to the concurrent program makes sense to us. In addition the suggestion made during our on-site interviews that some thought be given to initiatives that would prepare graduates to consider a broader range of career options than kindergarten to grade 12 teaching within Ontario seems appropriate. (page 8)*

We now offer or are developing a number of concurrent initiatives that broaden career opportunities. These include B.Ed. (French); B.Ed. (Technological Education); Indigenous Teacher Education (ITEP); Summer Science; and B.Ed (International). Alternative careers can be explored through the BEd program through the creation of an Other-Than-Boards Night where NGOs, arts organizations, businesses and industries, government departments,

etc. recruit B.Ed. graduates. A Faculty priority is to strengthen our relationship with our alumnae, many of whom have pursued careers beyond classroom teaching.

10. *It is not clear to us how the organization and on-going work of each site is maintained. We were unable to ascertain who was the main contact at each site for instructors and students to contact when needed, who called meetings and coordinated ongoing curriculum coherence at each site. (page 10)*

In future, the Faculty will more clearly identify a seconded faculty member whose primary teaching responsibilities are at the site and who takes on the coordinating role as Cohort/Site Lead. The explicit responsibilities of Site Lead (curriculum, program, safety, emergency, etc.) are being reviewed and clarified. As well, the Faculty will undertake to articulate clear expectations for all faculty members teaching at a site. Both tenured and seconded faculty members are expected to attend staff meetings called by the Site Lead.

11. *We would also suggest that with the possibility of hiring new tenure stream faculty that the Faculty considers building into their hiring plans at least one new faculty member with expertise, both scholarly and practical, in teacher education. (page 10)*

This suggestion will be considered as part of the Faculty's regular process for determining hiring priorities.

12. *We also see the possibility of developing other means to encourage tenure stream and tenured faculty as well as graduate students to expand their research agendas in teacher education . . . Working as a Faculty, the Dean could encourage faculty members to focus their research on the innovative practices in the Faculty and create internal forums for sharing their research and writing internally as they work to strengthen the national agenda in research in teacher education. (page 11)*

The Faculty of Education is proud of its historical and continued innovation in the field of teacher education. The Dean's Office will undertake to identify ways to encourage more faculty (tenured, seconded and contract) to become more active in researching and presenting in the field of teacher education. At the Dean's initiation, a study group on teacher education research and scholarship is in its second year. While membership in the group is fluid, over time we can expect that self-study and action research projects will emerge that will deepen interest in teacher education research and practice. The Dean is committed to supporting the development and dissemination of knowledge relating to our own programs and the wider field of teacher education. The ad hoc working group (see # 7 above) will develop research activities that situate and monitor the curricular and pedagogical interventions that are proposed under its leadership.

13. *At the UPR Faculty retreat this (more systematic oversight and support) was seen as a long term Faculty consideration that might see the creation of two leadership positions that would facilitate increased Faculty oversight and communication. The suggestion was that these positions could be divided either between (i) the consecutive and concurrent programs; (ii) practicum administration and course content; or, (iii) elementary and secondary programming. Given the size and complexity of the undergraduate programs this suggestion would seem to make good sense to us. (page 11)*

See point #4.

Alice Pitt
Dean, Faculty of Education &

Ad Hoc Undergraduate Program Committee

Don Dipppo, Associate Dean, Pre-Service

Tove Fynbo, Coordinator, Ad Hoc Undergraduate Program Committee

Jennifer Watt, Practicum Coordinator

Barbara Becksted, Manager, Pre-Service Office

February 2011



Memo

To: Rhonda Lenton, Vice-Provost, Academic

From: Alice Pitt, Dean

Date: October 3, 2011

Subject: Decanal Response/Implementation Plan to Review Committee Report for the 2010-11 Cyclical Assessment of the Graduate Program in Education

My response consists of two parts. In the first part, I comment generally on the review committee report and, where appropriate, on the unit response. The second part addresses each of the categories under Section 11 of the review committee report and describes actions either already underway or proposed.

General Comments

Professors Weber, Pare and Walker have submitted a fulsome and thoughtful report that provides useful recommendations for the development of the Graduate Program in Education (GPE) based on materials submitted by the program and their site visit. They describe a vibrant and innovative program that supports student flexibility, interdisciplinarity, and scholarly rigour. While they note differences in opinion among faculty members, they also emphasized the high degree of collegiality and support for a strong Graduate Program Director (GPD), Professor Sandra Schecter, an active Executive Committee, and knowledgeable supportive administrative staff. I appreciate their insights and their encouragement as the program continues to develop its strengths and reputation.

