



**Notice of Meeting**

to be held at 3:00 pm. on Thursday, November 28, 2013  
in the Senate Chamber, N940 Ross Building.

**AGENDA**

PAGE

1.	Chair's Remarks ( <i>R. Mykitiuk</i> )	
2.	Minutes of the Meeting October 24, 2013	
3.	Business Arising from the Minutes	
4.	Inquiries and Communications	
5.	President's Items ( <i>M. Shoukri</i> )	
6.	Committee Reports	
6.1	Executive ( <i>A. Asif</i> ) .....	1
6.2	Academic Standards, Curriculum and Pedagogy ( <i>L. Sanders</i> ).....	5
6.3	Academic Policy, Planning and Research ( <i>P. Axelrod</i> ) .....	14
6.3.1	Notice of Statutory Motion to Establish of a Department of Science and Technology Studies in the Faculty of Science and, Subject to Formal Approval of the New Department by the Board of Governors, Transfer of STS Programs from the Department of Humanities, Liberal Arts and Professional Studies to the Department of Science and Technology	
6.4	Appeals – Annual Report ( <i>A. MacLennan</i> ) .....	54
6.5	Awards ( <i>D. Leyton-Brown</i> ).....	59
7.	Other Business	

*H. Lewis, Secretary*

**Consent Agenda (ASCP Report)**

1. Changes to Requirements of the MA Program in Anthropology, Faculty of Graduate Studies

The Senate of York University

**Minutes**

of the meeting held at 3:00 pm on Thursday, October 24, 2013  
in the Senate Chamber, Ross Building.

R. Mykitiuk , <i>Chair</i>	K. Dowler	W. Maas	K. Robson
M. Adriaen	C. Ehrlich	A. MacLennan	K. Rogers
M. Amegago	J. Elder	M. Martel	P. Ryan
M. Anam	P. Giordan	M. McCall	B. Ryder
K. Anderson	D. Golemi-Kotra	S. McLaren	I. Saleem
M. Annisette	S. Grace	G. Mianda	L. Sanders
C. Archer	E. Gutterman	K. Michasiw	J. Simeon
S. Ariyaratnam	S. Harwalkar	A. Moufdi	M. Singer
A. Asif	D. Hastie	A. Mukherjee- Reid	J. Spencer
P. Axelrod	B. Heron	R. Myers	B. Spotton Visano
A. Belcastro	R. Hornsey	P. Ng	J. Steprans
S. Benchimol	M. Hosale	J. Nguyen	A. Tarc
K. Bird	K. Hudak	J. O'Hagan	G. Tourlakis
G. Brewer	C. Innes	R. Owston	S. Tufts
M. Budworth	D. Khayatt	J. Parna	G. Vanstone
Y. Bukan	J. Kozinski	S. Parsons	P. Walsh
D. Callison	S. Lawrence	M. Phuong	L. Weir
H. Campbell	R. Lenton	D. Pinkerton	T. Wesson
D. Cappadocia	H. Lewis, <i>Secretary</i>	A. Pitt	M. Wiktorowicz
G. Comninel	D. Leyton-Brown	B. Rahder	L. Wright
B. Crow	S. Ling	S. Reiss	J. Yeomans
M. Derayeh	K. Little	A. Richins	A. Zalik
S. Dimock	M. Lockshin	M. Rioux	Q. Zha

**1. Chair's Remarks**

The Chair of Senate, Professor Mykitiuk, spoke of the inspiring and successful ceremonies at Fall Convocation.

**2. Minutes of the Meeting of September 26, 2013**

It was moved, seconded and *carried* "that the minutes of the meeting September 26, 2013 be approved."

**3. Business Arising from the Minutes**

There was no business arising from the minutes.

**4. Inquiries and Communications**

**4.1 Senators on the Board of Governors re: September 30 Meeting of the Board**

Senate received a report from Professor Belcastro and Professor Lockshin, Senators on the Board of Governors, on the Board's meeting of September 30, 2013.

**4.2 Academic Colleague to the Council of Ontario Universities**

The Academic Colleague to the Council of Ontario Universities, Professor Axelrod, provided Senate with the most recent COU Issues Update and highlighted a number of matters of special importance.

**5. President's Items**

In the absence and at the request of President Shoukri, Provost Lenton commented on the status of a number

of initiatives developing at the Council of Ontario Universities and the Ministry of Training, Colleges and Universities, and of an announcement on the Glendon campus of funding for French and bilingual postsecondary education at York.

## 6. Committee Reports

### 6.1 Executive

#### 6.1.1 Candidates for Election to Senate Committees

The Executive Committee recommended a candidate for election to Academic Standards, Curriculum and Pedagogy, and it was moved, seconded and *carried* “**that nominations be closed.**” As a result, Professor Franck Van Breugel was elected to ASCP.

#### 6.1.2 Information Items

Senate Executive reported that two of its three members on the Chancellor Search Committee had been named, listed student Senators that it had approved for membership on Senate committees, and advised that information about Senate committee priorities for 2013-2014 would be shared at the November meeting of Senate.

### 6.2 Academic Standards, Curriculum and Pedagogy

#### 6.2.1 Establishment of a Bachelor of Engineering (BEng) Degree Program in Civil Engineering, Department of Civil Engineering, Lassonde School of Engineering

It was moved, seconded and *carried* “**that Senate approve the establishment of a Bachelor of Engineering (BEng) Program in Civil Engineering, Department of Civil Engineering, Lassonde School of Engineering.**”

#### 6.2.2 Consent Agenda Items

Senate approved by consent ASCP recommendations to:

- change to Communication & Culture Graduate Program requirements, Faculty of Graduate Studies
- change to admission standards for Bachelor, Masters & Doctoral Programs, Faculty of Environmental Studies / Faculty of Graduate Studies
- change the name of a Specialization in the MBA program from Non-profit Management and Leadership to Social Sector Management, Faculty of Graduate Studies
- change the name of the Insolvency Law Specialization within the Professional LLM program to Bankruptcy and Insolvency Law Faculty of Graduate Studies

#### 6.2.3 Information Items

ASCP advised Senate that it had reviewed proposed Sessional Dates for Fall/Winter 2014-2015 and found them to be consistent with Senate policy, and reported its approval of the following minor items:

##### Faculty of Fine Arts

- new rubric (DATT) for the Digital Media program

##### Faculty of Graduate Studies

- minor changes to the requirements for the MA program in Psychology (Brain, Behaviour & Cognitive Sciences; and Developmental Science areas)

- minor changes to the requirements for the PhD program in Psychology (Clinical; Psychology Clinical Developmental; History and Theory of Psychology; Quantitative Methods; and Social and Personality Psychology areas)
- minor changes to the requirements for the MA program in International Development Studies
- minor changes to the requirements for the Master of Finance program
- minor changes to the requirements for the MA program in Art History and the PhD program in Art History and Visual Culture
- minor changes to the English Language Proficiency admission requirements for graduate programs
- updates to the policy and procedures for Academic Honesty for graduate programs offered through the Schulich School of Business
- new rubric for the Social Sector Management specialization within the MBA program

#### Lassonde School of Engineering

- new rubrics for the Mechanical (MECH) and Civil (CIVL) Engineering programs

### 6.3 Academic Policy, Planning and Research

#### 6.3.1 Academic and Administrative Prioritization Update

Documentation in the form of a supplemental information report on a meeting of APPRC on October 24 was distributed and *noted*. In it the Committee reported on the following matters:

- confirmation that the Committee had taken note of comments, questions and answers at the Senate meeting of September 26 and would help ensure that Senators are well informed as the process
- a reiteration that no changes in academic programming will be made without the approval of the applicable governing bodies
- a commitment to help facilitate frequent reporting and the solicitation of input to Senate such that individuals are invited to copy comments sent directly to the Steering Committee or submit communications via APPRC
- stages of the AAP process from the present to July 2014
- Task Force membership criteria, about which it had made recommendations
- the process by which Task Force members would be nominated and selected, APPRC's advice, and the Committee's willingness to designate 2 or 3 members to review nominees
- a preliminary review of draft evaluation criteria in anticipation of open community consultations

Provost Lenton also reported on AAP under the auspices of APPRC. Among the matters raised during the course of her presentation and following discussion were these:

- the reach of the exercise and whether or not administrative divisions and constituent programs would be in scope
- the extent to which experience at other universities informs York's approach
- the role played by the consulting firm headed by Robert Dickesen
- fears that the pace and range of a process that may inhibit proper reflection and input, and the importance of respecting York's distinctive collegial values and processes
- how it will be known if the process is successful or not
- the availability of metrics and evidence in Cyclical Program Reviews as a point of reference
- concerns that the academic quality stressed in the UAP may be eroded rather than enhanced by the exercise
- how tensions that might arise can be mitigated
- the availability of information about the nature and outcome of program prioritization elsewhere, and the desirability of a public document that summarizes experiences at other post-secondary institutions

To these comments and questions the Provost confirmed that all programs – academic and administrative – were covered by AAP. Other institutions undergoing similar reviews have been studied but emphasis has

been placed on a made-in-York process. To date, the consulting firm has shared knowledge, provided advice, and offered feedback as the York process was developed. Provost Lenton acknowledged concerns and anxieties, and agreed that it was important to get the process right. Anxieties are understandable in challenging times, but they can be lessened by a commitment to collegiality, accountability, and transparency. The reports of AAP task forces in 2014 will animate and focus collegial deliberations, and a 3-year time frame will be sufficient to complete the process. A good process is one that yields solid evidence, promotes consensus and works toward a sustainable budget. Cyclical reviews can be advantageous to academic programs, and the process is designed to enhance quality by identifying creative solutions and opportunities. The Steering Committee is hoping to prepare a document that summarizes experiences at other post-secondary institutions where similar exercises have been conducted.

The Provost confirmed that PRASE will be folded into AAP. Although the normal saving from prioritization reviews elsewhere has produced savings on the order of 5-7 per cent, a provisional goal of 3 per cent appears more appropriate to York.

### 6.3.2 Other Information Items

Academic Policy, Planning and Research's report included information about the following:

- the Committee's review of documents related to Academic and Administrative Prioritization (the Provost furnished additional about the initiative details in the course of a subsequent discussion)
- recent items of the Vice-President Research and Innovation and the annual report to the priorities for 2013-2014
- its input into York's response to the MTCU University Differentiation Framework paper, and its view that York's submission recommended metrics that were refined, inclusive, and better able of capturing the distinctiveness and quality of the University

### 6.4 Tenure and Promotions

The Tenure and Promotions Committee filed its annual report for 2012-2013.

## 7. Other Business

There being no further business, Senate *adjourned*.

R. Mykitiuk, Chair \_\_\_\_\_

H. Lewis, Secretary \_\_\_\_\_

## EXECUTIVE COMMITTEE

Report to Senate at its Meeting of November 28, 2013

### FOR INFORMATION

#### 1. Chancellor Search

As previously reported, a search for the University's next Chancellor will be conducted in the months ahead. The Chair of Senate is an *ex officio* member of the search committee, and she will be joined by three other members of the Executive Committee: the Vice-Chair of Senate, Amir Asif, Ravi de Costa, and Brenda Spotton Visano. The individual nominated by student Senators is Samuel Weiss. It is understood that the alumni and Board will nominate their members in the near future.

#### 2. Additions to the Pool of Prospective Honorary Degree Recipients / Call for Nominations of Women and Scientists

The Sub-Committee on Honorary Degrees and Ceremonials presented recommendations to add individuals to the pool of prospective recipients of honorary degrees. Senate Executive concurred with the recommendation and, as a result, seven names have been added to the pool.

The Sub-Committee continues to encourage the nomination of women and those in the Sciences. Senate Executive urges Senators to help to promote opportunities to nominate prospective candidates. The nomination form is accessible from the link below, and the University Secretary can provide assistance.

<http://www.yorku.ca/secretariat/senate/committees/hondeg/documents/HonDegreeNominationForm2010-02.pdf>

#### 3. Committee Priorities for 2013-2014

Senate Executive has determined its priorities for the year: Chancellor Search, completion of a review of the *Senate Policy on Academic Accommodations for Students with Disabilities* (carried out by the Sub-Committee on Equity) and consideration of UAP objectives associated with effective governance. The Sub-Committee on Honorary Degrees and Ceremonials has an ongoing role in advising on convocation ceremonies and may take more focused look at possible changes during the coming year. A compilation of Committee priorities is attached as Appendix A.

#### 4. Meeting with Members of the Board Of Governors Executive Committee Postponed

The informal meeting of members of the Senate and Board Executive Committees originally scheduled for November 5 has been postponed to the Winter term.

#### 5. Status of a Motion Submitted for Consideration at the Senate Meeting of November 28, 2013

The Committee received a motion submitted by Senator Campbell and Senator Tufts, intended for consideration at the November 28 meeting of Senate, that related to the AAPR process and Senate's role. After a thorough and careful discussion, the Committee deferred its consideration of whether the motion was ready for Senate pending an opportunity to carry out further consultations and refine the wording of the motion and rationale. Proponents were advised of this decision before the Senate package was posted, and were encouraged to consult with the Provost and APPRC.

*Roxanne Mykitiuk, Chair*

## **Senate Committee Priorities 2013-2014**

### **Academic Policy, Planning and Research Committee**

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

- participate effectively in Program Prioritization (UAP objective of promoting effective governance)
- Faculty of Graduate Studies initiatives, including possible structural changes (UAP objective of promoting effective governance)
- engage Faculty and York University Library planners (UAP objective of promoting effective governance)
- promote understanding of the linkages between wider public policy initiatives and trends and academic planning at York (UAP objectives associated with outreach and engagement, and promoting effective governance)
- follow up on strategic enrolment management (enrolment and retention) within the scope of Senate's mandate (UAP objectives of enhancing the student experience)
- amendments to the Senate / Board Policy on Chairs and Professorships and proposal to establish an internal research program (UAP objectives associated with research)

#### Rationale

### **APPRC Sub-Committee Priorities**

#### Technical Sub-Committee

- Advise the full Committee on items as necessary

#### ORU Sub-Committee

- Ensure that procedures are conducted in a manner consistent with Senate policy and practices
- Review documents necessary for chartering applications
- Recommend charters for approval by APPRC / Senate

#### Joint Sub-Committee on Quality Assurance

- Ensure that processes conform with Quality Assurance policies and procedures
- Receive / review cyclical reviews and address issues in a timely and effective manner

## Academic Standards, Curriculum and Pedagogy

<b>Initiative</b>	<b>UAP / University Priority Area</b>	<b>ASCP Lead</b>	<b>Status</b>
<p><b>First-Year Forgiveness</b></p> <p>Establishment of the First-Year Leniency Policy</p> <p>and</p> <p>Revisions to the Graded Feedback regulation</p>	<p>Enriching the Student Experience:</p> <p>-“Enhancing the first year experience by fostering students’ transition to the University...”</p>	<p>Joint ASCP-SAC Sub-committee on Academic Integrity &amp; Appeals</p> <p>Coordinating &amp; Planning Sub-committee</p>	<p>Vice-Provost Students will bring forward to ASCP the report of the 1st-Year Student Experience Working Group to discuss its recommendations and determine whether there is capacity to proceed with the First-year Leniency initiative.</p> <p>The report from the Working Group is expected to be issued in late Fall.</p>
<p><b>General Education Review</b></p> <p>Expansion of general education curriculum to all Faculties for LA&amp;PS students</p>	<p>Enhancing Teaching and Learning</p>	<p>General Education Working Group</p>	<p>Consider expanding ASCP membership on the Working Group for the review.</p> <p>Preliminary meeting with Working Group to be arranged to discuss the review exercise and establish the framework. Consider connections to the Program Prioritization initiative so as not to overlap.</p>
<p><b>Faculties’ program learning outcomes and mapping to degree program requirements</b></p>	<p>Enhancing Teaching and Learning</p>	<p>Vice-Provost Academic</p> <p>Joint Sub-Committee on Quality Assurance</p>	<p>Contribute to the Vice-Provost led initiatives to support units’ curriculum mapping and student learning outcome articulation.</p> <p>Review process of Programs’ submissions to be determined.</p>
<p><b>Senate Policy on the Student Evaluation of Teaching</b></p> <p>Revisions to the Policy flowing from YUFA-Admin working group</p>	<p>Promoting Effective Governance</p>	<p>C&amp;P</p>	<p>YUFA-University joint working group to report on recommendations for a pan-university portion on student evaluations.</p> <p>The C&amp;P Sub-committee will identify and recommend necessary amendments to the Senate Policy thereafter.</p>
<p><b>Transfer Credit Policy / practice issues to be clarified</b></p>	<p>Promoting Effective Governance</p>	<p>C&amp;P</p>	<p>In conjunction with the Registrar’s Office, policy and procedural issues to be addressed with C&amp;P.</p> <p>Necessary recommendations will proceed to ASCP &amp; Senate for approval</p>

### **Key Items of Committee Business to be Taken Up in 2013 – 2014**

- Call for Faculties’ *Annual Grades Review Report* (Call in the Fall; Submission deadline mid-January)
- YU Bridging Program status (Fall)



- Pilot Transition-Year Program (TYP) status
- Sessional Dates: Confirm timing of Fall term starts

### ***Planned Consultations***

- Experiential Education (*Associate Vice-President Teaching & Learning*)
- Academic Innovation Fund projects (*Associate Vice-President Teaching & Learning*)

### **Senate Executive**

- Chancellor Search
- Completion of a review of the *Senate Policy on Academic Accommodations for Students with Disabilities* (carried out by the Sub-Committee on Equity)
- consideration of UAP objectives associated with effective governance.

### **Sub-Committees**

The Sub-Committee on Honorary Degrees and Ceremonials has an ongoing role in advising on convocation ceremonies and may take more focused look at possible changes during the coming year.

## COMMITTEE ON ACADEMIC STANDARDS, CURRICULUM AND PEDAGOGY

Report to Senate  
at its meeting of 24 October 2013

*Documentation for Information items will be provided upon request.*

### CONSENT AGENDA

#### I. MAJOR MODIFICATIONS

##### 6.2.1 Changes to Requirements of the MA Program in Anthropology • Faculty of Graduate Studies

The Committee on *Academic Standards, Curriculum and Pedagogy* recommends that Senate approve the following set of changes to the requirements for the Masters program in Anthropology, effective FW'14:

- reduced from a 6 to a 5 term program
- replacement of the MA by Thesis option with the Major Research Paper (MRP) option
- Change the required six-credit theory course to a three-credit credit course
- Required presentation on MA research results in beginning of 5th term.

##### Rationale

Supporting documentation is attached as Appendix A. The proposed changes are in response to recommendations made in the last OCGS Appraisal (2008). They are aimed at improving the time to completion, enhancing students' knowledge of anthropological theory and methods, and deepening their expertise in their chosen sub-disciplinary area of study. The overall credit requirements with the MRP option remained unchanged at 18. The program learning outcomes are articulated and mapped to the revised requirements in the documentation. Students currently in the Masters program will continue under the existing requirements.

Approved: Faculty Council 21 August 2013 (*summer authority*) • ASCP 30 October 2013

### FOR INFORMATION

#### II. MINOR CURRICULUM CHANGES

##### 1. Minor Curriculum Items Approved by ASCP (*effective FW 2014-15 unless otherwise stated*) *Copies of the full proposals are available on the Senate website.*

- a) Faculty of Graduate Studies
  - Minor changes to the requirements for the MA program in Psychology (Clinical area)
  - Minor changes to the requirements for the MFA program in Dance
  - Minor changes to the requirements for the MA program in Public and International Affairs

- Minor change to the admission requirements for the PhD program in Theatre and Performance Studies
- b) Lassonde School of Engineering
- Minor changes to the requirements for the Software Engineering program

**2. Summer 2015 Sessional Dates**

On behalf of the University Registrar, the Committee transmits to Senate for information the Sessional Dates for SU 2015, attached. The Committee has confirmed that the beginning, end and suspension dates are consistent with the guidelines governing the determination of dates set out in the *Senate Policy on Sessional Dates and Scheduling of Examinations*.

*Leslie Sanders*  
*Chair, Academic Standards, Curriculum & Pedagogy*

## Faculty of Graduate Studies

### Program Change Proposal - Major Modification

1. Program/Graduate Diploma: Masters in Anthropology

2. Effective Session of Proposed Change(s): Fall 2014

3. Proposed Change(s) and Rationale

a) Proposed change(s) and rationale:

- Change from 6 to 5 term program.
- Removal of the thesis option - all students will complete a 50-60 page Masters Research Paper, which can be library-based, field-based, or web-based.
- Required theory course (Anth 5010, Theory in Social Anthropology) becomes a 3.0 credit course, rather than a 6.0 credit course.
- Required presentation on MA research results in beginning of 5<sup>th</sup> term.

These changes are being proposed in response to our most recent OCGS review (2008). The program consultants identified times to completion as an area of concern and noted that consideration should be given to addressing structural issues within the MA program that result in students taking longer than expected to complete their Master's degree, particularly the lack of funding for extensive fieldwork projects (a requirement of the thesis option) and the time commitment required for such projects and for the completion of a lengthy MA thesis. The proposed changes are designed to allow students to concentrate on a defined and focused research project with clear benchmarks for completion of their MA. These changes will also ensure that our MA students are well trained in contemporary method and theory in Anthropology and that we maintain our commitment to supporting those students who want to undertake a field-based project.

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

- The required MA theory course (Anth 5010) will change from 6 to 3 credits. In order to ensure that students have an understanding of anthropological theory that is sufficient for their Master's research, expected learning outcomes will be a mastery of theoretical traditions central to the program's four research fields. Currently the 6 credit course addresses anthropological theory more broadly. This change recognizes the importance of providing a more focused training for MA students, especially for the increasing number of students who are not going on to a PhD program in anthropology or intending to pursue an academic career. At the same time, the focus on theory and method in the program's four research fields will ensure that those students going on to a PhD program will have the necessary depth of knowledge in their chosen area of study.
- All students will now be required to take **18 credits - 6 credits of required theory and method and 12 elective credits**. Currently students are required to take 9 credits of theory and method plus 6 elective credits (if they have chosen the thesis option) or 9 theory and method credits plus 9 elective credits (if they have chosen the MRP option). The revised requirements will allow students to concentrate on contemporary

theoretical developments in elective courses dealing with areas relevant to their own research.

- Students are required to present on their research in a department colloquium, to be held in January of their 5<sup>th</sup> term, prior to submission of the final draft of their Master's Research Paper. This colloquium will serve as a forum in which students can gain experience at conference-style presentation and receive feedback on their on-going work from faculty and senior graduate students.

In general, these changes in requirements are designed to address a growing need amongst our MA students to gain expertise in their chosen areas of study, as more of these students are continuing on to non-disciplinary specialized PhD programs or pursuing specialized careers outside of academia. Thus the overall learning objectives of our program must now include a greater emphasis on the mastery of anthropological theory and methods related more closely to the program's 4 research fields, rather than the broader discipline of anthropology.

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

Not applicable

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

The only change in allocation of resources is that one less faculty member will be needed to teach the required core courses for the MA program. This faculty resource will be shifted to the PhD program to cover an expanded (full year) PhD required theory course.

**e) Application of relevant criteria from Section 3.3 of YUQAP**

**Objectives:** Proposed changes will not affect program's pre-existing ability to meet York's mission and academic plans and to address graduate degree structure and Degree Level Expectations.