I also appreciate the considerable effort of the part of Professor Schecter, the Executive Committee and members of the GPE Council to prepare for this Cyclical Assessment, particularly given the fact that the assessment occurred during a period of transition from OCGS to university responsibility for quality assurance. The participation in both the self-study and the site visit of so many students and colleagues demonstrates a deep commitment to graduate education in the broad field of education. I also want to thank university administrators and librarians who met with the review committee.

As both the report and the GPD response make clear, the Faculty of Education's capacity to continue developing its strengths is challenged by two related factors. University planning stresses strategic decision-making in order to maximize resources, enhance York University's academic and research reputation, and meet our obligations as a public institution. At the same time, our current fiscal situation demands an immediate and radical response. Our question is whether or not we will be able to combine resource allocation reduction with revenue generation in ways that enhance rather than constrain graduate program innovation and student experience. The review committee observes, accurately in my view, that "[t]here seems to be goodwill *within* GPE and goodwill *towards* the GPE from various levels of administration." The report goes on to address a recommendation to the GPE: "Rather than polarizing the situation into villains and victims, we recommend that the faculty and students of the GPE seek solutions that acknowledge economic realities while capitalizing on their own creativity to develop alternatives to the current model of program delivery." The unit response demonstrates the commitment of the GPE to creative and collegial solutions, and I look forward to supporting its work.

The report concludes with a recommendation addressed to the administration: "...we recommend that the administration consider if all programs need to be reduced in size, or if those that are functioning well might be spared" (p. 15). It is not clear whether the report is thinking about programs within the Faculty of Education, in which case, I must assert that all of our programs are functioning well, or if it refers to other graduate programs in the university. It is my responsibility to point out that the Faculty of Education has sole responsibility for the administration and budget of its programs. I also believe that, at this point in time, growth in graduate education in the discipline of education is necessary in both the academic and professional fields. For growth to be viable within our Faculty, challenges must be addressed.

As the unit response points out, many of the issues raised in the report are already being addressed. In particular, discussions about resource allocation are underway. Some measures have been taken to reduce the number of courses offered with a view to maintaining the academic scope and reach that are greatly appreciated by both faculty and students. The dean will work with the GPD, the Executive Committee and Graduate Council to develop deeper understanding of the resource implications of various decisions and the choices available to us. As noted, the dean has struck an ad hoc committee of Faculty Council (Towards Innovation in Teaching and Learning in Education) to explore programmatic innovations in three categories (innovative use of technologies, pedagogical innovation, and program innovation). This

committee is intended to address and engage in broad consultations with undergraduate, graduate and professional development programs. Faculty leaders of the three innovation categories are all members of the graduate program. The big question is how to build a strong professional school in education that considers educational study and development in the sphere of professional careers singularly and in relation to each other.

We are exploring the development of professional master's programs. This is a direction supported by university planning documents as well as the review committee report (p 10). By necessity, distinctive professional programs will also direct our attention to the size and scope of our current program that defines itself as research program. For example, if there is a professional program available to local potential students, will this have an effect on our applicant pool to the existing program? On the other hand, as the review report notes, the capacity to attract strong research stream students is demonstrated by student satisfaction and the significant number of external scholarships awarded (p. 11). It is vital that we continue to enhance our academic program as we create new opportunities for professional streams.

The Faculty of Education, under the leadership of the Associate Dean of Research and Professional Development, has been working towards a renewed strategic plan for research. Our initial plan emphasized the enhancement of the Faculty's research culture, and significant increases in the number of faculty actively involved in funded research projects constitute one measure of success up to this point. The identification of strategic research priorities, along with the development of appropriate research performance indicators, have been contentious issues and, given the non-departmentalized nature of the Faculty of Education, understandably difficult to grapple with. The plan will continue to identify strategies for supporting faculty development, an issue that was also raised in both the review report (see pp 6 & 12) and the unit response. The areas of research and teaching strengths identified in the self-study report have not been endorsed by the faculty as the grounds of a strategic research plan. These are most usefully seen as descriptive rather than strategic. Further discussions will occur during the 2011-2012 academic year, culminating in a new strategic research plan for the Faculty of Education.

Priorities areas, once defined and agreed-upon, will become part of the ongoing development of the GPE. A concern raised by the unit response that the identification of "areas of strategic focus" may lead to the weakening of a program that "is widely reputed for a curriculum that privileges inter-disciplinarity and flexibility in

accommodating innovative directions and approaches in connection with educational processes broadly defined” must be taken into account. In my view, this foundational strength must be reflected in the development of strategic research priorities as well as in the graduate program curriculum.