**Admission Requirements:** Proposed changes will not affect admission requirements.

**Structure:**

- 1) Appropriateness of the program's structure and regulations to meet specified program learning outcomes and degree level expectations:

The change in program length in the weighting of the MA theory course and the addition of a 5<sup>th</sup> term presentation of research findings will not alter our ability to meet learning outcomes and degree level expectations. These changes are designed to ensure that we are better able to train students in the theory that is relevant to our program, to help us to better assess teaching and learning, and to ensure that our students are able to achieve their goals for completion of their MA.

- 2) Rationale for program length that ensures that program requirements can be reasonably completed within proposed time period:

Currently we expect that students who choose the MRP option will be able to complete in one year, although, on average, they complete in their 5<sup>th</sup> or 6<sup>th</sup> term. Students who choose the thesis option take, on average, 2.5 to 3 years to complete. The change to an MRP only requirement for the MA and the 5 term program length takes into account our previous experience with times to completion for the MRP. The shift to a 3.0 MA theory course (offered in the fall term) will ensure that students have the necessary background in contemporary theory by the beginning of the 2<sup>nd</sup> term and so will be able to develop and complete a research proposal early on in the 2<sup>nd</sup> term in order to start their research immediately after completing coursework for the winter term. In addition, the required presentation in the beginning of the 5<sup>th</sup> term will give students a clear deadline for completion of preliminary analysis of their research findings and thus will help to ensure that they have completed their final research paper by the end of their 5<sup>th</sup> term.

### **Program Content:**

- 1) Ways in which the curriculum addresses the current state of the discipline:

Currently the full year MA theory course covers both the history of anthropological theory and general contemporary theory. The half year theory course will focus on contemporary theory that is central to our program's four research fields, while also providing a background in the traditions that have shaped these areas of research. This will ensure that our MA students gain a more in depth understanding of the current state of the discipline with respect to those areas of theory and method in which they are being trained.

- 2) Nature and suitability of the major research requirements for degree completion:

Currently our MA students have the option of completing a 50-60 page MRP, based on library research or on-line research, and a 120 page thesis, based on at least three months of fieldwork during their 3<sup>rd</sup> term. During our most recent OCGS review (2008), program consultants noted that the current model for the fieldwork option was particularly onerous, as it requires a substantial period of adjustment in the field and an unreasonably lengthy time working through data for a 120 page thesis, thus presenting a significant obstacle to timely completion of the MA. The proposed change to an MRP option only, based on library research, on-line research, or a minor field project will still allow students to carry out research in areas suitable for a Master's degree in Anthropology.

**Assessment of Teaching and Learning:** Methods for the assessment of student achievement of learning outcomes and Degree Level Expectations will remain the same.

**Resources for All Programs:** Proposed changes will not require any change to requirements for the program's utilization of existing human, physical, or financial resources.

**Resources for Graduate Programs:** Proposed changes will not require any change to requirements for faculty expertise, financial assistance requirements, or distribution of supervisory loads.

**Quality and other indicators:** Proposed changes will not require any change to indicators of quality of faculty of members currently in use, nor will any changes be necessary for faculty research in order to ensure the intellectual quality of the student experience.

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

Students who are currently enrolled in the Master’s Program will complete their program under the existing program requirements.

**g) Calendar Copy - Side-by-side comparison**

Existing Program/Graduate Diploma Information  (change from; deletions in <del>strikeout</del> )	Proposed Program/Graduate Diploma Information  (change to; additions in <b>bold</b> )
<p><del>Degree Requirements: MA Degree by Thesis</del></p> <p><del>Course Requirements: full year theory course (Social Anthropology 5010 6.0), half year methods course (Social Anthropology 5020 3.0), and two additional half year courses</del></p> <p>Degree Requirements: MA Degree by Major Research Paper</p> <p>Course Requirements: <del>full year</del> theory course (Social Anthropology 5010 <del>6.0</del>), half year methods course (Social Anthropology 5020 3.0), and <del>three</del> additional half year courses</p>	<p>Degree Requirements: MA Degree by Major Research Paper</p> <p>Course Requirements: <b>half year</b> theory course (Social Anthropology 5010 <b>3.0</b>), half year methods course (Social Anthropology 5020 3.0), and <b>four</b> additional half year courses</p>

## Sessional Dates Summer 2015

<b>Term I1</b>	
Start Date	Monday, May 04, 2015
End Date	Monday, May 25, 2015
Length of Term	3 Weeks
Victoria Day	Monday, May 18, 2015
Number of Class "Meets"	M3 / T3 / W3 / R3 / F3
Exams	Exams for all faculties, to be incorporated into class schedule
<b>Term J1</b>	
Start Date	Monday, May 04, 2015
End Date	Monday, June 01, 2015
Length of Term	4 Weeks
Victoria Day	Monday, May 18, 2015
Number of Class "Meets"	M4 / T4 / W4 / R4 / F4
Exams	Exams for all faculties, to be incorporated into class schedule
<b>Term S1</b> <b>Class Normally Meets 2 Days per Week</b>	
Start Date	Monday, May 04, 2015
End Date	Monday, June 15, 2015
Length of Term	6 Weeks
Victoria Day	Monday, May 18, 2015
Number of Class "Meets"	M6 / T6 / W6 / R6 / F6
Exams Start Date	Wednesday, June 17, 2015
Exams End Date	Friday, June 19, 2015



<b>Term I2</b>	
Start Date	Monday, June 01, 2015
End Date	Friday, June 19, 2015
Length of Term	3 Weeks
Number of Class "Meets"	M3 / T3 / W3 / R3 / F3
Exams	Exams for all faculties, to be incorporated into class schedule
<b>Term J2</b>	
Start Date	Monday, June 01, 2015
End Date	Friday, June 26, 2015
Length of Term	4 Weeks
Number of Class "Meets"	M4 / T4 / W4 / R4 / F4
Exams	Exams for all faculties, to be incorporated into class schedule
<b>Term S2</b> <b>Class Normally Meets 2 Days per Week</b>	
Start Date	Monday, June 22, 2015
End Date	Wednesday, August 05, 2015
Length of Term	6 Weeks
Canada Day	Wednesday, July 01, 2015
Civic Holiday	Monday, August 3, 2015
Number of Class "Meets"	M6 / T6 / W6 / R6 / F6
Exams Start Date	August 7 to 19, 2015
Exams End Date	August 7 to 19, 2015

<b>Term I3</b>	
Start Date	Monday, June 22, 2015
End Date	Wednesday, July 15, 2015
Length of Term	3 Weeks
Canada Day	Wednesday, July 01, 2015
Number of Class "Meets"	M3 / T43 W3 / R3 / F3
Exams	Exams for all faculties, to be incorporated into class schedule
<b>Term J3</b>	
Start Date	Monday, June 01, 2015
End Date	Wednesday, July 15, 2015
Length of Term	6 Weeks
Canada Day	Wednesday, July 01, 2015
Number of Class "Meets"	M6 / T6 / W6 / R6 / F6
Exams	Exams for all faculties, to be incorporated into class schedule
<b>Term S3</b>	
Start Date	Monday, May 04, 2015
End Date	Wednesday, July 08, 2015
Length of Term	9 Weeks
Victoria Day	Monday, May 18, 2015
Canada Day	Wednesday, July 01, 2015
Number of Class "Meets"	M6 / T6 / W6 / R6 / F6
Exams	Exams for all faculties, to be incorporated into class schedule
<b>Term SU</b>	
<b>Class Normally Meets 1 Day per Week</b>	
Start Date	Monday, May 04, 2015
End Date	Wednesday, July 29, 2015
Length of Term	12 Weeks
Victoria Day	Monday, May 18, 2015
Canada Day	Wednesday, July 01, 2015
Number of Class "Meets"	M12 / T12 / W12 / R12 / F12 / S12 / S12
Exams Start Date	August 7 to 19, 2015
Exams End Date	August 7 to 19, 2015

## ACADEMIC POLICY, PLANNING AND RESEARCH COMMITTEE

Report to Senate  
at its meeting of November 28, 2013

### Notice of Statutory Motion<sup>1</sup>

- 1. Establishment of a Department of Science and Technology Studies in the Faculty of Science (Statutory Motion) and, subject to formal approval of the Department by the Board of Governors, Transfer of STS Programs from the Department of Humanities, Liberal Arts & Professional Studies to the new Department of Science and Technology Studies**

It is the intention of APPRC to recommend:

that Senate approve the establishment of a Department of Science and Technology Studies in the Faculty of Science (statutory motion); and, subject to formal approval of the new department by the Board of Governors

approve the transfer of STS Programs from the Department of Humanities, Liberal Arts and Professional Studies to the Department of Science and Technology in the Faculty of Science.

#### Rationale

This proposal has been under consideration for some time and was approved by the Faculty Councils of both Liberal Arts and Professional Studies and Science earlier this year. Both Deans have endorsed the transfer of programs, and the Dean of Science also supports the establishment of a Department to house STS activities. Housing STS in the Faculty of Science grew out of a 2010 cyclical review recommendation that found favour within the program and Faculties. Consideration of a new structural arrangement was also endorsed by the Associate Vice-President Academic. In this sense it has a sound planning basis. A Department will include Natural Science, complement other activities in the Faculty of Science and continue to make other notable contributions to interdisciplinarity. Proponents make a strong case that the transfer of activities will enhance profiles, and they situate their ambitions for the Department in a national and international context. APPRC is satisfied that the new unit will have the resources, critical mass, and enrolment demand necessary to make it sustainable and successful.

Documentation is attached as Appendix A.

---

<sup>1</sup> Departments are formally established by the Board of Governors following approval by Senate of a statutory motion, the first stage of which is notice. Notices can be debated but there is no vote taken until the subsequent second and final stage.

## FOR INFORMATION

### 1. Program Prioritization Update

As indicated in September and October reports to Senate, APPRC has given considerable thought about its role in the AAP process, which has taken this form: as appropriate, designate Committee members to the Academic Task Force; facilitate frequent progress reports and input at Senate; review and make recommendations on documents provided by the Provost such as Task Force membership criteria or program templates, provide timely advice on matters pertaining to collegial processes; monitor developments as they relate to the University Academic Plan's objectives and the Committee's mandate; and facilitate questions and answers. Although the AAPR process has been established by the President and is led by the Provost and Vice-President Finance and Administration, APPRC has been part of the consultations since the idea was first discussed in the spring, and it co-sponsored a community event on May 30 to help open a wider space for dialogue on how best to address the challenges facing York. Updates were provided to Senate under the auspices of APPRC at both the September and October meetings of Senate.

In a supplemental report to Senate in October, the Committee shared information about stages of the process, Task Force membership criteria, and the nomination of members on the two Task Forces created to review program submissions. APPRC has had input into each of these facets. Information about AAPR has since been posted on an AAPR Website that launched the week of November 4. Senators were advised that the Website had been expanded to include a Q&A on November 15, the same day that the Provost posted a commentary on AAPR.

Members of APPRC are aware of growing collegial interest in AAPR and noted that recent postings to the Senate listserv have included a commentary by Senator Heron and a draft motion prepared by Senator Campbell and Senator Tufts. The press of other business at the Committee's meeting of November 21 prevented a detailed discussion of AAPR planned for the agenda, but a special meeting will be held on November 28 to reflect on recent developments. The Committee has also been advised that members of the community are not entirely clear about the role it has been playing with regard to AAPR. Please see Appendix B for information on the Committee's involvement.

APPRC reiterates its commitment to help facilitate reporting and the solicitation of input to Senate. Members of the community may comment directly to the Steering Committee or may also send communications to APPRC via the normal channel set out in the Senate Handbook, that is, through its Secretary Robert Everett ([beverett@yorku.ca](mailto:beverett@yorku.ca)). To date, three members of the community have submitted questions via the Committee. It is understood that these and other questions sent directly to the AAPR Steering Committee will be posted on the AAPR Website.

The Chair will have additional remarks at the meeting.

Documentation is attached as Appendix B.

### 2. Autumn Report of the Vice-President Academic and Provost / Program Prioritization Update

The Committee previewed the Provost's autumn report which traditionally focuses on enrolments, complement planning, progress on UAP objectives, and aspects of the internal and external landscape of greatest import for Senate and academic planning. The presentation will be posted online prior to the meeting, and the Provost will point to highlights at the meeting.

Also at the November 28 meeting, and as she committed to do in her Senate-L posting, the Provost will provide an update on AAPR at the meeting.

### **3. Annual Report of the Vice-President Research and Innovation**

Vice-President Haché is scheduled to present his annual report to APPRC on November 21. Other commitments prevent him from reporting to Senate in November, but he will report at a future meeting.

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

Attached as Appendix C is the most recent report of the Sub-Committee on Organized Research Units chaired by Professor Anna Agathangelou.

*Paul Axelrod, Chair*



**OFFICE OF THE  
VICE-PRESIDENT  
ACADEMIC &  
PROVOST**

4700 Keele St.  
Toronto Ontario  
Canada M3J 1P3  
Tel 416 736 5280  
Fax 416 736 5876

vpacademic.yorku.ca

## Memorandum

To: Paul Axelrod, Chair, Senate APPRC  
 From: Rhonda Lenton, Provost  
 Date: October 30, 2013  
 Subject: Proposal to Establish a Department of Science and  
 Technology Studies in the Faculty of Science



I have reviewed the proposal to establish a Department of Science and Technology Studies as a separate unit within the Faculty of Science. I have been involved in discussions leading up to the submission of this proposal and am supportive of its directions. This proposal arises from recommendations of an undergraduate program review and is supported by the Dean of the Faculty of Liberal Arts and Professional Studies (whose students will continue to have access to the program and its courses) and the Dean of the Faculty of Science. It is intended that the STS unit will house STS programs and Natural Science general education offerings. Agreements reached in relation to the details of the establishment of this unit, including its administration, faculty affiliation, and teaching allocation form part of the supporting documentation.

The proposal serves institutional objectives in relation to the enhancement of the visibility and reputation of our programs and their attractiveness to students, rationalization of programs and curriculum, enhancement of the student learning experience, and better integration of undergraduate and graduate planning. The programs and courses, administrative structures and staffing, and budget for the new unit are already in place, so new resource requirements will be minimal.

The proposal provides for a review of the arrangements around the STS department three years after its establishment.

I am pleased to record my support for this proposal.

Cc: Dean D. Hastie  
 Dean M. Singer  
 C. Underhill, ASCP

## **Academic Policy, Planning and Research Committee**

Item	Proposal to
	a) establish a Department of Science and Technology Studies in the Faculty of Science
	b) transfer the interdisciplinary programs in Science and Technology Studies from the Department of Humanities, Faculty of Liberal Arts and Professional Studies to the Faculty of Science
Legislative History:	The proposal has been approved by the Councils of Liberal Arts and Professional Studies. The text of the proposal seeks approval of minor curriculum changes. Academic Standards, Curriculum and Pedagogy has approved most of them (additional small changes are pending) and is prepared to recommend Senate approval.
Additional Support	The establishment of the Department is supported by the Vice-President Academic and Provost and the Dean of Science. The transfer of programs is also supported by the two Deans and Provost.
Action	The Committee is asked to recommend approval by Senate of the transfer of the programs and to establish the Department
Additional Steps	The Board of Governors is responsible for approving new academic units. ASCP has dealt with curriculum changes coinciding with the transfer and department establishment

## **Proposal Text (as originally prepared for the LA&PS Council)**

### **Introduction**

At the conclusion of the spring 2010 Undergraduate Program Review of the Program in Science and Technology Studies, the consultants made the following recommendation: "We strongly recommend that STS give close and careful consideration to forming a department within FSE, with Natural Sciences as a course set and General Education entity within the new department." Members of the Program, meeting to consider the report, agreed unanimously with this recommendation. This was also the consensus of the Associate Vice-President Academic and the deans during the UPR consultation.

### **Academic Implications**

We propose to undertake the following:

(1) Create a Department of Science and Technology Studies in the Faculty of Science, and to commence operations on the first day of the month following approval by the Board of Governors. This will allow us to participate in and contribute to Faculty affairs on an equal footing with those in other departments. We believe we have much to offer the Faculty of Science, its faculty, and its students. By moving to a departmental arrangement, we can also offer our LA&PS students a stronger and more coherent STS program. A coherent and stable departmental structure will also facilitate recruitment of more and higher-quality majors to our programs. As the administrative

machinery and budget are in place, operations of the Department can commence at any time.

(2) Bring into the Department, either fully or through cross-appointment, other STS scholars at York who wish to contribute to our undergraduate programs. As the UPR report indicated, York has a very large group of excellent, high-profile STS scholars. The creation of a coherent and easily-identifiable department will further our goal to becoming the world's premiere STS program. To this end, we must ensure that faculty members outside the Faculty of Science are able to participate in and contribute to our programs. This will require negotiation and good will. There is no "one-size-fits-all" solution, but transfers and cross-appointments need to be facilitated. We do not want to leave out anyone from our current undergraduate program who wishes to participate.

3) Move the programmatic activities of the Inter-faculty Interdisciplinary Program in STS, including the existing BA and BSc [no BSc in LA&PS] degree programs, into the new Department.

### **Action Requested of LA & PS Committees and Council**

We requested that LA & PS Curriculum Committee and Council pass a motion to close the current Inter-faculty Interdisciplinary Program in STS, including the existing BA and BSc degree programs, at the time of the creation of the Department. This has been done and communicated to Senate ASCP.

### **Rationale**

Benefits of Departmental status for STS will include

- **RATIONALIZATION:** STS students (BA and BSc) will be able to take advantage of a more predictable and robust curriculum. Relations between the Graduate Program and the STS Department will be in-line with other units in the Faculty of Science. This will further enable joint initiatives, such as promoting undergrad STS research, and will greatly facilitate decision-making regarding faculty resources to run complementary graduate and undergraduate curricula.
- **EQUITY:** STS faculty members will be able to more effectively promote and control the STS curriculum.
- **DEVELOPMENT:** With a more stable and coherent identity, STS will be better able to recruit faculty and students from within and outside of York.
- **CONTINUITY:** Access to the STS degree programs for LA&PS students will continue unchanged. The interdisciplinary identity of STS pedagogy and research at York will be preserved.

Science and Technology Studies (STS) has been taught at York since the mid-1970s. From the early 1990s, there were two distinct programs in two faculties – Atkinson and Arts – an inefficient and frustrating situation. With the encouragement of the Vice-President Academic and the deans, the Atkinson group moved to FSE and a combined inter-faculty program launched in 2006. It has been a resounding success in intellectual terms. Bringing together scholars from both FSE and Arts allowed for a much more fruitful collaboration and the introduction of a unified, more coherent curriculum. Student numbers have grown in a gratifying manner, with students in both BA and BSc streams. All aspects of student advising and the administration of all STS degree options have been handled by the STS Coordinator and supported fully by the Division of Natural Science front office. Thanks to this unification, we have been able to launch an STS graduate program and an Organized Research Unit — the Institute for STS.

Despite these positive steps, we have found that the current structure, with STS administratively linked to three units – Natural Science, Humanities and Social Science, has been a persistent source of administrative confusion, preventing us from taking control over essential facets of our operation.



This situation has frustrated our repeated attempts at establishing an effective system of communication both within our own Faculties, and in our self-representation to our cognate units around the world. Departmental status for STS will allow the field at York to reach its true potential. This would allow us to continue to cooperate and to compete with our cognate units across the country (at UBC, Calgary, Toronto, and Montreal, for example). It would also promote our international status within the field.

We have already enjoyed some success in these areas. Our undergraduates have moved on to STS graduate programs at (among others) UBC, Rensselaer, and the London School of Economics' BIOS Centre for the Study of Bioscience, Biomedicine, Biotechnology and Society. Our graduate program has competed (sometimes successfully) for students against programs at Cornell, Rensselaer, MIT, Virginia Tech, Arizona State, McGill, Toronto, Princeton, and many other equally prestigious institutions. We are currently considering student and faculty exchanges with a number of STS programs, the most advanced to date being the unit at Universität Bielefeld, with whom an agreement was recently signed. We have received numerous inquiries from international graduate students hoping to participate in our program, and are this year putting forward our second invitation to an applicant – from Peking University – to the China Scholarship Council (CRC).

Departmental status for STS would encourage existing and potential majors to think seriously about our undergraduate program on international terms, and would help our faculty promote it as such.

### **Degree Programs to be Transferred to the Department**

All the existing STS degree programs now administered by the Interdisciplinary Program in STS will be transferred to the Department with no change. Details of these programs are provided in Appendix A to this proposal.

- Bachelor (BA and BSc)
- Honours (BA and BSc)
- Honours – Double major (BA and BSc)
- Honours – Major/Minor (BA and BSc)
- Honours Minor (BA and BSc)

### **Faculty Complement**

Eight full-time faculty members who are part of the Interdisciplinary Program are currently appointed to the Division of Natural Science. In addition, six full-time faculty members who are part of the Interdisciplinary Program are currently appointed to three departments in the Faculty of Liberal Arts and Professional Studies. Each would be offered a cross-appointment to the new Department. The framework for such secondments is laid out in the Provost's memorandum.

### **Enrolment**

Because Science and Technology Studies is a relatively unknown academic field it will not attract a large number of majors over the short run. Direct-entry students (101s) are extremely rare as STS is not a recognized high school subject. Nonetheless, the growth in our majors in the short time we have existed is gratifying. Moreover, our course enrolments are very healthy.

### **Undergraduate Course Offerings/Enrolments in STS**

Year	Courses Offered		Enrolment		Total
	FSE	LA&PS	FSE	LA&PS	
2006-07	10	n/a	354	n/a	
2007-08	18	n/a	381	n/a	

2008-09	17	n/a	442	n/a	
2009-10	19	5	641	106	747
2010-11	19	4	359*	123	482*

[\*Does not include Summer 2011

### Majors at 1 November 2007

### Majors/Minors as of September 2010

Degree	Arts	FSE	Degree	LA & PS	FSE
BSc	4	BSc		11	
BSc Hons	1				
BSc Sp Hons	12	BSc Sp Hons		10	
BSC MM - 1		BSc Double Major		1	
		BSc Minor		1	
BA (Arts)	9				
BA (Atkinson)	4	BA		20	
BA Hons	10	BA Hons		14	
BA Dbl Maj	1	BA Dbl Maj		3	
BA SP	2	BA Minor		1	
Total	26	17		38	23
Total (Program)	43			61	
BSc (General Science) **	36				

\*\* This was a grandparented program from Atkinson that the STS Program administered as its curriculum was a mix of science and STS courses; it no longer exists

### Courses

The Interdisciplinary Program has, since the beginning, adopted the guiding principle that courses follow the instructor: the only courses recognized as Program courses are those taught by faculty members affiliated with the Program. This principle will remain in force in the Department. Where courses serve more than one constituency (as in Humanities, Anthropology, History or Sociology, for example), we will retain our cross-listing with the other departments and ensure that students from both programs have sufficient seats allocated.

The Program has recently undertaken a thorough review of its curriculum, deleting a few courses, adding courses to round out some areas and converting almost all courses to a 3.00 credit format. Below is the list of undergraduate courses now provided by the Program.