One aspect of the Faculty of Education’s reach in research that is not immediately visible in this program review concerns internationalization. While our capacity to support international graduate students is constrained by current university policy, our graduate faculty enjoy an international reputation that has tremendous potential to enliven and transform our graduate offerings as well as our research collaborations.

Historically, the Faculty of Education has been focused on addressing provincial mandates, but the development of a faculty complement with a strong research mandate demonstrates both an interest in and a capacity to become leaders in international scenes of education.

Recommendations and Actions/Implementation Plan

1. Allow faculty to hire RA’s: This has been addressed in the Unit Response. It is not entirely clear what the review committee heard that would lead them to conclude that university policy does not “facilitate and support faculty initiatives to hire their graduate students as Research Assistants.” Indeed, recent developments within FGS have provided welcome policy support in this direction. However, I have been involved in a sufficient number of conversations with faculty members who have struggled meet their research needs with our own graduates students to believe that the observation merits further investigation and discussion. **Actions: with GPE and Associate Dean, Research and Professional Development, develop process for identifying faculty difficulties; consult with other graduate units and FGS about procedures that have enhanced graduate student participation in faculty research; review FGS graduate student funding policies with GPE members; develop and implement enabling policy and procedures if warranted.**
2. Increase support staff position from part-time to full-time: The review committee and the unit response both stress the need for more administrative support, particularly if the graduate program continues to grow. There are obvious resource implications, and the best response may or may not be the

one recommended by the reviewers. The university and the faculty are involved in planning processes that address organizational structures, responsibilities and staff development bearing in mind our current fiscal context. **Actions: with GPD, FGS, and Faculty Executive Officer, review work loads and tasks, assess possible solutions, and develop a plan for acting on conclusions with the view that administrative support for the GPE warrants additional support.**

3. Supervision and support for writing: The review committee recommends professional development workshops for faculty as well as “the expansion of the support for writing to include more attention to publication” for students. The unit response has developed a fulsome response to these recommendations. Remedial support for writing, while popular with students and faculty alike, must be considered anew in light of fiscal constraint as well as in light of the development of professional programs that may affect the need for this kind of support. **Action: with GPE and Executive Officer, review all resource allocations to GPE and develop priorities for faculty development and student support.**

4. Synchronize Planning: The tensions between the broad support for the existing program and the need to review resource implications are well-documented throughout the review committee report and the unit response. In particular, the unit response expresses a deep commitment to maintaining a strong program that is innovative and that offers flexibility to students while also recognizing the very real need to review, rethink, and revise. Ongoing discussions within GPE have been productive, leading to some helpful changes in the program. Of most concern is the spectre of reducing the number of courses offered along with the course load assignments in GPE that have been allocated in response to growth in enrolments. Another source of tension lies with the role of the graduate diplomas that provide a measure of specialization within the broad field of language, culture and teaching. The reviewers report that “[s]ome faculty members believe that creating diplomas is a way of responding to changing market demands while also capitalizing on growing areas of expertise and human resources” (p.4). This perspective is countered by the view that “the current curriculum does not explicitly or adequately tap into the depth of expertise that exists in certain areas of scholarship in which groups of faculty members are engaged (e.g. medial literacy and technology, psychoanalytic approaches to education,

and multiculturalism to name just three” (p. 6). Given our non-departmentalized structure and the growth in both graduate student enrolment as well as in the professoriate over the past decade, it is understandable that the curriculum has developed in a more or less ad hoc manner. In our current context, the need to maintain and continue to enhance academic integrity and the urgent necessity to address our financial situation must be thought through together and must involve consideration of all aspects of the program as well as the perspectives and aspirations of all graduate faculty members. **Actions: With the GDP and faculty members, develop a deeper understanding of resource implications of our current program as well as the implications of reductions of resources to the program, identify sources of revenue (e. g. professional masters degrees), explore viability (e. g. market demand, administrative requirements, university and government policy requirements, staffing) of new initiatives, create, approve and implement a strategic plan.**

5. Raise the GPE Profile: This is a priority for the Faculty of Education. **Actions: The Faculty is currently interviewing for a manager of communications and knowledge mobilization. The manager of communications and knowledge mobilization will also have responsibility for alumni relations. We have strong anecdotal information that our alumni remain committed to our programs. The dean’s office has undertaken an environmental scan in order to help us better understand how we are perceived by local stakeholders. There was broad faculty participation in two workshops to provide input into a final report that will become a basis for further planning discussions. We are working with University Relations to conduct a SWOT analysis as the basis for a renewed communications strategy, web design and artistic treatment.**

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**Undergraduate Program Review
Environmental & Health Studies, BA
Executive Summaries**

The Undergraduate Program Review (UPR) of the Bachelor of Arts degree programs in Environmental & Health Studies was conducted in April 2010. Dr. Donald A. Jackson (University of Toronto, external) and Dr. Anne Russon (Glendon College, York University, internal) were the consultants.