#### 2000-level

- SC/STS 2010 3.00 History of Modern Science
- SC/STS 2110 3.00/AP/PHIL2110 3.00 Revolutions in Science
- SC/STS 2210 3.00 Technology in the Modern World
- SC/STS 2411 3.00 Introduction to Science and Technology Studies

#### 3000-level

- SC/STS 3170 3.00/AP/PHIL3170 3.00 Philosophy of Science
- SC/STS 3226 3.00/AP/HUMA 3226 3.00 Representations of Nature: Cultural and Historical Perspectives

SC/STS 3400 3.00 Thinking with Things: Material Culture in Science and Technology Studies  
SC/STS 3500 3.00 The Global Information Society  
SC/STS 3506 3.00 Scientific Modernity in East Asia  
SC/STS 3550 6.00/AP/ANTH 3550 6.00 Science as Practice and Culture: Introduction to the Anthropology of Science and Technology.  
SC/STS 3561 3.00 History of Computing and Information Technology  
SC/STS 3600 3.00 Technological Failure  
SC/STS 3725 3.00 Science and Exploration  
SC/STS 3726 3.00 Technology, Experts and Society  
SC/STS 3730 3.00 Science, Technology, and Modern Warfare  
SC/STS 3740 3.00 Life Sciences in Modern Society  
SC/STS 3755 3.00 Emergence of Cosmology as Science  
SC/STS 3760 3.00 Understanding the Scientific Revolution, 1500-1800  
SC/STS 3765 3.00 Natures of Experiment  
SC/STS 3775 3.00 Physics in the 20th Century  
SC/STS 3780 3.00 Biomedical Science in Social & Historical Context  
SC/STS 3790 3.00 Science and Technology: Global Development  
SC/STS 3970 3.00/AP/HUMA 3970 3.00 Science and Gender in Modern Western Culture  
SC/STS 3975 3.00/AP/HUMA 3975 3.00 Science and Religion in Modern Western Culture

#### **4000-level**

SC/STS 4110 3.00/AP/PHIL4110 3.00 Seminar in Philosophy of Science  
SC/STS 4227 3.00/AP/HUMA 4227 3.00 Minds and Matters in Victorian Culture  
SC/STS 4228 3.00/AP/HUMA 4228 3.00 Nature in Narrative  
SC/STS 4229 3.00/AP/HUMA 4229 3.00 Eugenics in Cultural Context  
SC/STS 4230 3.00/AP/HUMA 4230 3.00 Informational Identities: The Self in the Age of Technology  
SC/STS 4501 6.00 Seminar in Science & Technology Studies  
SC/STS 4700 3.00 Independent Research in Science and Technology Studies  
SC/STS 4700 6.00 Independent Research in Science and Technology Studies  
SC/STS 4710 6.00 Honours Thesis in Science and Technology Studies  
SC/STS 4780 3.00 Epidemics and the Modern World: Local, National and Global Configurations of Disease  
SC/STS 4785 3.00 Science, Health and Food

#### **Course currently part of the Program but not in FSE – to be cross-listed in the Department**

#### **3000-level**

AP/SOCI 3940 6.00 Sociology of Scientific Controversies

#### **4000-level**

AP/SOCI 4930 6.00 Sociology of Science and Technology

#### **Graduate Studies and Research**

The Science and Technology Studies Program at York University offers a 3-term full-time MA with a part-time option, as well as a full-time PhD program (12-15 terms). It admitted its first students in 2009 and currently has 25 PhD students and 14 MA students (of which 4 are part-time). It is the first such graduate program in English-speaking Canada (UBC's STS program began accepting students in 2012-13). The program has been very successful in recruiting a diverse and superior group of students (2/3 of whom currently receive external funding), in providing the Natural Science General Education program with excellent TA support, and in maintaining a wide interdisciplinary appeal (our students have included established science writers & teachers, astrophysicists, social scientists,

historians, museum curators, and many more besides). Departmental status would make it easier for STS undergraduates to benefit from the grad program's prominence and success. The Graduate Program has a close working relationship with the current undergraduate program. The STS Coordinator is an *ex officio* member of the Graduate Program Executive Committee, and the STS GPD is an *ex officio* member of the STS Program Advisory Committee. Most the STS graduate students are deployed as teaching assistants in Natural Science General Education courses, while a few TA in STS courses. The existing relationship between the graduate and undergraduate programs will be strengthened by the creation of a Department. For example: a stable Department with defined membership will greatly facilitate curricular planning at the graduate level; equally, the hiring needs of the Graduate Program in STS can be better taken into account by a Department, rather than by an undergraduate program.

Members of the STS Graduate Program have created the Institute for Science and Technology Studies (iSTS), which opened in July 2010. Currently twenty three faculty are members of the Institute. Each of the STS PhD students are also members of the Institute. The Institute's existing association with the Graduate Program will be extended to the new department.

### **Accommodation of Students**

Students currently majoring in STS will see no change in their degree programs.

Student currently enrolled in STS but based in the Faculty of Liberal Arts and Professional Studies will continue to have the option to graduate in that Faculty with a BA.

We have, since the merger of the Atkinson Faculty and FSE staffs, maintained evening and summer courses to accommodate part-time students. This will continue as usual.

### **Relationship to University Academic Plan and Provostial White Paper**

This proposal is consonant with the University Academic Plan, 2005-10. It strengthens the ties between the Institute for Science and Technology Studies and the undergraduate program, enhancing the research culture in this area of scholarship. It also strengthens the ties between the Graduate Program in STS and the undergraduate program. We would particularly highlight our teaching and research commitments to interdisciplinarity. Science and Technology Studies is, by its very nature, interdisciplinary and this is reflected across our curriculum.

York's STS program is well positioned to participate in directions identified by the White Paper. As we are relatively small, we engage strongly with our students and they with us. We have a robust research culture and have built and continue to build national and international links for our research programs and for our students; we are very open to internationalization. As York moves towards a more comprehensive university profile, STS can be a key player as we utilize the tools of the humanities and social sciences to interpret science, engineering, environment and health, all York strengths.

### **Discussions with Affected Units**

Members of the STS Program unanimously agreed to the move to departmental status. The Deans' offices of FSE and LA & PS and the Associate Vice President Academic have been kept up-to-date. Most recently, discussions on details have been held with former FSE Dean Kozinski, Interim Dean Hastie (FSE), Dean Singer (LA & PS), and Associate Dean Michasiw (LA & PS), who have been supportive.

As the programmatic activities of the current program will be transferred to the new department, we have also consulted with the heads of the three units involved, Natural Science, Humanities and

Social Science. There will be no substantive change in operations in the Faculty of Science. The primary effect in LA & PS will be the cross-appointment of Program members to the new department.

### **Administration and Governance**

The Department would be headed by a Chair. The STS faculty members have developed a governance document which details the administrative apparatus of the proposed Department. All faculty members have agreed to this document.

### **Support Staff**

The Division of Natural Science presently has 3.75 staff members who support Natural Science teaching, along with STS undergraduate and graduate teaching as the Faculty of Science is the resource faculty for STS. Sharing of support staff would mean that Departmental status would not alter staffing arrangements.

### **Space and Computing Needs**

The only important space needs in the near future would be for offices for faculty members now located in other buildings. Half the STS faculty are currently located in Bethune College. We have been led to expect space will become available in Bethune within the near future. Apart from faculty members' individual computer needs, we do not envision any further needs in the near term for the undergraduate program.

## **APPENDIX A: DEGREE REQUIREMENTS IN SCIENCE AND TECHNOLOGY STUDIES**

### **Section 1: Requirements for BA Degrees in STS**

There are **THREE** required courses (12 credits) for all BA streams:

**SC/STS 2411 3.00 - Introduction to Science and Technology Studies** plus either **SC/STS2010 3.00 – History of Modern Science** or **SC/STS2210 3.00 – Technology in the Modern World** and **SC/STS 4501 6.00 - Seminar in Science and Technology Studies.**

### **General Education**

All students in the must fulfill the General Education requirements that are current for the BA degree in the Faculty of Liberal Arts & Professional Studies

### **Bachelor Program (90 credits)**

Students will take at least 30 credits in Science and Technology Studies, including the 12 required credits.

### **Honours BA Program (120 credits)**

Students must complete at least 48 credits in Science and Technology Studies, including the 12 required credits. At least six credits at the 4000 level.

### **Honours (Double Major) Program (120 credits)**

Science and Technology Studies may be pursued jointly with any other Honours Bachelor's degree program in the Faculty of Liberal Arts & Professional Studies, Environmental Studies, or Fine Arts.

Students must complete at least 42 credits in Science and Technology Studies, including the 12 required credits. At least six credits at the 4000 level.

### **Honours (Double Major) Interdisciplinary Programs (120 credits)**

Science and Technology Studies may be linked with any Honours (Double Major) Interdisciplinary BA program in the Faculty of Liberal Arts & Professional Studies. Students must take at least 36 credits in Science and Technology Studies and at least 36 credits in the interdisciplinary program. Courses taken to meet the Science and Technology Studies requirements cannot also be used to meet the requirements of the interdisciplinary program. Students in these interdisciplinary programs must take a total of at least 18 credits at the 4000 level, including at least 12 credits in Science and Technology Studies and six credits in the interdisciplinary program. For further details of requirements, see the listings for specific Honours (Double Major) Interdisciplinary BA Programs.

The 36 credits in Science and Technology Studies must include the 12 required credits plus 24 additional credits in STS with at least six credits at the 4000 level.

### **Honours (Major/Minor) Program (120 credits)**

Science and Technology Studies may be pursued jointly with any Honours Minor Bachelor's degree program in the Faculty of Liberal Arts & Professional Studies, Environmental Studies, or Fine Arts.

Students must complete at least 42 credits in Science and Technology Studies, including the 12 required credits. At least six credits at the 4000 level.

### **Honours (Minor) Program (120 credits)**

The Honours Minor must be pursued jointly with an Honours BA program in the Faculty of Liberal Arts & Professional Studies, Environmental Studies, or Fine Arts.

Students must complete at least 30 credits in Science and Technology Studies, including the 12 required credits.

## **Section 2: Requirements for BSc Degrees in STS**

There are **THREE** required courses (12 credits) for all BSc streams:

**SC/STS 2411 3.00 - Introduction to Science and Technology Studies** plus either **SC/STS2010 3.00 – History of Modern Science** or **SC/STS2210 3.00 – Technology in the Modern World** and **SC/STS 4501 6.00 - Seminar in Science and Technology Studies**.

### **General Education**

All students in the Faculty of Science must fulfill the General Education requirements.

### **Science Core**

In addition, all BSc students must take the Science Core:

**(i)** All BSc and BSc (Hons) degree candidates must comply with General Regulation 4 (Science Section IV) by completing the following:

- 12 credits from SC/BIOL1010 6.00; or SC/CHEM1000 3.00 and SC/CHEM1001 3.00; or SC/EATS1010 3.00 and SC/EATS1011 3.00; or SC/PHYS1010 6.00 or SC/PHYS1410 6.00.
- 3 credits from SC/CSE1520 3.00 or SC/CSE1530 3.00 or SC/CSE1540 3.00
- 6 credits from SC/MATH1505 6.00, SC/MATH1013 3.00, SC/MATH1014 3.00, SC/MATH1025 3.00.
- 3 credits from SC/BC1800 3.00, SC/BIOL1010 6.00, SC/CHEM1000 3.00, SC/CHEM1001 3.00, SC/EATS1010 3.00, SC/EATS1011 3.00, SC/PHYS1010 6.00, SC/PHYS1410 6.00, HH/PSYC1010 6.00.
- 12 General Education credits (See 'General Education Requirements' in Science Section IV. STS

courses do *not* count towards General Education requirements).

- All degree candidates must comply with General Regulation 5 or 6 (Science Section IV).

**(ii)** All BSc and BSc (Hons) STS degree candidates must complete at least 18 science credits at the 2000 level or higher outside of STS.

### **Bachelor Program (90 credits)**

Students will take at least 30 credits in Science and Technology Studies, including the 12 required credits and the Science Core (i) and (ii) above.

### **Honours Programs**

To declare Honours requires successful completion of at least 24 credits and a minimum cumulative credit-weighted grade point average of 5.0 over *all* courses completed, subject to the exceptions in the notes below.

- To proceed in each year of an Honours program requires a minimum cumulative credit-weighted grade point average of 5.0 over all courses completed, subject to the exceptions in the notes below.
- To graduate in an Honours program requires successful completion of all Faculty requirements and departmental required courses and a minimum cumulative credit-weighted grade point average of 5.0 over all courses completed, subject to the exceptions in the notes below.

**Note 1:** In addition, a minimum cumulative credit-weighted grade point average of 6.0 over all Science (SC) courses completed is required to declare, proceed and graduate in (i) the Honours Double Major program where Biology is the other major, and (ii) the Honours Major/Minor program where Biology is the major. (The minimum 6.0 Science grade point average is not required where Biology is the minor.)

### **Specialized Honours Program (120 credits)**

Each student will take the 12 required STS credits and the Science Core (i) and (ii) above.

- An additional 42 credits of STS courses (for a total of 54 STS credits)
- Additional elective credits as required for a total of at least 120 credits, including at least 90 credits Science courses and of these, at least 42 credits at the 3000 level or higher.

### **Honours Double Major Program (120 credits)**

Possible subject combinations are listed under 'Undergraduate Degree Programs' in Science Section 1.

Students should consult a program advisor to plan their studies in order to meet the program requirements of both majors and their prerequisites. Such programs are highly demanding and should be carefully considered by any student wishing to undertake this course of study.

- Each student will take the 12 required STS credits and the Science Core (i) and (ii) above.
- An additional 30 credits of STS courses (for a total of 42 STS credits)
- The course requirements for the second major.
- Additional elective credits as required for a total of at least 120 credits, including at least 90 credits from Science courses and of these, at least 42 credits at the 3000 level or higher.

Note: At least 66 credits in science courses if the second major is in LA&PS.

### **Honours Major-Minor Program**

- Each student will take the 12 required STS credits and the Science Core (i) and (ii) above.
- An additional 36 credits of STS courses (for a total of 48 STS credits)

- The course requirements for the minor.
- Additional elective credits as required for a total of at least 120 credits, including at least 90 credits from Science courses and of these, at least 42 credits at the 3000 level or higher.

**Honours Minor Program**

- Each student will take the 12 required STS credits.
- An additional 18 credits of STS courses (for a total of 30 STS credits).



**APPRC and Program Prioritization**

Date	Meeting	Nature
May 2	APPRC	The Committee agreed to co-sponsor an event [on May 30] signaling its interest in engaging the community in a dialogue that should promote consideration of the appropriate process for APPRC and Senate in fostering understanding the dimensions of the converging challenges.
May 16	APPRC	The Committee received reports from the Provost and VP Finance and Administration, preparatory to Senate presentations, outlining the major pressures on the budget and previewed a process for focusing on academic priorities.
May 23	Senate	<p>Under the auspices of APPRC the Provost and VP Finance and Administration described the deferral of some expenditures to create “a 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.”</p> <p>Comments and questions excerpted from the Senate minutes:</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• the implications for academic activities and the University’s finances if the process does not achieve goals</li> <li>• the nature of the “rebalancing” item in the academic budget (which is required to maintain an appropriate subsidization of activities)</li> <li>• completion times and funding for doctoral students (factors that impact on the budget) in the context of discipline norms</li> <li>• 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)</li> <li>• the desirability of creating a document based on the slides that will help focus on challenges</li> <li>• the utility of differentiating short-term from longer term goals and strategies</li> <li>• the relationship between an academic prioritization exercise and the emerging SHARP budget model</li> <li>• the meaning of objectives in the UAP priority area of “effective governance”</li> <li>• the decision-making processes in place, and whether or not they required changes</li> <li>• the value of cyclical program review processes as an example of how it is possible to focus on priorities</li> <li>• the sense that growth at the expense of quality is not an option, and that any expansion of enrolments would likely add further strain</li> </ul>
May 30	Community Consultation	Presentations by the Provost and VP Finance and Administration at an open session were devoted to the University’s challenges and opportunities. The event was co-Sponsored by APPRC and moderated by the Committee’s Chair.
June 6	APPRC Meeting	Reflecting on the May 30 consultation, members of APPRC made observations about the disappointing number of faculty members who

		attended on May 30; the necessity of engaging the wider collegium; the [long] time frame of the initiative and the signals that might send [that the situation is not so urgent]; the magnitude of the cuts that would be required absent the window granted by the Board and community awareness of their impact; the difficulty for Faculties and units to be fully prepared to participate until the SHARP budget model is unveiled and a shadow budget created; the need for the Deans and Principal to be fully committed to working with colleagues and others at every phase of the exercise; the necessity that the bargaining units at the University must be made fully aware of every aspect of the process at every stage
June 20	APPRC Meeting	The Committee learned of now-titled “AAP” process, its relationship to PRASE, timelines (3-5 year period), structures, methodologies, preliminary consultations with the community, especially Faculty Councils. APPRC’s own role was discussed but deferred to the autumn. Concerns were expressed that the gravity of challenges not widely known, and that communication was essential for this initiative; members asked about the new budget model since it will have a bearing; there was a suggestion that the process look to cyclical reviews in the development of evaluation criteria
September 12	APPRC Meeting	Questions and comments about AAP at the first meeting of 2013-2014 ranged over a number of issues such as the definition of a program, opportunities to better define academic programs and structures, the diversity of Faculties in their makeup and governance and how this could be accommodated by the process, the possibility of building on cyclical program reviews, the intended purpose templates for program submissions in response to evaluations, and the task forces that would be created.
September 26	APPRC Meeting	<p>A resumed discussion of the Program Prioritization initiative touched on the following:</p> <ul style="list-style-type: none"> <li>• the complex external (such as Strategic Mandate Agreements) and internal environments (where the University Academic Plan provides a lens on priorities but does not represent a comprehensive guide)</li> <li>• the process by which evaluation criteria will be developed and reviewed, the timelines for submission, and the methodology for sorting programs by the Academic Task Force</li> <li>• general criteria for membership on the Task Force, including a composition that would reflect the University’s diversity and the ability and willingness of individual members to put the University’s broad interests at the forefront</li> <li>• the nomination process, which may entail an open call or a more targeted invitation</li> <li>• the nomination and selection process for Task Force members, and the possibility that APPRC may play a part in the review of nominees prior to the final selection by the President</li> <li>• the need for a clear and explicit definition of <i>program</i>, which in the case of academic activities might begin with the list of cyclical program reviews</li> <li>• timelines for the completion of phases (finalization of criteria, submission of evaluation templates, training for Task Force members, and response to submissions)</li> <li>• evaluation criteria, which may be particularly attentive to quality but may take into account other factors such as impact and essentiality</li> <li>• the need to open the exercise to opportunity analysis</li> </ul> <p>Members suggested that it would be constructive to provide Senate with information on similar processes underway elsewhere [which had previously been recommended by Senate Executive].</p>

September 26	Senate	<p>APPRC's report to Senate facilitated a presentation by the Provost and VP Finance and Administration, prior to which the Committee noted that:</p> <p>Provost Lenton and Vice President Brewer are now visiting Faculty Councils in order to facilitate discussions similar to those at Senate in May and June and at the strategic community consultation co-sponsored with APPRC. The presentations describe the origins, nature, and implications of the challenges the University faces, and outline a way forward. Faculty Council discussions are an important part of the early phase of Program Prioritization. Senate Executive has suggested that the update cover the broader context for the York exercise (public policy considerations, experiences with prioritization at other universities) and identify questions and answers that have come up at Faculty Council discussions. Provost Lenton has reiterated her commitment to a collegial, transparent process, the details of which will be elaborated on at the Senate meeting....</p> <p>...APPRC is now working to establish its role in the overall process. This will certainly involve providing ongoing advice on matters of process and helping to facilitate the frequent opportunities that Senators will have to engage in substantive discussions. It may take other forms as well.</p>
October 10		<p>The Committee reviewed the Secretary's notes for the September meeting of Senate concerning AAP. APPRC accepted advice from its Technical Sub-Committee on the appropriate for the Committee relative to AAPR, which was later reported to Senate.</p>
October 24	APPRC Meeting at Glendon	<p>The Committee resumed discussion the Academic and Administrative Prioritization initiative, and <i>received</i> the following documents:</p> <ul style="list-style-type: none"> <li>• the template to be used for program submissions with criteria categories, definitions, weighting, and evaluation questions</li> <li>• draft selection criteria and process</li> <li>• an outline of the AAP stages</li> </ul> <p><i>APPRC and Senate:</i></p> <p>The Committee provided advice on a variety of aspects of the initiative, with special emphasis on its role and that of Senate. It was understood that Senate had an interest in the process, and that APPRC was well positioned and mandated to monitor and facilitate. Since the task forces are meant to provide planners with additional tools and will not make decisions on the fate of programs, the rights and responsibilities of Faculty Councils and Senate will not be undermined by APP. As previously affirmed, APPRC can play a significant part by ensuring that questions that arise are answered, and it was agreed that Senators should be made aware that they can send communications to the Committee through the Secretary. The Provost confirmed that the three-month time frame allocated in stage 1 to preparing submissions was similar to that at other institutions where program prioritization initiatives had been undertaken.</p> <p><i>Membership criteria and selection:</i></p> <p>The Committee <i>agreed</i> that it would name two members to the group (which would include the academic members of the Steering Committee) that reviewed nominations prior to final selection.</p> <p><i>Draft evaluation criteria / template:</i></p>

		<p>In a preliminary discussion, the Committee offered ideas about the draft criteria, including the thought that a question combining 7 and 8 (revenues and expenses) would provide additional context. There were concerns about the burdens placed on unit leaders to prepare multiple responses, and colleagues will be encouraged to make the preparation of templates a collective one. The template would not permit programs to provide aggregate data (e.g., show how different facets of a program may cross-subsidize internally), but respondents would be free to describe how related elements serve a greater good. The Task Force will be responsible for taking into account an array of factors.</p>
October 24	Senate	<p>The Committee provided Senate with two reports, one supplemental, which described the role played on behalf of Senate and shared the latest information it had received about the initiative.</p> <p>In terms of its roles, the Committee reported the following: as appropriate, designate members on the Academic Task Force; facilitate frequent progress reports and input at Senate; review and make recommendations on documents provided by the Provost such as Task Force membership criteria or program templates, provide timely advice on matters pertaining to collegial processes; monitor developments as they relate to the University Academic Plan's objectives and the Committee's mandate."</p>
November 7		<p>The Committee reviewed the Secretary's notes, October 24 Senate Meeting and its own supplemental report to Senate in October</p> <p>"In a resumed review of the draft template, members furnished additional advise on the template, and in doing so highlighted categories 7 and 8 (it was suggested that that there be a question within one cell or another that permits respondents to synthesize, i.e., put revenues/expenses in some context) and categories 9 and 10 (where the summative questions bring UAP into focus and it was asked if a "contribution" to the UAP / White Paper is preferable to "impact" and if there might there be an academic question similar to the administrative one in category 9, that is what could be lost if a program was suspended, closed or scaled back?) Members were invited to provide further input via e-mail."</p> <p>Members offered a number of suggestions about a draft nominations form included the following:</p> <ul style="list-style-type: none"> <li>• it was generally agreed that version #2 of the form was preferable</li> <li>• nominations could be accompanied by "considered input", e.g. nominee statements or nominator opinion on the fit with criteria</li> <li>• nominees should be encouraged to paste excerpts from CVs that are most relevant to the membership criteria) or provide a point form listing of CV highlights</li> <li>• another membership criterion worth considering is an understanding or appreciation of the wider context for PSE and the implications for York</li> <li>• the form should be modified to confirm that a nominee is tenured</li> <li>• sustained commitment to the University could be better rendered as sustained contributions</li> </ul> <p>Members expressed interest in the scoring methodology and asked for additional information. It was understood that the template would present challenges for the ORUs. Members were interested in the likely impact on the overall budget of AAPR – the total amount saved and how it would be</p>

		distributed.
November 21	APPRC Meeting	<p>The Committee took note of questions forwarded via the Committee from 3 members of the community, and was advised that such questions, together with answers, would be posted on AAPR Website.</p> <p>The Committee scheduled a special meeting on November 28 focussing solely on AAPR matters.</p>

**Academic Policy, Planning and Research**

**Sub-Committee on Organized Research Units**

**Report to the Full Committee**

**October 24, 2013**

*The Sub-Committee met October 17 and submits the following report to the full Committee for information. The Senate Policy on Organized Research Units and the Sub-Committee's mandate are attached as Appendix A.*

**1. Chair for 2013-2014**

Professor Agathangelou has agreed to chair the Sub-Committee again this year.