Following receipt of the unit and decanal responses to the consultants' report, members of the Senate Joint Sub-Committee on Quality Assurance met with the following program/Faculty representatives on March 12, 2012 to review progress toward implementing recommendations and opportunities for program enhancement:

Kenneth McRoberts, Principal, Glendon College
Jocelyn Martel, Chair, Department of Multi-Disciplinary Studies
Radu Guiasu, Program Coordinator, Environmental & Health Studies

A series of recommendations and suggestions were made by the consultants to enhance the programs and address their specific challenges. Throughout the review process, the participation and responses of the program have been thoughtful, open and constructive. Included below is a summary of the program development considerations, initiatives and plans identified at the meetings.

Program strengths:

The program in Environmental & Health Studies continues to evolve with growing enrolments. Award winning teachers and enthusiastic students enjoy small class sizes. Two recent hires and the investment of Glendon College into the lab facilities are key reasons behind the continuing emergence of the program.

Prioritized recommendations for implementation:

The focus of the recommendations is on building the cohesiveness of the program. In response, the program will:

- articulate the required competencies in the context of the degree level expectations as well as the program learning outcomes, and map them to the requirements to foster cohesiveness and integration of the health and environment components of the program
- develop focused core and capstone requirements to enhance the program's identity and strengthen cohesiveness
- explore the option of a separate program rubric for core courses



- explore opportunities to cooperate with the Faculty of Environmental Studies and the Natural Science program on the Keele campus
- explore the possibility of enhancing experiential learning components, including with bilingual external partners (it was noted that a summer field work course could be designed and course materials could take advantage of the local environment. This might be attractive both to York and non-York students)

Rhonda Lenton, Vice-Provost Academic
November 2012

Undergraduate Program Review

Film, BFA & BA

Executive Summaries

The Undergraduate Program Review (UPR) of the Bachelor of Arts and Bachelor of Fine Arts degree programs in Film was conducted in June 2010. The reviewers were: Dr. Michael Renov, (University of Southern California, external), Prof. Christine Choy (New York University, external), and Dr. Suzanne MacDonald (Psychology Department, York University, internal).

Following receipt of the unit and decanal responses to the consultants' report, members of the Senate Joint Sub-Committee on Quality Assurance met with the following program/Faculty representatives on January 9, 2012 to review progress toward implementing recommendations and opportunities for program enhancement:

Barbara Sellers-Young, Dean, Faculty of Fine Arts
Scott Forsyth, Acting chair, Department of Film

Program strengths:

A number of specific program strengths were identified that include the following:

- the BFA program was acknowledged as being well established and as having increased the diversity of its student population by offering a relatively new BA program
- highly qualified and distinguished faculty
- a significant international reputation

Steps taken to strengthen the program and further opportunities for enhancement:

Various initiatives have been undertaken in response to the reviewers' report that include the following:

- the department continues to review its curriculum on an ongoing basis to ensure as much integration as possible across the programs and to make the best possible use of resources, both human and technical
- a new course has been developed and offered to address the need of cinema and media studies (CMS) stream students who desire hands on production experience; the intent of this offering is to allow for studio experience in large enrolment courses: the impact and success of this new offering should be examined
- the department has made a good start on efforts to improve communications with students and potential students, including through its website
- it is also working to build a clearer and more engaging identity and



integration for the cinema and media studies stream and its students, as well as to enhance the experience of its students - this is an area that likely warrants continuing attention

- while concerns relating to student advising issues appear to have stabilized, continuing attention needs to be paid to developing an identity for the cinema and media studies (CMS) stream, as distinct and relative to that of the studio stream, particularly as it relates to career planning and connections with industry
- the department has taken steps to enhance relationships with alumni to develop experiential education opportunities (for example, a new internship opportunity has been developed for CMS students) and to foster closer relationships between curriculum and industry - these initiatives should be fostered and evaluated
- initiatives to foster connections in support of the programs with the Toronto arts community and the profession, including alumni, appear to be successful and there may be further opportunities to enhance these initiatives in the future
- expanding successful existing international projects and student exchanges tied to the studio stream
- a pan-faculty summer institute geared toward high school students as well as continuing education has been under review; the program intends to play a significant role in this initiative with a view to contributing toward enhancing the Faculty's international profile.