**2. Annual Reviews and VPRI Responses**

Existing ORUs are required to file annual reports on their activities, membership, progress made in the implementation of plans, and funding. Directors participate in subsequent discussions of these documents involving ORU Boards (which consist of the directors, Deans and Principal or their Associate Deans Research together with the Vice-President Research and Innovation or Associate Vice-President). The Office of the Vice-President Research and Innovation then prepares a written response to the reports and Board discussions. Iterative feedback of this kind was strongly favoured by ORUs during the process leading to Senate approval of major amendments to the ORU policy, and it is designed to identify notable accomplishments as well as challenges. The Sub-Committee had an opportunity to review correspondence from the VPRI. These communications are candid and constructive.

**3. External Reviewers**

Under the terms of the Senate Policy on Organized Research Units, an existing ORU that seeks a new charter is subject to external review. One ongoing role for the Sub-Committee involves commenting on individuals suggested as external reviewers. The Sub-Committee received a preliminary list of possible reviewers for eleven ORUs and provided feedback, especially in cases where there appeared to be the possibility of a conflict of interest. Sub-Committee members will have an opportunity to comment by e-mail as prospective reviewers' names are added.

**4. Chartering Process and Timelines / Anticipated Applications**

As Vice-President Haché reported to APPRC at its meeting of seven Institutional ORUs and six Faculty-based ORUs have communicated their interest in applying for new charters. Notices of Intent have also been filed for two new Faculty-based ORUs. In 2012-2013 the Sub-Committee endorsed efforts to ensure that applicants adhere to prescribed timelines (this year's milestones are set out in Appendix B), and is pleased to report that the process is on track at present. The next sages involve the submission of applications to sponsoring Faculties along with requests for letters of support (November 1) and the submission of a final application (November 29). APPRC will receive chartering recommendations in the spring.

Documentation is attached as Appendix B.

## 5. **ORU Membership Report**

The VPRI has shared with the Sub-Committee a first-ever comprehensive ORU active membership report and analysis. It is an exceptionally helpful document that reflects the interdisciplinary cast of York research and enables a tracking of changes over time. The Sub-Committee applauds the VPRI for producing these data. A companion table showing the composition of Boards was also shared with the Sub-Committee.

Documentation is attached as Appendix C.

## 6. **ORU Director Searches**

Most director searches came to successful conclusions in 2012-2013. In two cases interim directors were named. Six searches will be conducted in 2013-2014. Succession planning is of vital importance, and the Sub-Committee welcomes a commitment from the VPRI to assist ORUs and their directors in actively seeking out candidates.

Documentation is attached as Appendix D.

## 7. **ORUs, Collaboration and Reputation**

ORUs are crucial to the success of our UAP research objectives.<sup>1</sup> This is true in terms of their unique undertakings but also in terms of the role they play together as flagships for York research. In the recent past the half-dozen health-related ORUs have discussed novel structural changes such as mergers or the creation of an umbrella institution. At this stage it serves the existing ORUs better to retain their separate identities and structures. Even so, members of these ORUs, their sponsoring Faculties, and the VPRI have committed to seek collaborative arrangements that will help project the University's strength in this area. The Sub-Committee has recorded its support for collegially-driven efforts by ORUs to coordinate, cooperate, and collaborate in the cause of enhancing profiles and building reputations.

Anna M. Agathangelou, Chair

---

<sup>1</sup> Goals associated with research intensification, the organizing theme in this priority area of the UAP are:

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

## Sub-Committee on ORUS

### Mission

In a context in which research is a priority in academic planning, and the support of collaborative research plays an important role in the achievement of planning objectives, the Sub-Committee shall assist the Academic Policy, Planning and Research Committee in the fulfillment of responsibilities set out in Senate legislation in the domain of Organized Research Units.

### Membership

a) The Sub-Committee shall have the following members:

Voting Members: Three members designated by the Academic Policy, Planning and Research Committee

Ex officio non-voting members: The Vice-President Research and Innovation and the APPRC member nominated by the Council of Research Directors [amended 2012]

Secretary: Secretary of the Academic Policy, Planning and Research Committee

Others: Resource personnel of the Office of the Vice-President Research and Innovation

b) The membership shall be confirmed on an annual basis, normally in September.

c) The Sub-Committee shall elect a Chair from its membership on an annual basis.

### Mandate

The Sub-Committee shall be responsible for:

- overseeing the implementation of relevant Senate policies, and making recommendations on the amendment of such policies
- receiving administrative and full reviews of ORUs, and making recommendations for the continuation or closure of centres and institutes
- reviewing proposals to change the name, mandate or status of a research centre or institute, and making recommendations on such revisions
- formally assigning individuals to serve as Senate's participants on review panels (normally at "arm's length" from the ORU under review)
- reviewing proposals for new ORUs and making recommendations to the full Committee on their establishment
- advising Academic Policy, Planning and Research and the Vice-President Research and Innovation on substantive and procedural matters related to the establishment, continuation and closure of ORUs
- acting as a liaison with other bodies, including the Council of Research Directors

### Policies

Senate Policy on Organized Research Units (2012)



# Senate Policy on Organized Research Units

## 1. Policy Statement

It shall be the policy of York University to provide for the establishment of Organized Research Units (ORUs) within the scope, terms and conditions of this Policy and its associated guidelines and procedures.

## 2. Vision, Principles and Objectives

### 2.1. Research in Academic Planning

York's University Academic Plan identifies research intensification as a primary planning objective in the quest for York to ascend to the fore of Canada's leading comprehensive research intensive institutions. York's creative and scholarly research endeavours also provide a stimulating and innovative environment that enriches all other academic activities, are vital to attracting highly motivated students seeking innovative experiential and other high quality learning experiences, and strengthen the University's commitments to external engagement and social justice.

### 2.2 Collaborative Research and Organized Research Units

While the promotion and encouragement of individual research excellence remains at the forefront of research development at York, in an increasingly complex research environment, the quest for excellence and leadership also depends on collaboration and interaction between researchers from often diverse backgrounds in pursuit of common goals. Indeed, collaboration and interdisciplinarity are hallmarks of the distinctiveness and leadership of York that provide the University with the expectation of a natural competitive advantage in realizing its research aspirations.

While collegial collaborative activity within and across disciplines occurs broadly and arises organically, there are many instances where the scope or scale of the research opportunity can best be developed through formal collaborative association and the strategic investment of resources. Further, as no academic institution can expect to provide leadership in all areas of research endeavors, it is important for the institution to develop appropriate mechanisms to enable it to invest strategically in the development of larger-scale research initiatives.

York's collaborative research goals are furthered by a number of key activities, which include:

- the development and implementation of strategic research plans of the University and Faculties
- strategic investments in larger-scale research initiatives
- responsiveness to external research opportunities, such as are established by the federal and provincial governments and other major funders of research, as well as by civil society, communities, industry, and business.

Opportunities typically follow natural cycles, and their duration and evolution will vary according to their purpose and nature.

York University sees the Organized Research Unit (ORU) as an important formal mechanism through which it can work to achieve its aspirations of collaborative strategic research leadership and development as well as other important research goals. Research Institutes and Centres chartered by Senate are expected to:

- foster vibrant and ongoing programs of collaborative research that explicitly incorporate York's tradition of interdisciplinary collegial scholarship

- provide communities to support individual researchers
- add value and promote quality by bringing together critical masses of scholars aspiring to national leadership and international recognition in clearly identified areas of research consistent with York's values and traditions of community engagement and the translation and mobilization of knowledge, broadly construed and including the methods used in the Sciences, Social Sciences, Humanities, and Fine Arts, to the greater benefit of society
- provide institutional platforms, including specialized administrative expertise, from which to apply for grant and infrastructure support for collaborative and individual projects, and an institutional framework within which to administer them when granted
- provide the means and the encouragement to co-operate with scholars at other universities and institutions, as well as with community and private-sector-based researchers
- enhance and extend teaching, foster the training of future researchers, in a rich environment for graduate student learning and research.
- contribute to building the external reputation and raising the external profile of York research and researchers

### 3. Nature of Organized Research Units

All ORUs are expected to seek and obtain support from a variety of internal and external sources. ORUs are normally expected to assist in the attainment of University research plans. They may be organized exclusively within York or established jointly with another university or institution (within Canada or internationally) through formal agreement. Research Centres/Institutes may be developed either within the Faculties on the Keele and Glendon campuses or through the office of the Vice President Research and Innovation (VPRI), as warranted by the size, degree of interdisciplinarity, and impact of the initiative.

### 4. Senate Authority

Organized Research Units are established by means of Charters approved by Senate on recommendations from its Academic Policy Planning and Research Committee (APPRC), which oversees the application and evolution of this policy.

### 5. Nature and Duration of Charters

No entity shall have or use the designation of Research Centre/Research Institute unless it has been chartered by Senate. ORU charters are approved by Senate. ORU charters are approved by Senate based on recommendations of its Academic Policy, Planning and Research Committee (APPRC). Charters are for a fixed term of five years.

### 6. Role of the Vice-President Research and Innovation

York's research is conducted by individuals and groups working within and across Faculties and academic units. A key role is assigned to the Vice-President Research. ORUs at both the Institutional and Faculty level are expected to be supported by the Faculties and normally reflect the strategic objectives of the Faculty as well as the Institution. The VPRI is responsible for issuing calls for ORU applications and overseeing their review, and is expected to play a major role in supporting the seeding and nucleating of ORUs and in providing the ORUs with access to the tools needed to reach their objectives and sustain their success for the duration of the opportunity. The VPRI also has a primary role in ensuring the accountability and sound management of ORUs, according to its mandated responsibilities. In applying this policy, the VPRI coordinates efforts with the Academic Policy, Planning and Research Committee of Senate and its Sub-Committee on ORUs.

## 7. Effective Date of this Policy / Transition Provisions

This Policy, and attendant operational changes, comes into effect on the date it is approved by Senate. 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.

## **Senate Guidelines and Procedures on Organized Research Units**

### **GUIDELINES**

#### **1. Roles and Expectations**

Organized Research Units may be institutionally based or based within Faculties. Institutional ORUs will normally be expected to attract and support a large critical mass of researchers from across multiple units and Faculties. Faculty-based ORUs normally bring together a critical mass of researchers predominantly from a single Faculty.

All ORUs are expected to:

- attain at least national leadership and international recognition in the relevant area of research.
- normally align with the strategic research objectives of the University and/or lead Faculty and drive development of research at the Institution in their areas
- identify opportunities and be a focus for research-related faculty recruitment
- build around a single focus, or serve as a synergistic hub for convergent programmatic activities
- provide successful leadership in the pursuit of programmatic and infrastructure funding, while also taking advantage of opportunities to grow and develop their research programs and to sustain their operations
- provide an enhanced research and training environment for undergraduate and graduate students and postdoctoral fellows
- develop extensive relationships within the region, nationally and internationally and to actively engage in knowledge transfer and knowledge mobilization activities to an extent appropriate to the area of research

#### **2. Organized Research Service Units**

In some instances, the operations of an ORU may primarily involve the provision of service or contract research products to internal or external clients. Such ORUs shall receive the designation of Organized Research Service Units (ORSUs). While excellence in scholarship and education remains an important goal of these units their evaluation places emphasis on the demonstrated excellence and the continuing relevance of the core services provided.

### **PROCEDURES**

#### **1. Responsibility for Documents and Processes**

Responsibility for templates and processes with respect to the chartering, governance and review of York University Research Institutes and Centres lies with the Vice President Research and Innovation, who shall seek advice from and consult with the APPRC Sub-Committee on ORUs and may consult with other relevant groups around the University.

## **2. Timing of Applications**

Proposals for new ORUs may be submitted at any time or in response to calls for proposals by the VPRI (Institutional ORUs) or Faculty Research Office (Faculty-based ORUs). (For spontaneous proposals, prospective applicants are strongly advised that the viability of an application is contingent upon the availability of resources and other forms of support from the applicable Faculty/Faculties and/or the Division of the Vice-President Research and Innovation.)

## **3. Application Components**

### **3.1 Templates and Processes**

All applications must conform to prescribed templates consistent with the Senate Policy on ORUs. Applications for Institutional ORU status must be accompanied by letters of support from all participating Faculties. Applications for Faculty-based ORU status must be accompanied by a letter of support and commitment by the Dean/Principal of the lead Faculty, who may also provide the reports of any external peer reviews that they have requested, and by letters of support from other participating Faculties.

The office of the VPRI shall ensure due diligence in the assessment of ORU charter applications. The VPRI may seek advice from appropriate internal and external advisory bodies in developing an assessment, and will declare the source of the advice received. Applications for ORU status also may, at the discretion of the lead Faculty/VPRI, be subject to external peer review in addition to internal consultation.

## **4. Criteria**

Applications will be assessed by comparison to the expectations for ORUs as described under Guidelines, with the weighting placed on individual criteria appropriate to the nature of the application and the context in which it is submitted.

## **5. Approval Process**

All applications and accompanying review documentation shall be provided to the Sub-Committee on ORUs of APPRC for information and discussion. No member of APPRC or its Sub-Committee on ORUs may participate in discussions regarding recommending an ORU charter (application or renewal) if they are a member (current or prospective) of the ORU under consideration.

Applications are expected to fulfill two criteria for chartering: 1) be of a high academic standard with realistic goals and aspirations appropriate to the area of research, clearly defined and meeting the expectations set out in the guidelines; and 2) have a commitment for appropriate levels of resource support to fulfill the charter mandate. For applications fully fulfilling these criteria, the VPRI will propose to the Sub-Committee on ORUs that the applicants be granted a Charter. The Sub-Committee on ORUs shall be responsible for making recommendations to APPRC. APPRC shall be responsible for making recommendations to Senate.

Unsuccessful applicants may re-apply under the terms specified in clause 3, above (Timing of Applications).

## **6. Annual Reporting**

ORUs are expected to maintain a sound financial footing and to comply in full with all applicable University policies and relevant external requirements.

Conforming to prescribed templates, retrospective annual reports shall detail progress made toward achieving goals and finances, together with a prospective research and financial plan for the year ahead.

Institutional ORUs submit their reports to the office of the VPRI. Faculty-based ORUs submit their reports to the Lead Faculty, but provide copies to other participating Faculties and the Vice-President Research and Innovation.

Annual reports shall be forwarded to the Sub-Committee on ORUs of APPRC for information and comment. In the year before the end of their charter, interested ORUs may submit an application for a new charter. The application process will consist of two parts: a) a retrospective review of the past term and b) a proposal for the next term.

## **7. New Charters**

The application process is administered by the Office of the VPRI in consultation with APPRC and resources shall be made available through the office of the VPRI to support the review process. This will include a site visit of up to two days by an expert external review team of normally 3 members selected by the VPRI in consultation with the Sub-Committee on ORUs on the basis of suggestions by the ORU itself, and the participating Faculties. Materials to be provided in advance of the site visit will include all annual reports and plans from the past and a full application addressing the proposed next term of activities.

As part of the review process, the review team will receive an overview of the philosophy, culture and expectations for ORUs at York so as to be able to appropriately appreciate the unique aspects of the York ORU environment. This introduction will include a welcome briefing by the VPRI and interaction with at least one member of the Sub-Committee on ORUs, and the opportunity to meet with other ORU directors in related areas (Institutional or Faculty, based on the individual review). While review visits are expected to follow a common protocol, time will also be provided to the team to allow them to appropriately explore issues that they may identify during the course of the review.

The review team shall report on ORU progress against expectations and assess and report on the continuing opportunity for the ORU as well as the alignment of the ORU with ongoing internal Faculty/University strategic priorities and external priorities and opportunities. The Review Committee report will be communicated to the ORU and the ORU director shall have an opportunity to provide a written response to the report. The VPRI also may seek advice from others in the formulation of recommendations regarding applications for new charters.

Applications for new charters and accompanying review documentation shall be provided to the Sub-Committee on ORUs of APPRC for information and discussion

Applications are expected to fulfill three criteria for subsequent chartering: 1) being judged through external peer review to have met expectations outlined in their existing charter; 2) have a new charter proposal that continues to be of a high academic standard with realistic goals and aspirations appropriate to the area of research, clearly defined and meeting the expectations set out in the guidelines; and 3) have a commitment for appropriate levels of resource support needed to fulfill the new charter mandate. For Applications fully fulfilling these criteria, the VPRI will propose to the Sub-Committee on ORUs that the applicants be granted a new Charter. The Sub-Committee on ORUS shall be responsible for making recommendations to APPRC. APPRC shall be responsible for making recommendations to Senate.

Unsuccessful applicants may re-apply under the terms specified in clause 3, above (Timing of Applications).

In the absence a new Senate-approved charter, ORU funding will cease at the expiration date of the existing charter and ORU activity will cease no more than three months following the expiration of the Charter, at which time the designation of Research Centre / Research Institute shall no longer be used by the research group.

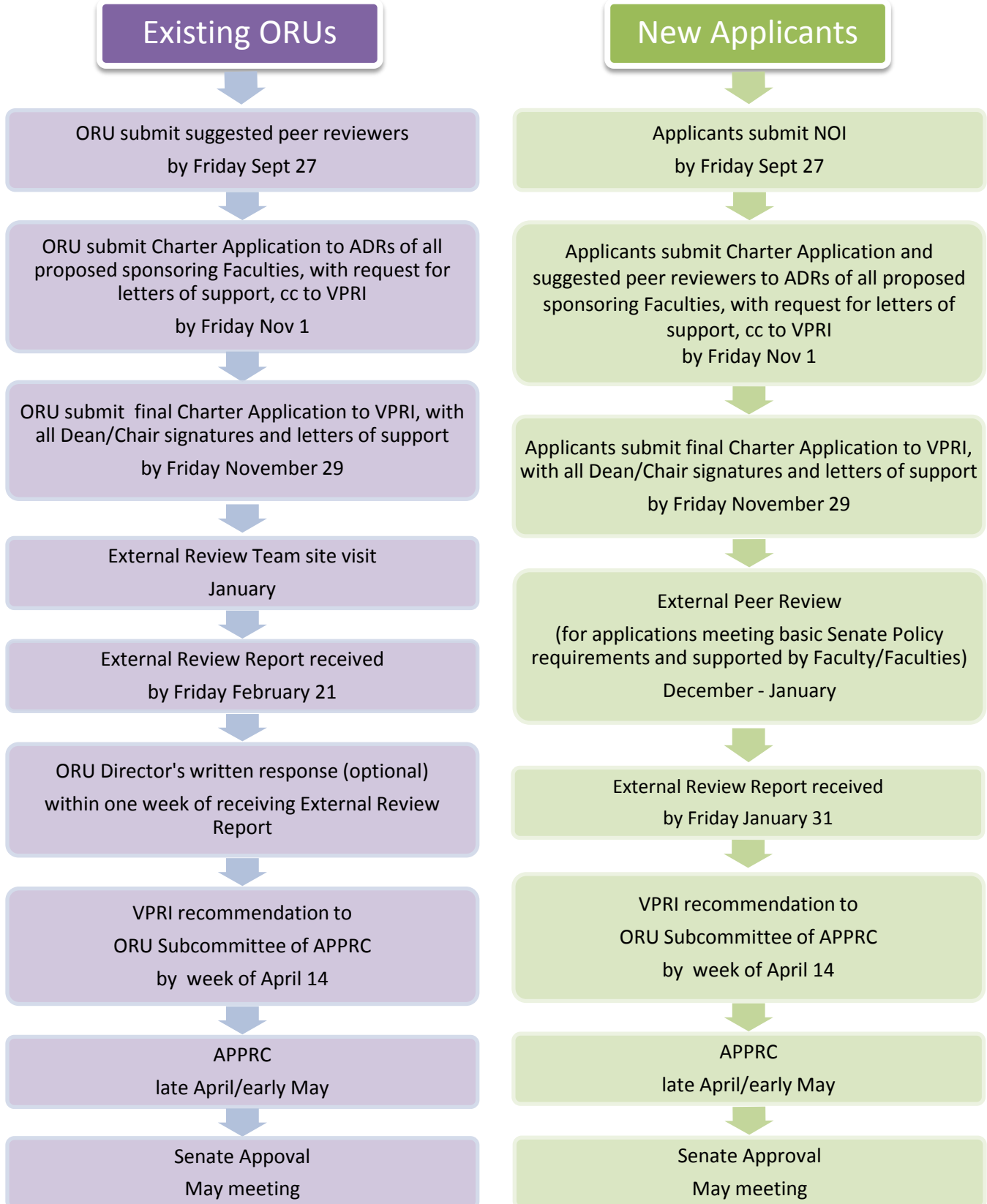
#### **8. Sunset (Winding Up) Provisions**

All ORU assets are the property of the University in the absence of explicit agreements stating otherwise. All agreements with respect to ORU assets must be in compliance with University policies and procedures and must be approved by the affected Faculties and VPRI before execution.

It is recognized that during the course of their lifespan ORUs may accumulate assets dedicated to the areas of ORU activity. This may include physical assets as well as supports such as endowments.

In their accumulation such assets may be accompanied by a legacy clause that specifies their disposition within the Institution when the charter of the ORU expires and ORU activities cease. In the absence of a legacy clause or sunset agreement in the ORU charter, following the expiration of its charter the assets of an Institutional ORU revert to the VPRI, whereas assets of a Faculty ORU revert to the Faculty.

# ORU Charter Applications 2013-14







Institutional  
**ORU**

**Active Membership  
Analysis & Report  
2012-2013**



September 10<sup>th</sup>, 2013  
Prepared by Matthew Cheuk  
Office of the Vice-President Research & Innovation



## Preface

This report was produced by Matthew Cheuk, Research Assistant in the Office of the Vice-President Research and Innovation and is based on data received from Institutional ORU Annual Reports for the period July 1, 2012 to April 30, 2013.

## Definitions

### Active Member:

Full-time members of the York University faculty whose activities and outputs during the fiscal year (e.g. publications, grants, contracts, funding proposals, presentations, exhibits, etc.) are listed in Appendix 2 of the Annual Report of the ORU associated with their membership.

### Shared Member:

Active member who has memberships in two or more ORUs.

### Unique Member:

Active member who has only one membership in a single ORU.

## Abbreviations used in this report:

**ORU** Organized Research Unit. Any reference herein to the term "ORU" means "Institutional ORU" (as opposed to Faculty ORU).

**CERLAC** Centre for Research on Latin America and the Caribbean

**CFR** Centre for Feminist Research

**CITY** The City Institute at York University

**CJS** Israel and Golda Koschitzky Centre for Jewish Studies

**CRS** Centre for Refugee Studies

**CVR** Centre for Vision Research

**IRIS** Institute for Research and Innovation in Sustainability

**IRLT** Institute for Research on Learning Technologies

**ISR** Institute for Social Research

**Robarts** Robarts Centre for Canadian Studies

**Tubman** Harriet Tubman Institute

**YCAR** York Centre for Asian Research

**YIHR** York Institute for Health Research

**ED** Faculty of Education

**FES** Faculty of Environmental Studies

**FFA** Faculty of Fine Arts

**FSE** Faculty of Science and Engineering

**Glendon** Glendon College

**Health** Faculty of Health

**LAPS** Faculty of Liberal Arts and Professional Studies

**Osgoode** Osgoode Hall Law School

**Schulich** Schulich School of Business

**For internal use only.  
Office of the VPRI, York University.  
Copyright 2013. All rights reserved.**

## Table of Contents

Introduction	Page 3
Faculty Engagement	Page 3
ORU Size & Faculty Representation	Page 4
New Members	Page 5
Shared Members	Page 7
Multiple Memberships	Page 7
Overlapping Membership	Page 8

## At a Glance

**356**

Total Active Members

**85**

Number of New Members

**53**

Number of Shared Members

**32**

Average ORU Membership Size

**60**

Largest Reported Membership

**12**

Smallest Reported Membership

## Introduction

At the time of writing, there are 13 official institutional ORUs at York University. **Figure 1** and **3** below indicate the number of active members reported by each institutional ORU and the Faculty with which they are affiliated. Total membership across all ORUs rose by 85<sup>1</sup>, with CERLAC and YIHR reporting the largest year-over-year membership growth. Although LAPS continues to be heavily represented across all ORUs except CVR, it is only the third most engaged Faculty at 32% in terms of active members relative to the overall Faculty size. As shown below, FES and ED actually surpassed LAPS in this metric with 70% and 51% involvement, respectively. Schulich, Glendon, and FFA appear to be underrepresented in active ORU membership. There are no active members without a Faculty affiliation.

## Notable Observations

- IRLT – strong participation by ED faculty
- CITY – strong participation by FES faculty
- CVR – strong participation by Health faculty
- Robarts has doubled LAPS members
- Schulich faculty – concentrated in IRIS
- FSE faculty – concentrated in CVR
- Glendon faculty – concentrated in Robarts
- YIHR has quadrupled LAPS members

**Figure 1: 2012-13 ORU Reported Membership and Faculty Engagement**

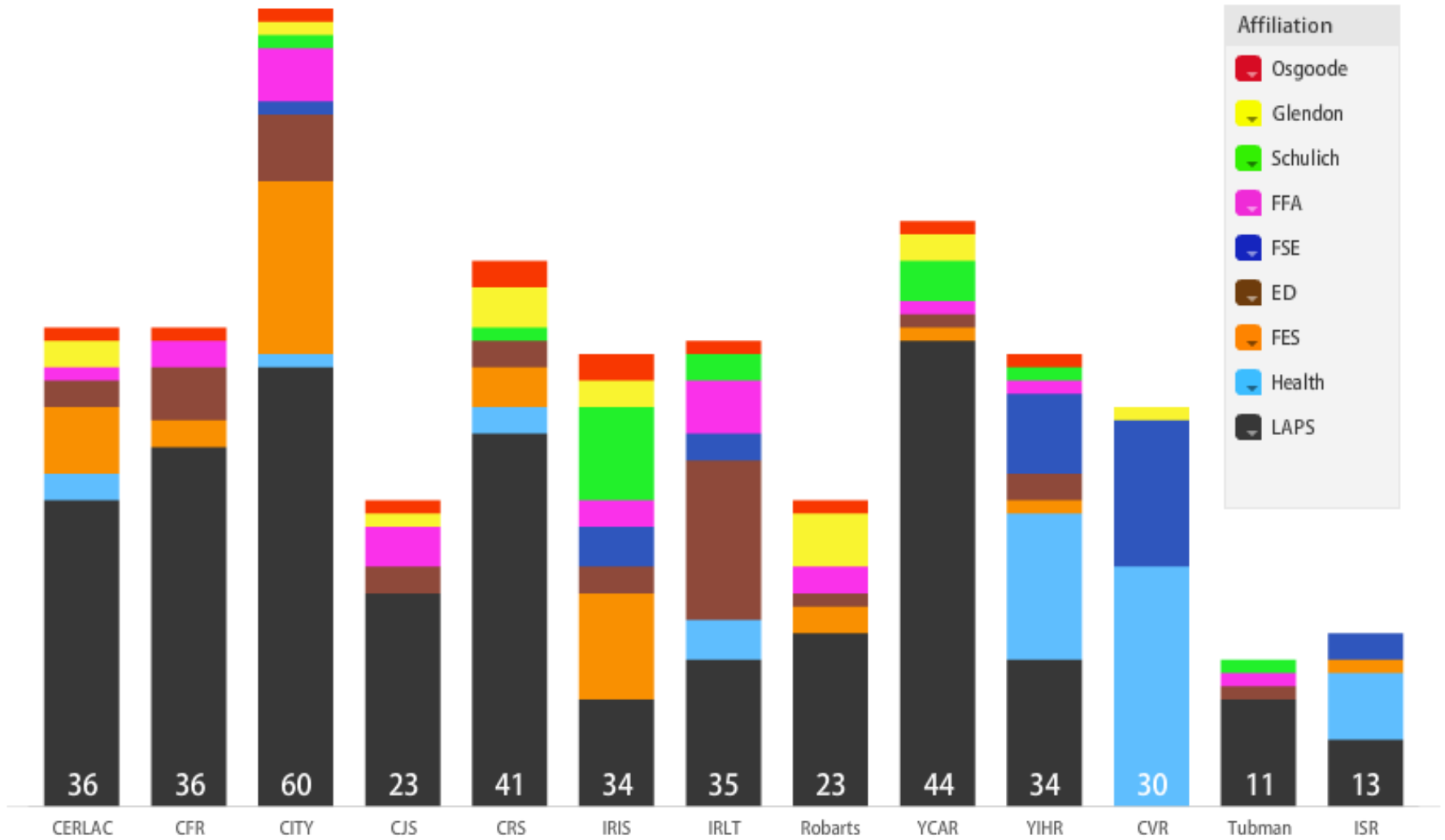
ORU	LAPS	Health	FES	ED	FSE	FFA	Schulich	Glendon	Osgoode	Total	Growth from 2011-12
CERLAC	23	2	5	2		1		2	1	36	+15
CFR	27		2	4		2			1	36	+10
CITY	33	1	13	5	1	4	1	1	1	60	+4
CJS	16			2		3		1	1	23	-2
CRS	28	2	3	2			1	3	2	41	+2
CVR		18			11			1		30	+1
IRIS	8		8	2	3	2	7	2	2	34	+4
IRLT	11	3		12	2	4	2		1	35	-2
ISR	5	5	1		2					13	-
Robarts	13		2	1		2		4	1	23	+10
Tubman	8			1		1	1			11	-9
YCAR	35		1	1		1	3	2	1	44	+2
YIHR	11	11	1	2	6	1	1		1	34	+18
<b>Total</b>	<b>218</b>	<b>42</b>	<b>36</b>	<b>34</b>	<b>25</b>	<b>21</b>	<b>16</b>	<b>16</b>	<b>12</b>	<b>420</b>	<b>+12</b>
<b>Adjusted Total<sup>2</sup></b>	<b>183</b>	<b>39</b>	<b>28</b>	<b>25</b>	<b>24</b>	<b>18</b>	<b>16</b>	<b>12</b>	<b>11</b>	<b>356</b>	<b>+2</b>
Faculty Size <sup>3</sup>	575	165	40	49	207	122	83	85	56	1382	+14
<b>%Engaged</b>	<b>32%</b>	<b>24%</b>	<b>70%</b>	<b>51%</b>	<b>12%</b>	<b>15%</b>	<b>19%</b>	<b>14%</b>	<b>20%</b>	<b>26%</b>	<b>-0.12%</b>

<sup>1</sup> The total growth in Figure 1 does not show 85 because there were two less institutional ORUs during 2012-13.

<sup>2</sup> The totals are adjusted to remove multiple counting of members with more than ORU membership.

<sup>3</sup> Total full-time faculty numbers reported in the York Factbook dated October 1, 2012.

Figure 2: ORU Size and Faculty Representation 2012-2013



Please visit the following link for an interactive version of this graph: <http://ibm.co/1fS37z1>

## New Members

New active members are those who appeared in the 2012-13 ORU Annual Reports as having made active contributions to the ORU, but did not appear in the 2011-12 Annual Reports. In total, 85 active members were considered new to a particular ORU, making up almost a quarter the total active membership. This includes members with multiple memberships who may be a completely new entrant in one ORU but is also an already existing active member in another.

If such members were excluded so that only absolutely new entrants were counted, there would only be 70 absolutely new active members, lowering the proportion of new members to total members from 24% to 20%. In other words, this is the first time these 70 members appeared in the ORU Annual Reports whereas the other 15 members were previously active in 2011-12 but have acquired new active membership in another ORU during 2012-13. **Figure 3** below shows all 85 new active members so that new membership within each ORU is accurately represented.

The total number of new members in each ORU as shown in **Figure 3** may correspond with the ORU growth numbers in **Figure 1**. **Figure 4** below groups these numbers together for ease of comparison. If the numbers match, it means that the new active members were simply added to the ORU without any previous active members leaving the membership. If the number of new members is higher than the growth number of an ORU, the difference between the two numbers indicates the number of previous active members who have stopped being active in the ORU.

**Figure 3: New Membership Analysis**

ORU	LAPS	Health	FES	ED	FSE	FFA	Schulich	Glendon	Osgoode	Total	ORU Total	% New
CERLAC	9	2	2			1		1		15	36	42%
CFR	7		1	1					1	10	36	28%
CITY	3					1				4	60	7%
CJS										-	23	-
CRS	1		1				1	2	1	6	41	15%
CVR					1					1	30	3%
IRIS			1		1	1	1			4	34	12%
IRLT										-	35	-
ISR										-	13	-
Robarts	8		2	1				2	1	14	23	61%
Tubman										-	11	-
YCAR	11						1	1	1	14	44	32%
YIHR	9	5		2	2	1	1			20	34	59%
<b>Total</b>	<b>48</b>	<b>7</b>	<b>7</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>6</b>	<b>4</b>	<b>88</b>	<b>420</b>	<b>20%</b>
<b>Adjusted Total</b>	<b>48</b>	<b>7</b>	<b>5</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>5</b>	<b>4</b>	<b>85</b>	<b>356</b>	<b>24%</b>

**Figure 4: Calculating Members Departed from ORUs**

Members	CERLAC	CFR	CITY	CJS	CRS	CVR	IRIS	IRLT	ISR	Robarts	Tubman	YCAR	YIHR
<b>Growth<sup>1</sup></b>	15	10	4	-2	2	1	4	-2	-	10	-9	2	18
<b>New<sup>2</sup></b>	15	10	4	-	6	1	4	-	-	14	-	14	20
<b>Departed<sup>3</sup></b>	-	-	-	2	4	-	-	2	-	4	9	12	2

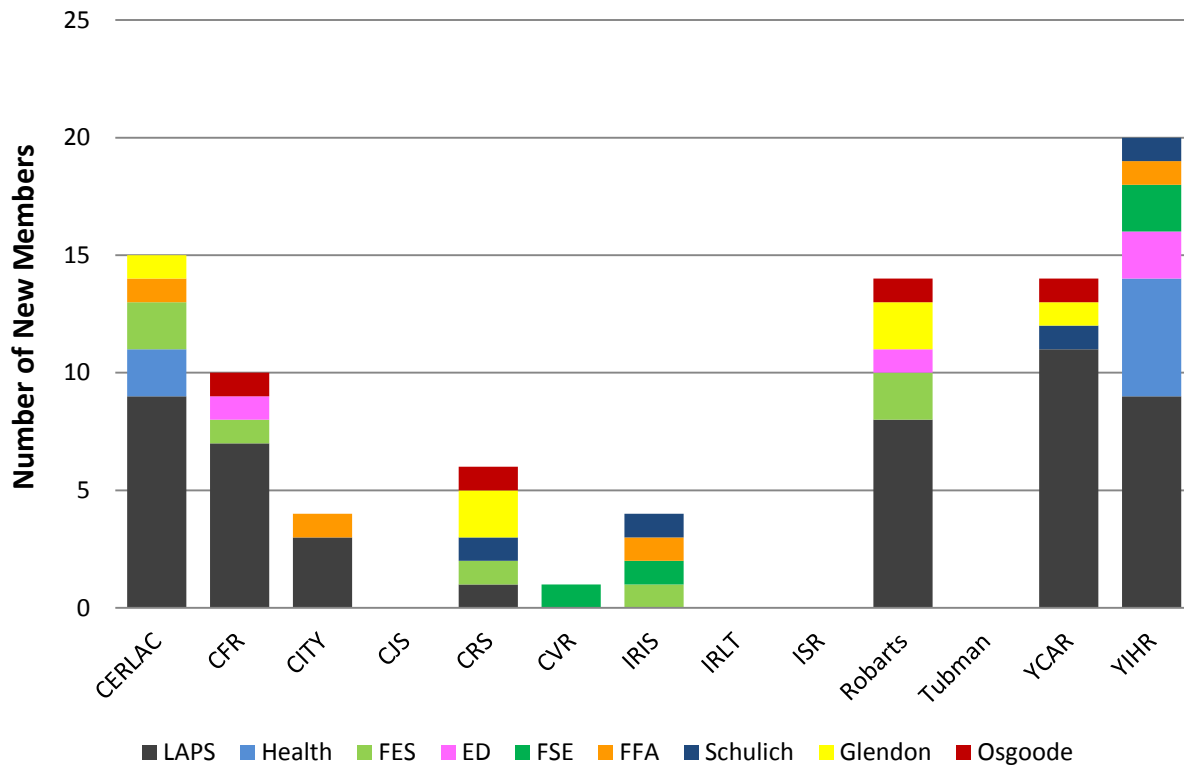
<sup>1</sup>ORU active membership growth from Figure 1

<sup>2</sup>New active membership additions from Figure 3

<sup>3</sup>(New - Growth) = Number of previously active members who have left the ORU

Figure 5 below displays data from Figure 3 to better evaluate from which faculty new members of each ORU originate. Not surprisingly, the majority of new members come from LAPS while the rest have more or less equal representation from all the other Faculties.

**Figure 5: New Membership Affiliation**



## Shared Members

Counting each member only once, there are a total of 356 individual faculty members who belong to at least one institutional ORU. **Figure 6** below shows the number of members that are unique or shared within each individual ORU. About half of the ORUs have increased shared members while the other half retained the same proportion of shared members as the year before. The ORUs highlighted in red have a high proportion of shared members compared to its total active membership.

**Figure 6: Unique and Shared Members**

ORU	Total Active Members	% of Shared Members	Unique Members	Shared Members	2011-12 Shared Members	Year-over-Year Difference
CERLAC	36	39%	22	14	11	+3
CFR	36	31%	25	11	11	-
CITY	60	48%	31	29	24	+5
CJS	23	17%	19	4	5	-1
CRS	41	51%	20	21	21	-
CVR	30	3%	29	1	1	-
IRIS	34	35%	22	12	9	+3
IRLT	35	20%	28	7	5	+2
ISR	13	8%	12	1	1	-
Robarts	23	30%	16	7	3	+4
Tubman	11	45%	6	5	4	+1
YCAR	44	34%	29	15	16	-1
YIHR	34	26%	25	9	1	+8

## Multiple Memberships

The majority of active members are unique to their ORU with only a single membership. **Figure 7** shows that of the 53 shared members, most have two memberships, which may suggest a source of synergy.

**Figure 7: Number of Active Members with Multiple Memberships**

1 Membership	2 Memberships	3 Memberships	4 Memberships
303	43	9	1
85.11 %	12.08 %	2.53 %	0.28 %

# Overlapping Membership

Figure 8 below shows the cases of overlapping membership between an ORU and each of the other 13 ORUs. These “cases” do not necessarily represent the number of shared members as some members have 3 or 4 memberships.<sup>4</sup>

No colour: 1-2 cases    Green: 3-4 cases    Yellow: 5-6 cases    Red: 7 cases

Figure 8: Overlapping Membership

	CERLAC	CFR	CITY	CJS	CRS	CVR	IRIS	IRLT	ISR	Robarts	Tubman	YCAR	YIHR	Number of Cases of Overlap	Number of ORUs Overlapped
CERLAC		4	3		6		2				2		1	19	7
CFR	4		4		2			1				1	2	14	6
CITY	3	4		1	7		3	3		3	1	6	2	33	10
CJS			1				1	1						4	4
CRS	6	2	7				1					1	3	24	7
CVR								1						1	1
IRIS	2		3	1	1					4			1	13	7
IRLT		1	3	1		1				1	1		1	9	7
ISR												1		1	1
Robarts			3				4	1				1		9	4
Tubman	2		1					1					1	5	4
YCAR		1	6		1				1	1			1	13	7
YIHR	1	2	2		3		1	1			1	1		12	8
														<b>166</b>	

<sup>4</sup> Methodology Used: If Bob is in ORUs A and B, the pair AB is recorded. This membership overlap is recorded once. However, if Bob is in ORUs A, B, and C, then the membership pairs AB, AC, and BC are recorded. The same person has three overlaps that must be recorded. Therefore, the total is a count of the cases of overlap, not actual people.



Overview of Process 2013--2014



Director Searches lead by the Office of the Vice-President Research Innovation 2012-13 and 2013-14

Institutional ORU Director Searches 2012-13	Number of Applicants	Resulting Appointment	Name	Faculty	Term of Appointment
Centre for Research on Latin America and the Caribbean (CERLAC)	1	Director	Carlota McAllister	LA&PS	July 1, 2013 to June 30, 2018
The City Institute at York University (CITY)	0	Acting Director	Linda Peake	LA&PS	July 1, 2013 to June 30, 2014
The Israel and Golda Koschitzky Centre for Jewish Studies (CJS)	1	Director	Carl Ehrlich	LA&PS	July 1, 2013 to June 30, 2018
Centre for Refugee Studies (CRS)	1	Director	Jennifer Hyndman	LA&PS	July 1, 2013 to June 30, 2015 with option of renewing for an additional term of up to 5 years
Institute for Social Research (ISR)	1	Acting Director	Les Jacobs	LA&PS	July 1, 2013 to June 30, 2014
The Harriet Tubman Institute for Research on the Global Migrations of African Peoples (The Tubman Institute)	1	Director (on sabbatical until June 30, 2014) filled in by Acting Director	Michele Johnson (Director) Annie Bunting (Acting Director)	LA&PS	<b>Director</b> - July 1, 2013 to June 30, 2018 <b>Acting Director</b> - July 1, 2013 to June 30, 2014

Institutional ORU Director Searches Launched 2013-14 (to take office July 1, 2014)
Centre for Feminist Research (CFR)
The City Institute at York University (CITY)
Institute for Research and Innovation in Sustainability (IRIS)
Institute for Research on Learning Technologies (IRLT)* * Search to be launched in early 2014; Director to take office on January 1, 2015
Institute for Social Research (ISR)
York Institute for Health Research (YIHR)

## Senate Appeals Committee

**Report to Senate  
 at its meeting of November 28, 2013**

### FOR INFORMATION

#### 1. Annual Student Appeals Statistics, 2012-13

In this annual report, the Senate Appeals Committee (SAC) describes its activities for the past year, and presents data on Senate and Faculty-level cases.

Between July 1, 2012 and June 30, 2013 the committee completed consideration of 76 files. The type of appeals filed and breakdown by Faculty remained much the same as in previous years, with late withdrawal accounting for almost half of petitions and appeals at the Faculty level and 72% of the appeals to Senate. Overall, there was a small decrease in the number of petitions and appeals at the Faculty level, and the number appeals to Senate continues to drop. The majority (79%) of Faculty-level decisions on appeals were upheld.

**Table 1  
 SENATE APPEALS COMMITTEE CASE LOAD BY YEAR**

Year	Cases
2007-2008	133
2008-2009	137
2009-2010	120
2010-2011	98
2011-2012	84
2012-2013	76

**Table 2  
 OUTCOME OF CONSIDERATION BY YEAR AND DECISION**

	2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013	
	G	D	G	D	G	D	G	D	G	D	G	D
Leave to Appeal of Faculty Decisions	12	102	12	107	19	86	8	81	19	65	20	53
Reconsideration of Leave To Appeal Decisions	1	18	3	15	3	12	1	8	2	9	0	12
Appeal Hearing Decisions	9	4	6	9	6	16	6	3	16	5	16	4

G=Granted D=Denied

**Table 3**  
**SENATE LEVEL APPEALS BY TYPE, YEAR AND NUMBER**

Type of Appeal to SAC	2009-10 120 Appeals	2010-11 98 Appeals	2011-12 84 Appeals	2012-2103 76 Appeals
Late Withdrawal	57	61	61	55
Reconsideration of SAC decision	15	9	13	11
Deferment	1	5	7	7
Academic Honesty	17	4	2	1
Waiver of Required Withdrawal / debarment/early lifting/ readmission	10	9	8	8
Grade Reappraisal	14	13	5	2
Late Enrolment	2	1	2	0
Other	5	12	4	1
Waiver of degree/program requirement			2	5

**Note:** Table 3: For 2011-12 number of appeals refers to number of files. Reconsideration is not counted in the total. Waiver of required withdrawal can be combined with an appeal for late withdrawal.