Prioritized recommendations for implementation:

Several recommendations for implementation have been identified including:

- strengthening the sound audio teaching
- leveraging a strategic hire in new media
- developing a clear identity (including improving programmatic coherence and establishing distinctive career pathways) for the cinema and media studies (CMS) stream in order to enhance student satisfaction and improve retention and graduation rates

Rhonda Lenton, Vice-Provost Academic
November 2012

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Undergraduate Program Review

Individualized Studies, BA

Executive Summaries

The Undergraduate Program Review (UPR) of the Bachelor of Arts degree programs in Individualized Studies was conducted in April 2010. The reviewers were Dr. Jane Koustas (Brock University, external) and Dr. Patrick Taylor (York University, internal).

Following receipt of the unit and decanal responses to the consultants' report, members of the Senate Joint Sub-Committee on Quality Assurance met with the following program/Faculty representatives on March 12, 2012 to review progress toward implementing recommendations and opportunities for program enhancement:

Kenneth McRoberts, Principal, Glendon College
Jocelyn Martel, Chair, Department of Multi-Disciplinary Studies

Recommendations received from the consultants addressed specific challenges related to the current administration of the program.

Background

The Individualized Studies program was initially established as a program to support exceptionally motivated students to develop a unique interdisciplinary program of study. In more recent years, however, the program began to function as a home program for students who had not yet decided upon a major. This has become a resource intensive structure for the program director who is called upon to design programs for students. In short, it is no longer serving its original intent. This reiterates the conclusion reached by the previous program review in 2003. In a climate of finite resources, the home unit of Multi-disciplinary Studies has concluded that it is no longer able to sustain the Individualized Studies Program.

The principal and the Quality Assurance Committee concur with the plan to close the program.

Recommendations for implementation:

The unit has agreed to maintain the program in the short term. Glendon is the process of establishing a new program in communication studies. All necessary arrangements to accommodate students during the transition including grandparenting program requirements, etc. will be developed. The unit will proceed to undertake the Senate process to close the program.

Rhonda Lenton, Vice-Provost Academic
November 2012



Undergraduate Program Review

Translation, BA

Executive Summaries

This program review predates the implementation of the York University Quality Assurance Policy (October 2010) and related Procedures (November 2011). The completion of this review encountered delays owing to the transition to the new policy and procedures. Accordingly, this final assessment report bridges the old process with the new. Given these circumstances, this final assessment report may include recommendations from reviewers that may have already been accomplished. In those instances, the report will reflect where progress has been achieved.

The Undergraduate Program Review (UPR) of the Bachelor of Arts in Translation was conducted in November 2008. The Consultants were: Dr. Clara Foz (University of Ottawa, external) and Dr. Carol Fraser (Department of English, Glendon College, York University, internal).

Following receipt of unit and decanal responses to the consultants' report, members of the Senate Joint Sub-Committee on Quality Assurance met with the following program/Faculty representatives on January 9, 2012 to review progress toward implementing recommendations and opportunities for program enhancement:

Kenneth McRoberts, Principal, Glendon College
Andrew Clifford, chair, School of Translation

Program strengths:

The reviewers highlighted several strengths of the program including that:

- the program objectives are clearly defined (all programs at York are required to submit program objectives in the form of degree level expectations, required competences and program learning outcomes)
- admissions standards are high and student satisfaction is high
- the program offers a variety of pathways to degree completion
- the Centre for French-language and Bilingual Post-secondary Education by the Ontario government
- there are significant linkages with the profession, through alumni as well as its internship program.

Opportunities for program enhancement:

Various recommendations for strengthening the program were made and the program has made considerable progress toward responding to the recommendations in the reviewers' report including:



- actively seeking external sources of funding, raising considerable external funding from federal, provincial and other sources
- seeking out innovative programming (including branching out into non-official languages) and expanding online course offerings to better meet the needs of its student demographic
- raising its profile through a significantly enhanced online marketing presence to better reach its potential applicant pool and to reinvigorate relationships with the profession
- offering a new direct-entry admissions option in an effort to meet its enrolment targets
- building joint offerings and fostering its existing relationship with Hispanic Studies.

Prioritized recommendations for implementation:

A few initiatives were prioritized by the program including:

- advancing the already successful internship program toward a more global perspective (increasing international experiences for students)
- increasing the pool of qualified applicants - while the program is in demand and various pathways to degree completion are in place, the pool of qualified applicants is relatively low and there is a high failure rate on the entrance exam. A new course is in place to help students prepare for the exam and emphasis will continue to be focussed here.

In light of the extent to which recommendations have been completed and reported, an 18 month follow up is not necessary and this review of programs in Translation is considered complete.

Rhonda Lenton, Vice-Provost Academic
November 2012