**Table 4**  
**NUMBER OF FACULTY-LEVEL PETITIONS & APPEALS IN ENROLMENT CONTEXT**  
**2009-2010 TO 2012-2013**

Faculty	2009-2010 YU Enrolment: 53,205	2010-2011 YU Enrolment: 54,237	2011-12 YU Enrolment 54,507	2012-13 YU Enrolment 54,590
Education	128 Enrolment: 734	134 Enrolment: 742	119 Enrolment: 650	125 Enrolment: 566
Environmental Studies	64 Enrolment: 874	N/A Enrolment: 901	76 Enrolment: 850	74 Enrolment: 810
Fine Arts	N/A Enrolment: 3,018	119 Enrolment: 3,015	213 Enrolment: 3,022	195 Enrolment: 3,024
Glendon	408 Enrolment: 2,572	292 Enrolment: 2571	335 Enrolment: 2,563	243 Enrolment: 2,535
Graduate Studies			776 Enrolment: 5,198	904 Enrolment: 5,959
Health	956 Enrolment: 8,872	1,046 Enrolment: 9,550	1,099 Enrolment: 9,752	1,296 Enrolment: 9,821
Liberal Arts and Professional Studies	4,622 Enrolment: 24,559	3,660 Enrolment: 24,837	3,910 Enrolment: 25,081	3,688 Enrolment: 24,962
Osgoode	30 Enrolment: 894	30 Enrolment: 920	51 Enrolment: 934	59 Enrolment: 934
Schulich	241 Enrolment: 1,660	252 Enrolment: 1,650	362 Enrolment: 1,641	393 Enrolment: 1,673
Science	680 Enrolment: 3,894	985 Enrolment: 4,045	876 Enrolment: 4,096	774 Enrolment: 4,297

**Table 5**  
**FACULTY-LEVEL PETITIONS AND APPEALS BY TYPE**  
**FALL/WINTER 2012-2013**

Type of Petition	GL	FES	ED	OSG*	FA	FGS	FSE	HH	LAPS	SSB	Totals By Type
Late Withdrawal	153	44	4		109	28	401	701	2217	35	3692
Def/Supp Exam	25	1	9	13	2	119	145	111	442	14	881
Waive Required Withdrawal/Debarment		3	27				9	177	385	62	663
Waive Honours Standing Requirement		2						118	221		341
Change of Status						359				18	377
Late Enrolment	7	4			10	9	14	12	159	56	271
Leave of Absence						304				45	349
Waive Degree/Prog/Gen Ed Requirement	25		7		58		32	26	30		178
Dept/Program Waiver		11	31			56				108	206
Other	13		4	23	4	23	54		6	17	144
Course Overload	3	4			11		32	42	77	6	175
Take/repeat additional credits to Upgrade GPA							3	29	99		131
Grade Reappraisal	7	2	2	23				6	3	32	75
Waiver of repeat course legislation	1	2					14	63	10		90
Waive deadline							70		12		82
Stop Out (BEd)			41								41
LOP	1	1			1			6	13		22
Pass/Fail Option	8							5	6		19
Financial Appeal (FGS)						5					5
External (FGS)											
Delay Convocation (Bed)											
Exemptions						1					1
Waive Required GPA									8		8
Take a Course out of Sequence (BEd)											
Waive Elective Requirement											
<b>TOTAL</b>	<b>243</b>	<b>74</b>	<b>125</b>	<b>59</b>	<b>195</b>	<b>904</b>	<b>774</b>	<b>1296</b>	<b>3688</b>	<b>393</b>	<b>7751</b>

Note: Osgoode report is for 2011-12.

SAC includes in its annual report, statistics on Faculty considerations of charges of breaches of academic honesty. The majority of cases involved plagiarism and the charges were generally resolved at the Faculty level, the majority at the exploratory meeting stage. For 2012-2013, there were 575 reported cases of breaches of academic honesty equal to 1% of the total student body at York (54,590 students). See Table 6. The number of appeals to SAC regarding academic honesty remain low and generally relate to appeals of the penalty rather than of the finding of a breach.

**Table 6  
ACADEMIC HONESTY CASES BY FACULTY  
2008-2009 TO 2012-2013**

Faculty	2008-2009 n=439	2009-2010 n=654	2010-2011 n=515	2011-2012 n=498	2012-2013 n=575
Education	2	3	0	0	0
Environmental Studies	11	18	No data	25	26
Fine Arts	10	9	19	46	12
Glendon	11	12	26	15	28
Graduate Studies	23	27	21	10	4
Health	41	85	44	11	66
Liberal Arts and Professional Studies	229 (Arts / Atkinson)	351	252	247	326
Osgoode	8	10	3	2	2
Schulich	29	15	32	16	15
Science	77	127	118	126	97

Table 7 is a source-Faculty breakdown of the SAC caseload in recent years.

**Table 7  
APPEALS TO SENATE APPEALS COMMITTEE BY FACULTY OF ORIGIN**

	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Education	7	1	0	1	0
Environmental Studies	0	0	0	0	0
Fine Arts	2	1	0	1	1
Glendon	8	8	10	11	3
Graduate Studies	3	7	4	1	0
Health	9	13	19	7	14
Liberal Arts and Professional Studies	80 (Arts / Atkinson)	48	40	35	35
Osgoode	8	8	3	3	1
Schulich	4	6	3	4	1
Science	16	13	10	22	20

**Table 8  
STUDENT ENROLMENT AND APPEALS BY YEAR**

	2009-10	2010-11	2011-12	2012-13
<b>TOTAL ENROLMENT</b>	53,205	54,237	54,507	54,590
<b>FACULTY PETITIONS AND APPEALS</b>	7522	7279	7766	7751
<b>%AGE OF STUDENTS PETITIONING</b>	14.14%	13.61%	14.25%	14.20%
<b>APPEALS TO SENATE</b>	105	89	84	76
<b>%AGE OF FACULTY DECISIONS APPEALED</b>	1.40%	1.21%	1.08%	0.98%

## **2. Committee Actions**

The committee noted that there appeared to be an increase in appeals where the decisions at the Faculty level had not provided sufficient reasons, as required by Senate-approved guidelines. A workshop on writing reasons was held, led by Joanna Rainbow from the Office of the University Counsel. Another workshop will be held in 2013-14.

## **3. Joint ASCP-SAC Sub-Committee on Academic Integrity & Appeals (JSCAIA)**

In 2012-13 the sub-committee consulted with the Vice-Provost's Office and the Registrar's Office on technical issues relating to the development of a first-year leniency policy. The draft policy has subsequently been revised and work will continue in 2013-14.

## **4. Hail and Farewell**

The members of the Senate Appeals Committee and the support staff of the Secretariat would like to extend their thanks and appreciation to our departing members for their work on and commitment to, the Senate Appeals Committee this past year: Professors Minoo Derayeh and Martha Rogers and our student members Sandra David, Melanie Thomas and Safia Thompson-Ramdoe.

A warm welcome is extended to new faculty members: Professors Dan Adler, Vivian Saradakis and Sue Winton, as well as new student members Sayjon Ariyaratnam, Jonathan Silver and Samuel Weiss.

*Anne MacLennan, Chair*

## SENATE COMMITTEE ON AWARDS

Report to Senate at its meeting of 28 November 2013

### FOR INFORMATION

#### 1. Report on Undergraduate Student Awards Distribution for 2012-2013

The Senate Committee on Awards receives annually from the Office of Student Financial Services (OSFS) a report on the disbursement of student awards for the previous academic year.

Attached are three tables providing statistical data on the disbursement of undergraduate student awards in 2012-2013 (amounts and number of recipients), with a summary report provided below. The data in Tables 1 and 2 contain information from the 2012-2013 York University Fact Book, Section 03E. Table 1 indicates the number of students receiving funding and Table 2 the amount of funding disbursed. The tables show the funding in four broad categories, by Faculty. The first two categories, Entering Student and Continuing Student Scholarships and Awards, are funded centrally. The third category is Government Funded Programs; the fourth is Privately Donated Awards, which are either endowed or given annually. Table 3 was prepared by the Office of Student Financial Services using data from the Fact Book, showing year over year changes from 2011-2012.

Highlights of the 2012-2013 report are:

- Primarily attributable to the cancellation of several government programs, there was a 13% decrease in the amount of funding provided to York University students as well as 7% drop in the number of students who received awards. The cancelled programs include the Ontario International Education Opportunity Scholarships, the Queen Elizabeth II Aiming for the Top Scholarship (final renewals in 2014-15), the OSAP Ontario Special Bursary and the WAY Program Bursary, for a loss of \$1.2 million in funding. As well, funding of \$860,000 for the Work/Study programs was also cut.
- The Province requires institutions to use the Tuition Set Aside (TSA) fund to continue to the Work/Study program and the OSAP Ontario Special Bursary, which meant that funds previously allocated for undergraduate bursaries have been reallocated to continue to support (and increase) the Work/Study program and to maintain the Special Bursary program. TSA funds are for domestic students with financial need.
- It was noted that there are 600 summer students and 1200-1300 Fall/Winter students who receive funding through work/study (and Research at York) positions.
- There were also significant declines in the Ontario Bridging Participant Assistance Program and the Internationally-Educated Professional Bridging Program due to delays in program funding approval from the government which limited intake into the programs.
- While there was a 1% decrease in the number of students receiving entrance scholarship and awards, the amount of funding disbursed increased by 9%, attributable to an increase in the number of students who qualified for the merit-based entrance scholarships. While this demonstrates York's ability to attract students with strong academic records, it has a negative impact on the funds available for bursaries, as reflected in the 13% drop in the amount of funding for continuing awards.
- The total value of awards disbursed from endowments and private donations decreased from \$5,970,966 in 2011/12 to \$5,009,503 in 2012-13. This constitutes a decrease of 16% in the value of awards and a 20% in the number of award recipients from 2011/12 to 2012/13, much of which can be explained by the depletion in 2011-12 of the York University Entrance Award which was a



termed award and the return to previous levels of the “Canadian Friends of Hebrew University Award” which had markedly increased in 2011-12.

- The decline in endowment funding is partially attributable to the end of the Ontario Trust for Student Support matching program in March 2012. There are now more smaller term, rather than endowed, awards.

The Office of Student Financial Services continues to work to ensure that students receive funds in a timely manner. Most recently it has moved the application deadline for Fall awards to mid-October to enable the funds to be disbursed earlier.

## **2. Scholarship Review Update**

The committee continued to express concern about the low rate of renewal of scholarships. As a result of questions raised after last year’s report, the Provost established a working group to undertake a review of the entire scholarship program as part of a larger review of strategies for enhancing student recruitment, retention and experience. While the group expects to make recommendations at the end of the year, the Awards committee received an update on its findings:

- The working group is currently focussing on the University-funded automatic entrance scholarships and will be looking at other prestigious endowed and named scholarships next.
- A significant increase in renewed awards could negatively affect the amount available for in-course scholarships, awards and bursaries, similar to the effect of automatic entrance scholarships as noted in the awards distribution report above.
- The group is looking at awards for student life expenses, which would be paid out early to cover transportation, books, food, etc.

It was noted that the Awards committee’s original focus on renewability alone was perhaps too narrow. It might be better to have an emphasis on in-course awards which provide an incentive for high performance.

## **3. Procedures for Prestigious Awards**

### Honorific Professorships

Beginning in 2013-14, the Senate Committee on Awards has assumed from the Faculty of Graduate Studies responsibility for the Distinguished Research Professorships (DRPs). This has required a change in procedures and timing of the call for nominations. In establishing nomination requirements for the DRPs, the committee decided to bring the requirements for the University Professorship (UP) into alignment, thus providing needed clarity for UP nominators. In the past, there was no indication of the number of letters of support required for a UP nomination, resulting in files with only the letter of nomination, files with 20 letters of support, and everything in between.

Based on the experience of committee members in adjudication of prestigious awards, it was decided that the nomination file for both awards would consist of a detailed letter of nomination explaining how the nominee’s achievements conform to the criteria, the nominee’s curriculum vitae, and three (3) letters of support from those in a position to comment on the nominee’s achievements and contributions. For DRP nominations, two of these letters will be from those external to the University who must be at arm’s length from the nominee. These will be asked to include in the letter of support a statement as to their relationship, if any, with the nominee.

## President's University-Wide Teaching Award

In June 2013, a Teaching Awards Joint Working Group of Senate Committee on Awards and the Teaching Commons was established to consider teaching awards more broadly as well as revisions to the President's University-Wide Teaching Awards (PUWTA) criteria and nomination requirements. David Leyton-Brown, Eileen Fischer and Lisa Philipps represented the Awards committee. The recommendations on the PUWTA revisions were approved by the Awards committee.

The criteria section had grown incrementally over the years and become less focused, repetitive and more difficult for nominators to work with. This section has been completely reworked and organized by areas where excellent teaching has its greatest impact: Student Learning; Teaching Development and Contributions to Mentoring and the Scholarship of Teaching and Learning; and Programs and Curricular Development, Institutional Priorities. The nomination requirements were changed to decrease the number of letters of support required from five to three.

The call for nominations will be distributed shortly; the criteria and nomination requirements are attached and are available on the Committee on Awards web page:  
<http://www.yorku.ca/secretariat/senate/committees/awards/index-awards.html> .

### **3. 2013-14 Awards deadlines**

#### President's Research Excellence Award (PREA)

Call for nominations: October 2013

Deadline: December 20, 2013

#### President's University-Wide Teaching Awards (PUWTA)

Call for nominations: early December 2013

Deadline: Feb 7, 2014

#### **Honorific Professorships:**

##### University Professorship (UP)

Call for nominations: early January 2014

Deadline: March 4, 2014

##### Distinguished Research Professorship (DRP)

Call for nominations: early January 2014

Deadline: March 4, 2014

David Leyton-Brown, Chair

TABLE 2

**ENTERING STUDENT AWARDS BY FACULTY  
Amount Disbursed**

Table 2A - York Funded Entering Student Awards

		AP	ED	ES	FA	GL	HH	LW	SB	SC	All
Entrance Award	\$0	\$212,045	\$2,700	\$1,100	\$11,500	\$32,000	\$35,500	\$0	\$26,400	\$106,800	\$428,045
Other Entrance Scholarships	\$0	\$499,045	\$4,000	\$4,000	\$32,500	\$189,519	\$139,500	\$0	\$76,157	\$82,500	\$1,027,221
President's Scholarship	\$0	\$37,800	\$0	\$10,800	\$43,200	\$21,600	\$32,400	\$0	\$54,000	\$35,100	\$234,900
Renewable Entrance Scholarship	\$0	\$1,040,261	\$34,500	\$22,000	\$487,500	\$306,000	\$455,000	\$0	\$824,000	\$563,000	\$3,732,261
Science & Engineering Entrance Scholarship	\$0	\$0	\$2,000	\$0	\$0	\$0	\$4,000	\$0	\$0	\$266,000	\$272,000

Table 2B - York Funded Continuing Student Awards

		AP	ED	ES	FA	GL	HH	LW	SB	SC	All
Continuing Student Scholarship	\$0	\$253,229	\$45,636	\$18,852	\$53,912	\$36,204	\$236,132	\$660	\$32,988	\$68,256	\$745,869
Other In-Course Scholarships	\$500	\$105,623	\$31,290	\$46,973	\$22,323	\$52,683	\$26,300	\$2,575,803	\$45,285	\$30,650	\$2,937,430
Renewable Entrance Scholarship-Renewals	\$0	\$142,000	\$52,000	\$11,000	\$78,500	\$62,000	\$124,500	\$0	\$274,000	\$186,500	\$930,500
Service Bursary Program	\$0	\$0	\$3,412	\$0	\$0	\$34,938	\$0	\$0	\$0	\$0	\$38,350
Undergrad Bursary Program	\$200	\$3,327,215	\$223,918	\$110,240	\$664,519	\$367,177	\$1,579,402	\$100	\$191,275	\$545,105	\$7,009,152

TABLE 2

**ENTERING STUDENT AWARDS BY FACULTY  
Amount Disbursed**

Table 2C - Government Funded Awards

		AP	ED	ES	FA	GL	HH	LW	SB	SC	All
First Generation Bursary	\$0	\$83,601	\$0	\$1,747	\$21,400	\$13,000	\$54,993	\$0	\$0	\$21,850	\$196,590
Government Funded Programs	\$314	\$310,115	\$0	\$5,550	\$1,925	\$7,675	\$9,125	\$0	\$0	\$0	\$334,704
OSAP Disability Bursary	\$0	\$647,708	\$46,901	\$4,782	\$52,824	\$104,275	\$199,965	\$13,690	\$10,327	\$90,557	\$1,171,029
OSAP Ontario Special Bursary	\$0	\$3,750	\$0	\$0	\$2,500	\$911	\$3,308	\$0	\$0	\$0	\$10,469
Ontario International Education Opportunity Scholarship	\$0	\$0	\$0	\$0	\$0	\$0	\$2,500	\$0	\$0	\$0	\$2,500
Queen Elizabeth II Aiming for Top Scholarship Renewal	\$0	\$135,281	\$48,549	\$5,262	\$28,362	\$49,365	\$59,706	\$0	\$279,001	\$130,988	\$736,514

Table 2D - Private Donations

		AP	ED	ES	FA	GL	HH	LW	SB	SC	All
Endowments and Annual Donations	\$0	\$1,353,060	\$154,964	\$81,032	\$479,882	\$323,288	\$555,643	\$1,148,012	\$383,199	\$530,424	\$5,009,503

Table 2E - Total Awards Disbursed 2012-2013

		AP	ED	ES	FA	GL	HH	LW	SB	SC	All
<b>TOTAL</b>	<b>\$1,014</b>	<b>\$8,150,732</b>	<b>\$649,870</b>	<b>\$323,338</b>	<b>\$1,980,847</b>	<b>\$1,600,636</b>	<b>\$3,517,974</b>	<b>\$3,738,266</b>	<b>\$2,196,632</b>	<b>\$2,657,730</b>	<b>\$24,817,037</b>

TABLE 1

**ENTERING STUDENT AWARDS BY FACULTY**  
**Number of Recipients**

Table 1A - York Funded Entering Student Awards

		AP	ED	ES	FA	GL	HH	LW	SB	SC	All
Entrance Award	0	159	4	1	15	36	28	0	24	79	346
Other Entrance Scholarships	0	364	4	2	30	41	52	0	19	32	544
President's Scholarship	0	7	0	2	8	4	6	0	10	7	44
Renewable Entrance Scholarship	0	1303	33	32	487	299	569	0	410	579	3712
Science & Engineering Entrance Scholarship	0	0	1	0	0	0	2	0	0	134	137

Table 1B - York Funded Continuing Student Awards

		AP	ED	ES	FA	GL	HH	LW	SB	SC	All
Continuing Student Scholarship	0	446	69	30	83	64	348	1	51	108	1200
Other In-Course Scholarships	1	86	21	23	25	37	13	548	28	27	809
Renewable Entrance Scholarship-Renewals	0	83	27	9	40	35	73	0	117	102	486
Service Bursary Program	0	0	6	0	0	70	0	0	0	0	76
Undergrad Bursary Program	2	4937	332	166	571	617	2549	1	287	849	10311

TABLE 1

**ENTERING STUDENT AWARDS BY FACULTY  
Number of Recipients**

Table 1C - Government Funded Awards

		AP	ED	ES	FA	GL	HH	LW	SB	SC	All
First Generation Bursary	0	34	0	1	8	7	25	0	0	9	84
Government Funded Programs	1	306	0	2	1	3	4	0	0	0	317
OSAP Disability Bursary	0	231	10	3	20	31	75	6	5	32	413
OSAP Ontario Special Bursary	0	1	0	0	1	1	3	0	0	0	6
Ontario International Education Opportunity Scholarship	0	0	0	0	0	0	1	0	0	0	1
Queen Elizabeth II Aiming for Top Scholarship Renewal	0	50	19	2	11	27	23	0	111	46	289

Table 1D - Private Donations

		AP	ED	ES	FA	GL	HH	LW	SB	SC	All
Endowments and Annual Donations	0	1031	121	38	293	324	350	663	133	200	3153

Table 1E - Total Number of Award Recipients 2012-2013

		AP	ED	ES	FA	GL	HH	LW	SB	SC	All
<b>TOTAL</b>	<b>4</b>	<b>9038</b>	<b>647</b>	<b>311</b>	<b>1593</b>	<b>1596</b>	<b>4121</b>	<b>1219</b>	<b>1195</b>	<b>2204</b>	<b>21928</b>

TABLE 3

**AWARD AND BURSARY FUNDING**  
**Comparative 2012-2013 and 2011-2012**

Figure 1: Overview of award and bursary funding

Type of funding	Type of award	2011-2012	2012-2013	Difference	% Change
<b>York funded</b>	Entrance scholarships and awards	\$5,219,433	\$5,694,427	\$ 474,994	9%
	Continuing Student Awards, Scholarships and Bursaries	\$13,476,234	\$11,661,301	(\$1,814,933)	-13%
<b>Government funded</b>	Queen Elizabeth II Aiming for the TOP, First generation, Aboriginal, OBPAP, IEP, OIEOS, BSWD, Ontario Special Bursary, etc.	\$3,932,834	\$2,451,806	(\$1,481,028)	-38%
<b>Endowments and donations</b>		\$5,970,966	\$5,009,503	(\$961,463)	-16%
<b>Total</b>		\$28,599,467	\$24,817,037	(\$3,782,430)	-13%

Figure 2: Number of students who received awards and bursaries

Type of funding	Type of award	2011-2012	2012-2013	Difference	% Change
<b>York funded</b>	Entrance scholarships and awards	4,845	4,783	(62)	-1%
	Continuing Student Awards, Scholarships and Bursaries	12,897	12,882	(15)	-0.2%
<b>Government funded</b>	Queen Elizabeth II Aiming for the TOP, First generation, Aboriginal, OBPAP, IEP, OIEOS, BSWD, Ontario Special Bursary, etc.	1,855	1,110	(745)	-40%
<b>Endowments and donations</b>		3,930	3,153	(777)	-20%
<b>Total</b>		23,527	21,928	(1,599)	-7%



*Senate Committee on Awards*

## **PRESIDENT'S UNIVERSITY-WIDE TEACHING AWARDS**

**The President's University-Wide Teaching Awards honour those who, through innovation and commitment, have significantly enhanced the quality of learning by York students. Four awards are offered each year in the following categories:**

- ◆ Full-Time tenured faculty with 10 or more years full-time teaching experience
- ◆ Full-Time faculty (tenured/tenure-stream/CLA) with less than 10 years teaching experience
- ◆ Contract and adjunct faculty
- ◆ Teaching assistants

The purpose of these awards is to provide significant recognition for excellence in teaching, to encourage its pursuit, to publicize such excellence when achieved across the University and in the wider community, and to promote informed discussion of teaching and its improvement. The awards demonstrate the value York University attaches to teaching. Recipients of the awards, selected by the Senate Committee on Awards, receive \$3,000, have their names engraved on the President's University-Wide Teaching Award plaque in Vari Hall and are recognized at convocation ceremonies.

### **ELIGIBILITY**

Faculty, students and/or alumni may make nominations, individually or collectively. Graduate students may not nominate their current supervisor. There is no limit to the number of nominations which may be made.

Nominees in the first three categories above must have taught at York for at least three years. The TA award is open to all teaching assistants currently enrolled in a graduate degree program at York who have held the equivalent of at least one full teaching assistantship in the year prior to their nomination or at least 1.4 teaching assistantships over the previous two years. Recipients of these awards will not, in the normal course of events, be eligible to receive an award in the same category more than once in their careers. The Committee reserves the right not to make an award in a given year. Current members of the Awards Committee are not eligible for nomination.

### **CRITERIA**

Defining teaching excellence is a challenging endeavour because it requires consideration of how teaching varies by discipline, context, technique, class size and additional factors, such as cultural or gender approaches and the enhancement of the learning environment for students with disabilities.

The criteria below represent some, but not necessarily all, of the characteristics associated with excellent teaching. The criteria are organized by the areas where excellent teaching has its greatest impact: i) on student learning, ii) on mentoring and the scholarship of teaching and learning and iii) on programs of study and curriculum development. The criteria are not ranked in order of importance, and the examples are intended to be illustrative but not exhaustive. It is expected that all nominations will demonstrate an impact on student learning. In addition, for full-time and contact and adjunct faculty, it is expected that nominations will



demonstrate continuing excellence over a period of years and some impact in the other two areas. However, it not expected that all criteria will be fulfilled.

### **STUDENT LEARNING**

- fosters the development of intellectual growth of students by encouraging and supporting learners to develop critical thinking, achieve a deep understanding of a discipline or interdisciplinary field, challenge assumptions and develop new insights;
- inspires passion for the subject matter and an appreciation of its relevance;
- articulates clear learning outcomes and helps student achieve them, ensuring that outcomes relate to mastery of content, development of skills and academic and civic responsibilities;
- states clearly the expectations made of students and supports the development of learners' resourcefulness through guidance on strategies and on resources available to them;
- models the learning process and fosters the development of learner confidence through fair assessments and prompt and useful feedback;
- seeks opportunities for undergraduate students to be involved in research projects;
- models a variety of different teaching approaches (lectures, discussions, technology-enhanced, group work, experiential education) to support a variety of learning approaches;
- creates an inclusive classroom environment that acknowledges and respects diverse student backgrounds, experiences and values;
- demonstrates innovation and flexibility in accommodating students with special needs in ways that maintain academic integrity and demonstrate sound pedagogy;
- mentors students in developing effective learning behaviours.

### **TEACHING DEVELOPMENT AND CONTRIBUTIONS TO MENTORING AND THE SCHOLARSHIP OF TEACHING AND LEARNING**

- stays abreast of current and emerging research into teaching to support students with different needs and learning styles, especially those that support the York student demographic;
- supports and mentors TAs and colleagues to develop effective teaching practices;
- collaborates with faculty (e.g. team-teaching) and other educational colleagues, units and centres to promote effective teaching and learning practices;
- participates in discussions, consultations, task forces and conferences that address pedagogical issues;
- conducts classroom-based research and prepare presentations and publications on teaching and learning.

### **PROGRAMS AND CURRICULAR DEVELOPMENT, INSTITUTIONAL PRIORITIES**

- demonstrates an understanding of pedagogical theory as it informs teaching in the discipline, the program of study and Degree Learning Expectations;
- evaluates innovative practices and institutional priorities to identify how they can best contribute to the enhancement of student learning and overall support of the program (e.g. technology for learning, experiential education, accommodation of learners; General Education courses);
- develops new courses for the program and/or interdisciplinary courses;
- prepares presentations and publications relating to curriculum development in the discipline.

A complete nomination includes a statement of teaching/learning philosophy and practice (maximum 2000 words), a summary of teaching evaluations (regular in-course assessment instruments or information collected expressly for the nomination), and three letters of support, two from current students and alumni in all areas of the nominee's teaching, and one from a colleague familiar with the individual's teaching activities. Letters will be solicited by the nominator; the nominee must not request letters from students. Nominations will normally be supported only by information from current and former members of the York community.

### **PRIVACY/CONFIDENTIALITY OF NOMINATION FILES**

Nominators, nominees and those writing letters of reference should be aware that **material in nomination files will not be treated as private or confidential** and may be quoted and/or summarized in the following forms: citations delivered at convocation; Senate reports; newspaper articles; and other publications.

Nominators are asked to note and to make referees aware of the policy on the privacy and confidentiality of the material in these files.

Nominations must be submitted online by February 7, 2014. The online nomination form is available [here](#).

# REPORT TO SENATE ON PROGRESS TOWARDS ACADEMIC PRIORITIES -

November 28<sup>th</sup>, 2013

VARI HALL

Rhonda L. Lenton, Vice-President Academic & Provost

# EXTERNAL CONTEXT

MTCU vision that PSE will drive creativity, knowledge and community engagement through teaching and research, and ensure high quality and globally competitive outcomes for students and Ontario's creative economy in a financially sustainable way will be accomplished through:

- Differentiation
- Collaboration
- Innovation
- Productivity
- Incentive grants e.g., PIF, ONCAT, TEL

# MTCU LEVERS

Strategy will be managed through Strategic Mandate Agreements (SMAs) using policy, processes and funding levers:

- Graduate space allocations
- Undergraduate allocations
- Program approval processes
- Major capacity expansion
- Funding framework Student financial assistance
- Degree granting policy

*Challenge for us is how best to optimize the alignment between our own aspirations and values, and MTCU priorities, in order to maximize our success.*

# INTERNAL CONTEXT

- Crucial time for the University to take stock of accomplishments and future aspirations
- Preparing for the University Academic Plan 2015 – 2020
- Strategic Mandate Agreement
- Reinforce clarity of vision

# WHITE PAPER VISION

Enhanced reputation around the world as a comprehensive, international, research intensive, quality institution known for its commitment to the student learning experience, community engagement, access and social responsibility.

*Important for us to capitalize on opportunities that differentiate York as we advance our vision.*

# SUPPORTING QUALITY THROUGH COMPLEMENT

- Complement planning needs to reflect teaching and research needs as well as graduate and undergraduate planning
- Central funds were allocated for 2011-2012 and 2012-2013 appointments to support strategic priorities (60 tenure stream appointments made)
- Additional funds for top-ups to help support Faculty-funded appointments in 2013-2014 and 2014-2015
- Budget challenges have limited authorized appointments for 2014-2015 to either essential tenure stream appointments (supported from departures) or externally funded positions (e.g., Canada Research Chair allocations)



# TENURE STREAM APPOINTMENTS: 2012-2013 APPOINTMENT CYCLE (FOR 2013-2014 APPOINTMENTS) – Appointments Authorized and Made

Faculty	Authorized 2013-14			Total Authorized 2013-14 Appointments	2013-14 Failed/Rolled Over/In Progress/ Other	Total 2013-14 Appointments (Made to date)	2014-15 T.S. SEARCHES AUTHORIZED TO DATE
	Centrally-Funded Strategic (carried forward)	\$30 Central top-up	Funded other sources				
Education	0	.5	0	.5	0	.5	2
FES	0	0	1	1	0	1	2.5
Fine Arts	0	0	1	1	0	1	3
Glendon	0	1	2	3	1	2	2
Health	0	0	2	2	2	0	3
LA&PS	3	9	9	21	3	18	11
Lassonde	0	0	8	8	4	4	11
Osgoode	0	1	0	1	1	0	3.5
Science	0	3.5	1	4.5	0	4.5	4
Schulich	0	2	3	5	1	4	3
Libraries	0	0	2	2	1	1	3
<b>TOTAL</b>	<b>3</b>	<b>17</b>	<b>29</b>	<b>49</b>	<b>13</b>	<b>36</b>	<b>48</b>

Source: Office of VPA&P

November 2013

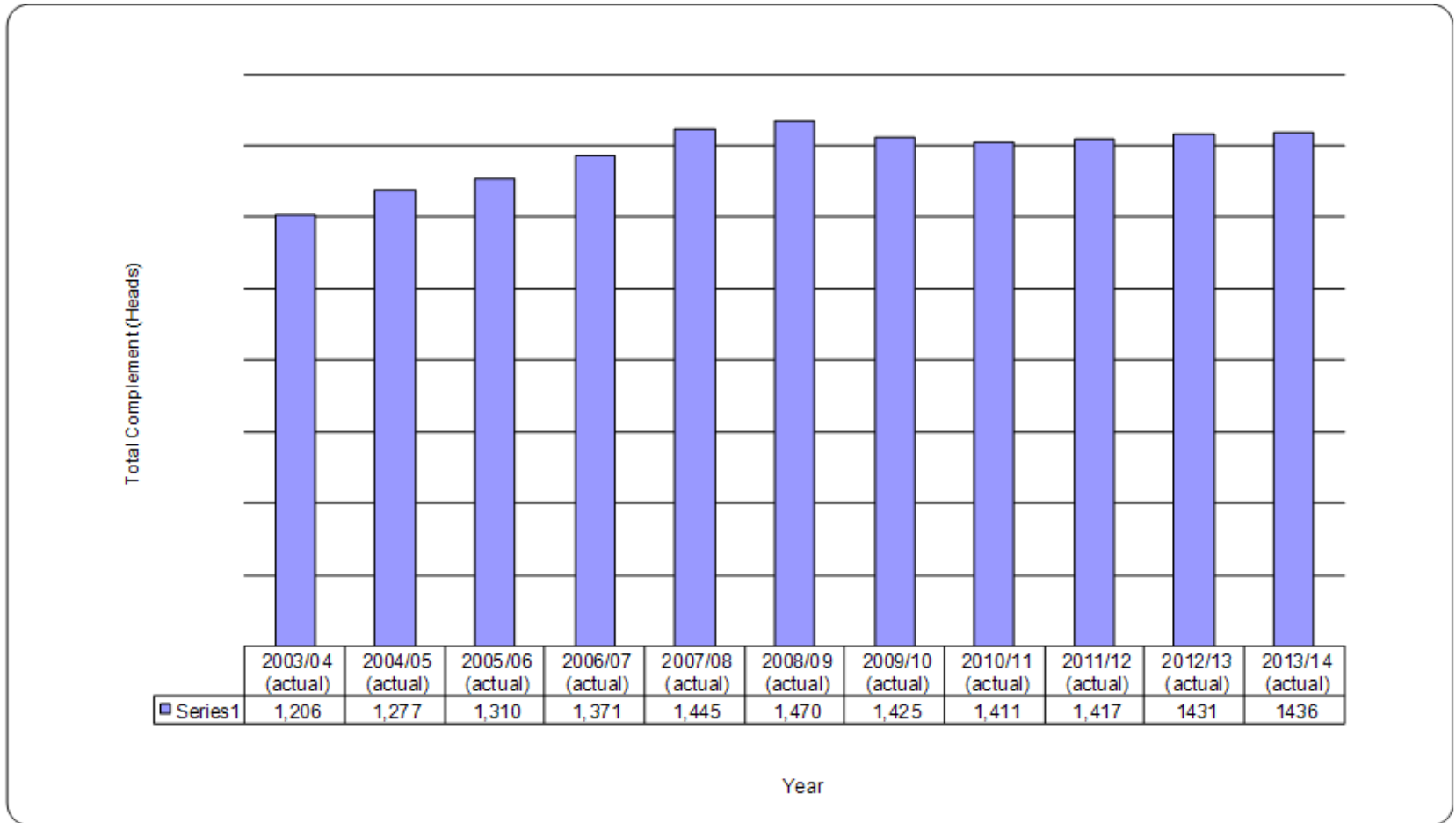
# 2013-2014 TENURE STREAM APPOINTMENT AUTHORIZATIONS FOR 2014-2015 APPOINTMENTS (to date)\*

Faculty	Rolled over from 2013-14 (Central Top-ups)	Rolled over from 2013-14 (Endowment)	Rolled over from 2013-14 (Faculty funded)	Total Rolled over to 2014-15	Canada Research Chairs 2014-15 Authorized	Faculty Budget 2014-15 Authorized (including 2013-14 rolled over)	Funded by Endowment 2014-15 Authorized (including 2013-14 rolled over)	Total 2014-15 Authorized	2014-15 Authorized Central Top-ups
Education	0	0	0	0	1	1	0	2	0
FES	0	0	0	0	1.5	1	0	2.5	.5
Fine Arts	0	0	0	0	3	0	0	3	3
Glendon	0	0	0	0	0	2	0	2	1
Health	0	0	0	0	0	3	0	3	3
LA&PS	1	0	2	3	2	9	0	11	4
Lassonde	0	0	2	2	1	6	2	11	1
Osgoode	1	0	0	1	.5	3	0	3.5	.5
Science	0	0	0	0	3	1	0	4	2
Schulich	0	1	0	1	1	1	1	3	2
Libraries	0	0	1	1	0	3	0	3	0
<b>TOTAL</b>	<b>2</b>	<b>1</b>	<b>5</b>	<b>8</b>	<b>13</b>	<b>30</b>	<b>3</b>	<b>48</b>	<b>17</b>

## CENTRALLY FUNDED APPOINTMENTS (2011-2012 to 2013-2014)

<b>Faculty</b>	<b>Centrally-funded Appointment Allocation</b>	<b>Made</b>
Education	1	1
FES	1	1
Fine Arts	4	4
Glendon	2	2
Health	11	11
LA&PS	26	26
Lassonde	0	0
Osgoode	2	2
Science	10	10
Schulich	2	2
Libraries	1	1
<b>TOTAL</b>	<b>60</b>	<b>60</b>

# TENURE STREAM COMPLEMENT PLANNING: FACULTY AND LIBRARIANS (October 1<sup>st</sup>)



Source: Office of VPA&P

November 2013

# SUPPORTING QUALITY & STUDENT SUCCESS THROUGH SEM

Quality & student success

Strategic Enrolment  
Management

Alignment with MTCU  
60,000 new spaces

# SEM STRATEGY

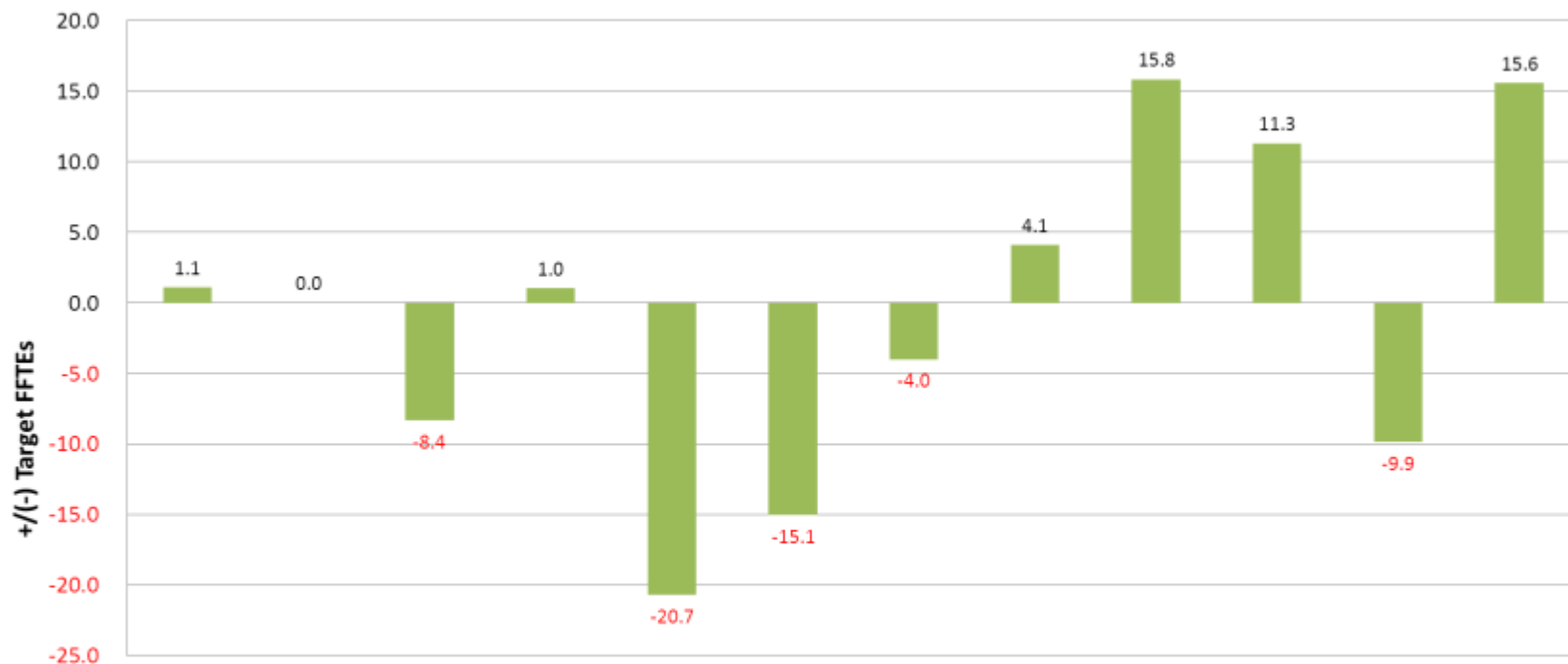
- SEM Analysis completed with working groups focussed on five main areas for enhancement (specific recommendations by December 2013):
  - Institutional positioning based on distinctiveness for recruitment
  - Revamping scholarships and awards
  - Early alert and effective interventions for retention
  - Improved Strategic Enrolment Intelligence
  - Persona Development for individual approach
- Other recommendations for faculties:
  - Improve advising
  - Enhance experiential education and technology enhanced learning
  - Expand professional graduate programs
  - Simplify curriculum

# UNDERGRADUATE ELIGIBLE: PROJECTED 13/14 VS TARGET FFTES



Faculty	Education-Concurrent	Education-Consecutive	Environmental Studies	Fine Arts (excludes Design)	Glendon	Health (Excludes Nursing)	Health-Nursing	Lassonde	LAPS	Osgoode	Schulich	Science
Eligible - Base Target	436.0	680.0	537.0	3,350.0	1,790.0	5,357.0	1,170.6	638.0	19,161.0	918.0	1,080.9	4,821.0
Eligible - 2013/2014												
Projected FFTEs	440.3	633.9	504.9	3,161.2	1,830.6	5,499.7	1,161.9	657.2	18,878.0	911.0	1,100.9	4,962.6
+(-) Target	4.3	-46.1	-32.1	-188.8	40.6	142.7	-8.7	19.2	-283.0	-7.0	20.0	141.6
% of Base Target	1.0%	-6.8%	-6.0%	-5.6%	2.3%	2.7%	-0.7%	3.0%	-1.5%	-0.8%	1.9%	2.9%

# UNDERGRADUATE INTERNATIONAL PROJECTED 13/14 VS TARGET FFTES



Faculty	Education-Concurrent	Education-Consecutive	Environmental Studies	Fine Arts (excludes Design)	Glendon	Health (Excludes Nursing)	Health-Nursing	Lassonde	LAPS	Osgoode	Schulich	Science
International Target	0.0	0.0	33.0	173.0	128.0	146.0	18.7	100.0	2,385.0	0.0	61.0	503.0
International - 2013/2014 Projected FFTEs	1.1	0.0	24.6	174.0	107.3	130.9	14.7	104.1	2,400.8	11.3	51.1	518.6
+ / (-) Target	1.1	0.0	-8.4	1.0	-20.7	-15.1	-4.0	4.1	15.8	11.3	-9.9	15.6
% of Base Target			-25.3%	0.6%	-16.2%	-10.3%	-21.4%	4.1%	0.7%		-16.2%	3.1%

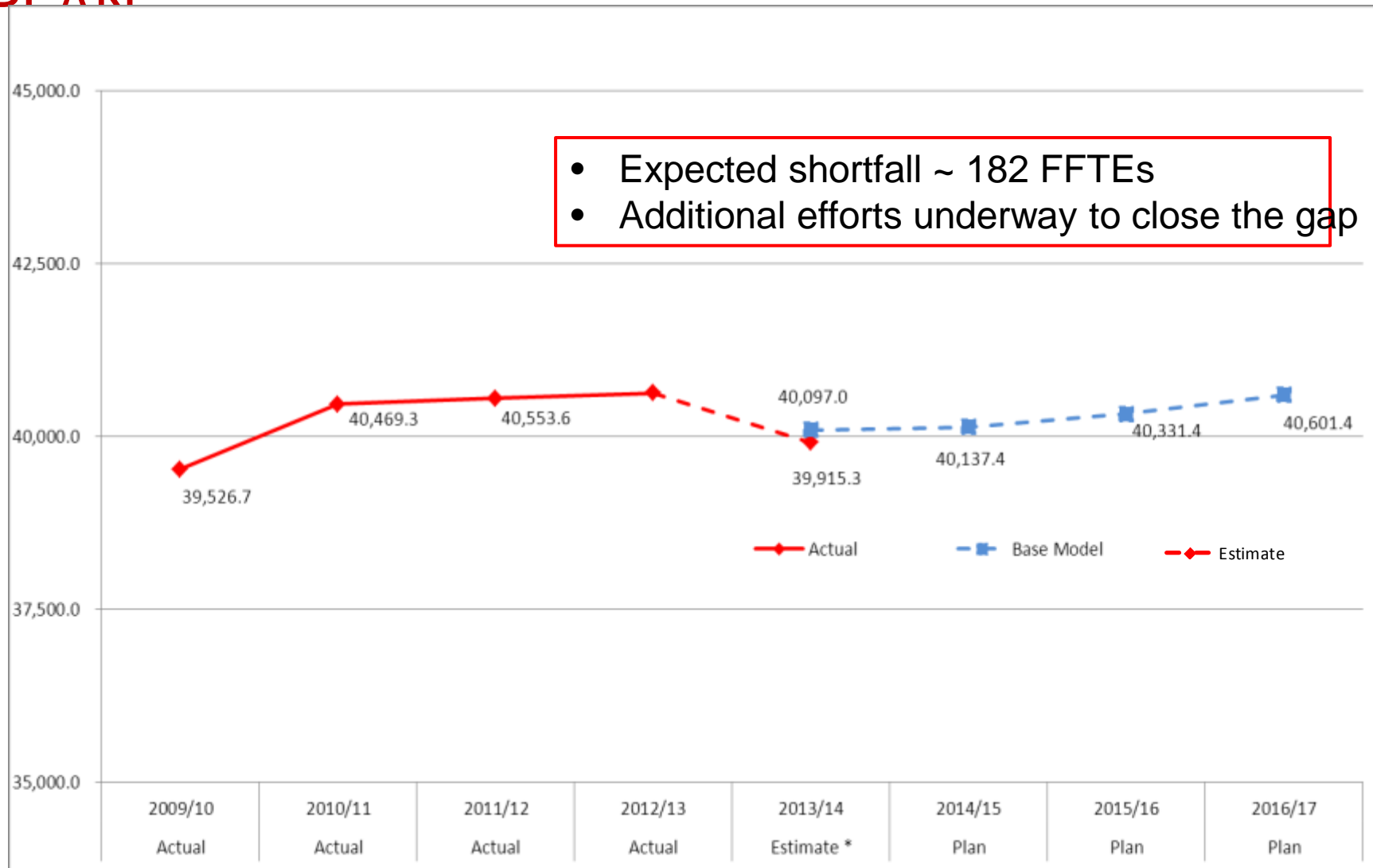


# TOTAL (ELIGIBLE AND INTERNATIONAL) PROJECTED 13/14 VS TARGET FFTES

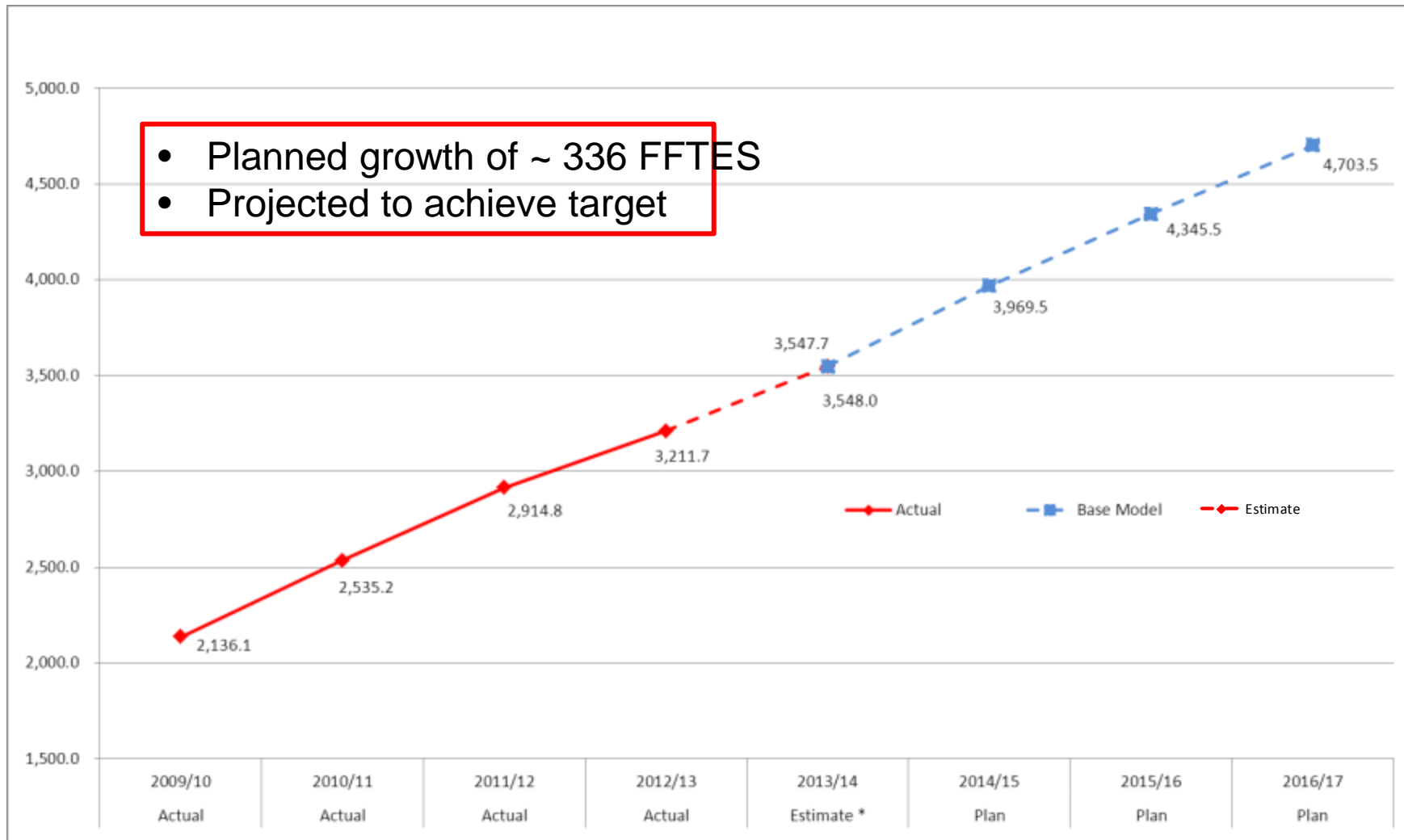


Faculty	Education-Concurrent	Education-Consecutive	Environmental Studies	Fine Arts (excludes Design)	Glendon	Health (Excludes Nursing)	Health-Nursing	Lassonde	LAPS	Osgoode	Schulich	Science
Total Target	436.0	680.0	570.0	3,523.0	1,918.0	5,503.0	1,189.3	738.0	21,546.0	918.0	1,141.9	5,324.0
Total 2013/2014 Projected FFTEs	441.4	633.9	529.5	3,335.2	1,938.0	5,630.6	1,176.6	761.3	21,278.8	922.4	1,152.1	5,481.1
+ / (-) Target	5.4	-46.1	-40.5	-187.8	20.0	127.6	-12.7	23.3	-267.2	4.4	10.2	157.1
% of Base Target	1.2%	-6.8%	-7.1%	-5.3%	1.0%	2.3%	-1.1%	3.2%	-1.2%	0.5%	0.9%	3.0%

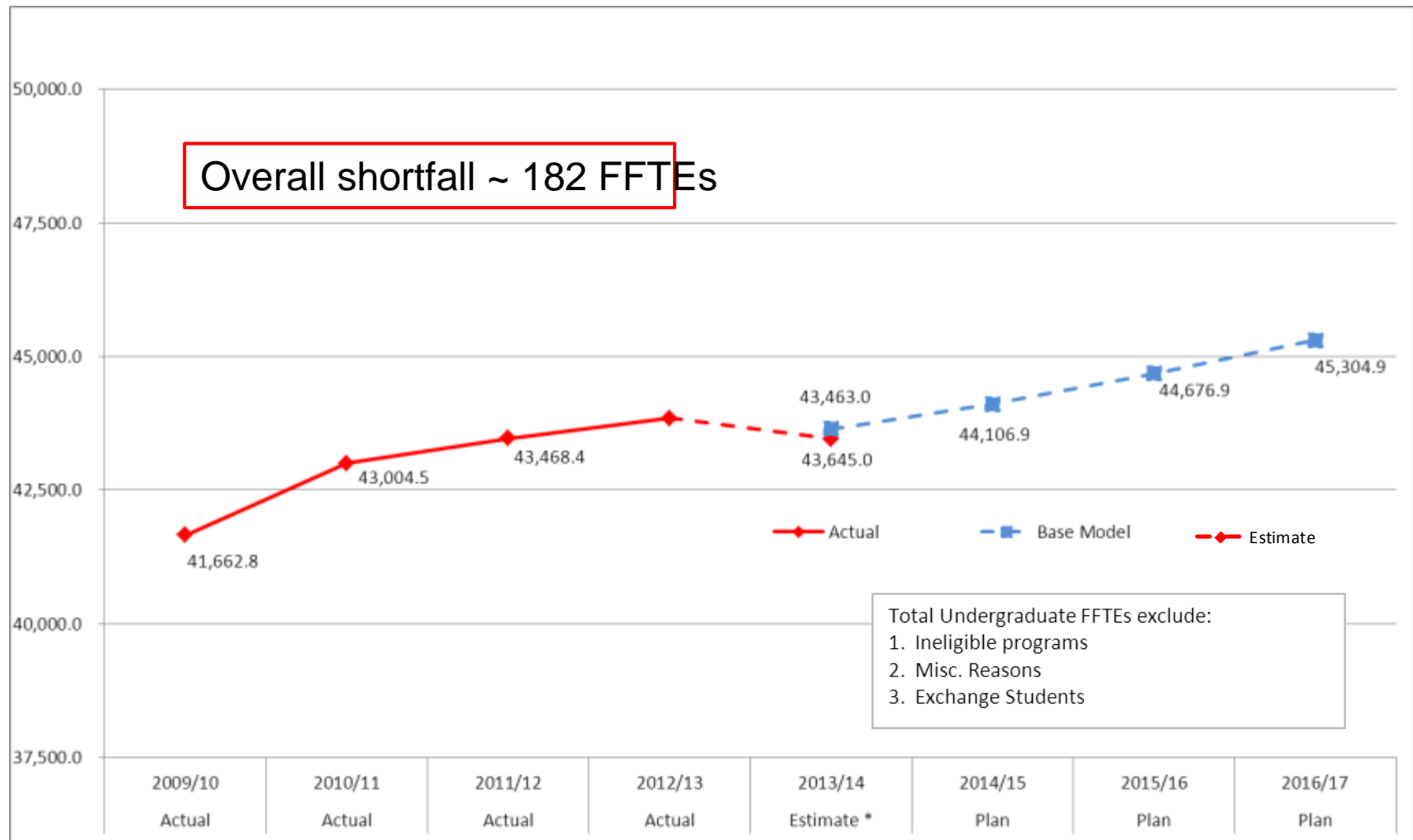
# UNDERGRADUATE ELIGIBLE: ACTUAL AND PLAN



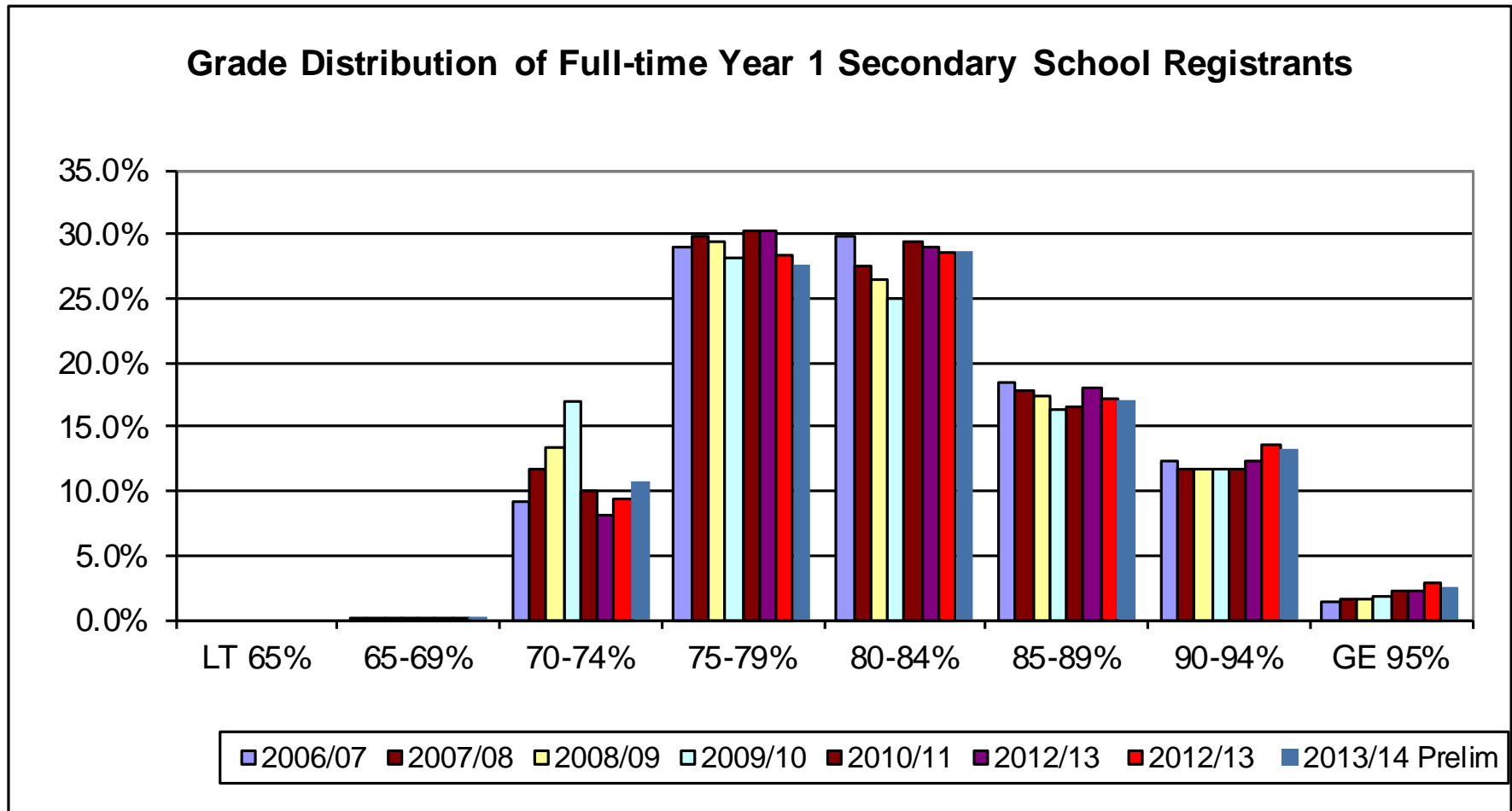
# UNDERGRADUATE INTERNATIONAL ENROLMENT PLAN



# TOTAL UNDERGRADUATE (ELIGIBLE AND INTERNATIONAL) ENROLMENT PLAN



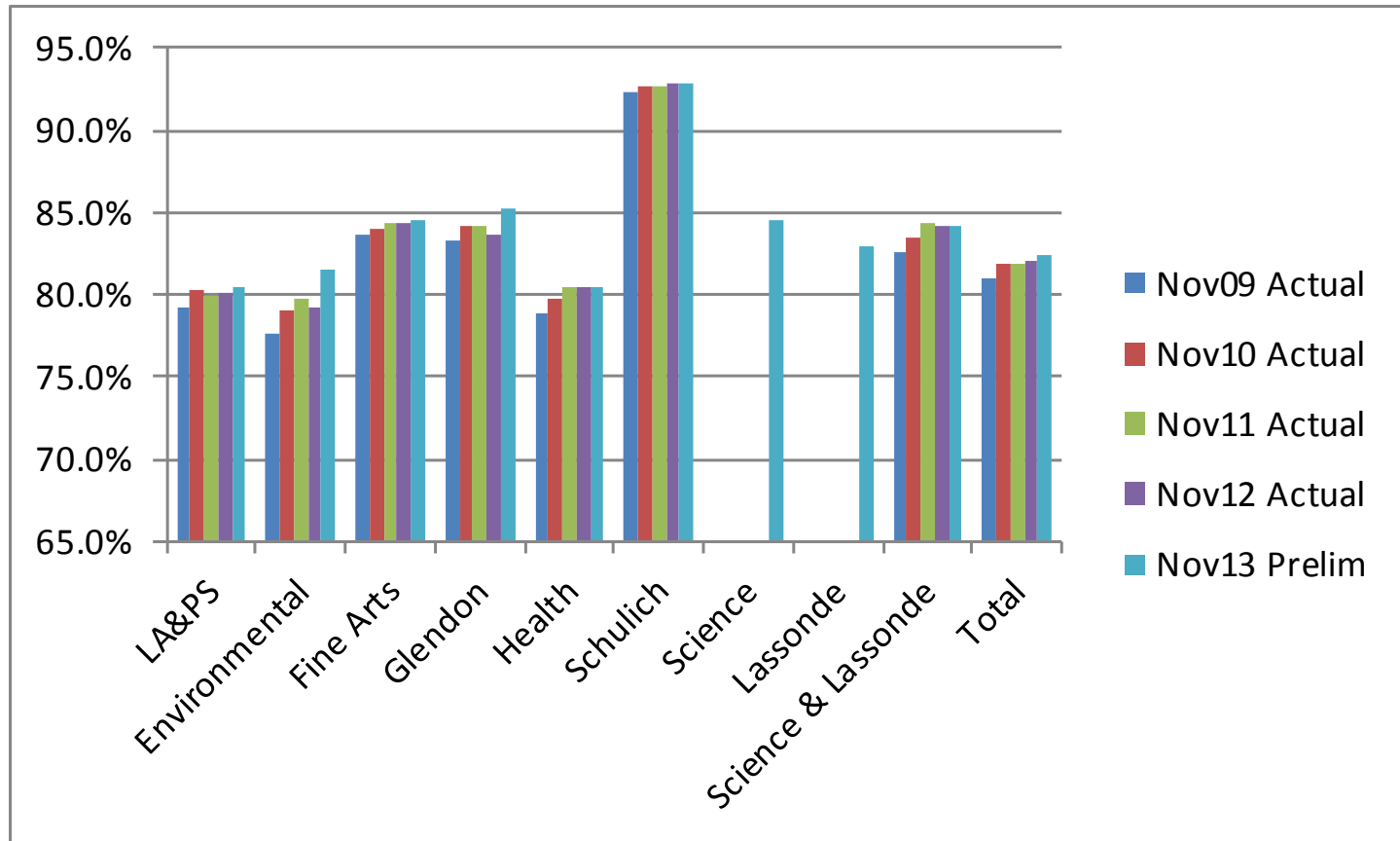
# OBJECTIVE: STRENGTHEN THE QUALITY OF THE ENTERING CLASS – Grade Distribution of Full-Time Year 1 Secondary School Registrants



Source: OIPA

November 2013

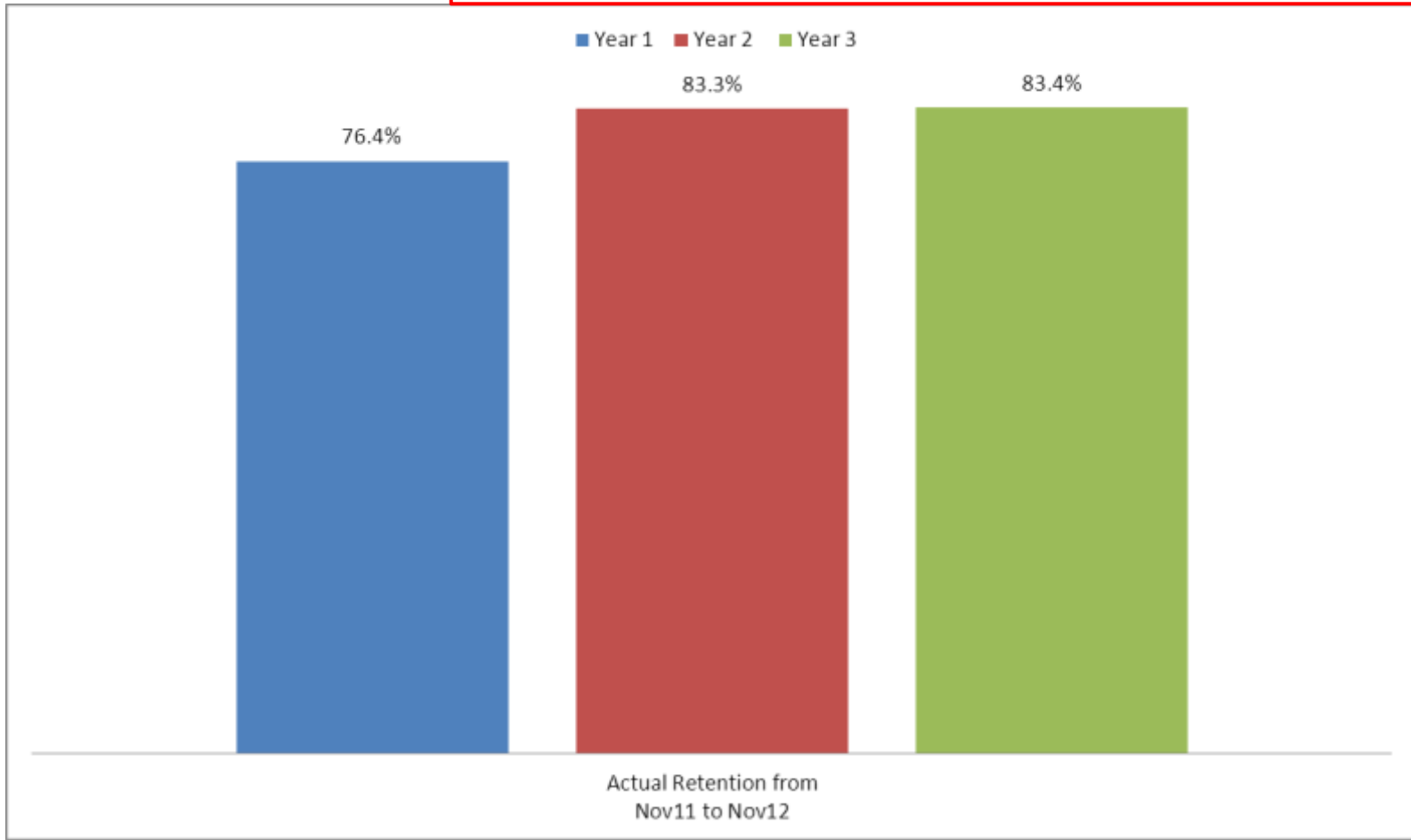
# OBJECTIVE: STRENGTHEN THE QUALITY OF THE ENTERING CLASS – Mean of Secondary School Averages of All Year 1 Registered Students by Faculty



- Minimum GPA varies significantly by program/Faculty
- Not all faculties on track to reach White Paper benchmark goal to increase GPA to 77 by next year

# Institutional Undergraduate Student Retention (Nov 2011 to Nov 2012)(Eligible and International)

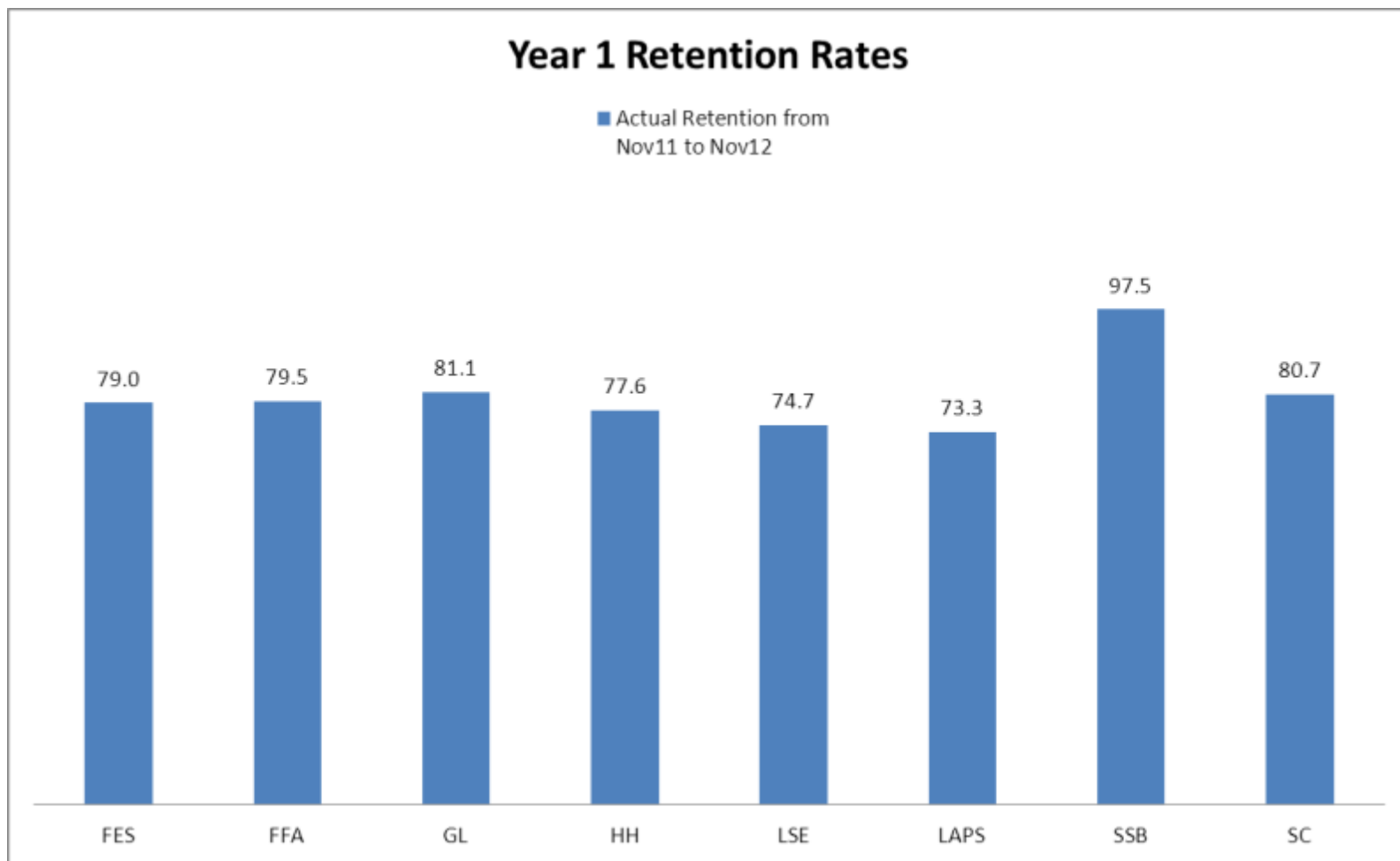
York's retention ranked 13<sup>th</sup> out of 19 Ontario institutions



- Blue column illustrates the %age of year 1 students who were here in Nov 2011 and returned in Nov 2012
- Orange column illustrates the %age of year 2 students who were here in Nov 2011 and returned in Nov 2012
- Green column illustrates the %age of year 3 students who were here in Nov 2011 and returned in Nov 2012

Source: Office of VPA&P/OIPA

# Faculty-level Undergraduate Student Retention Yr 1: Nov 2011 to Nov 2012 (Eligible and International)

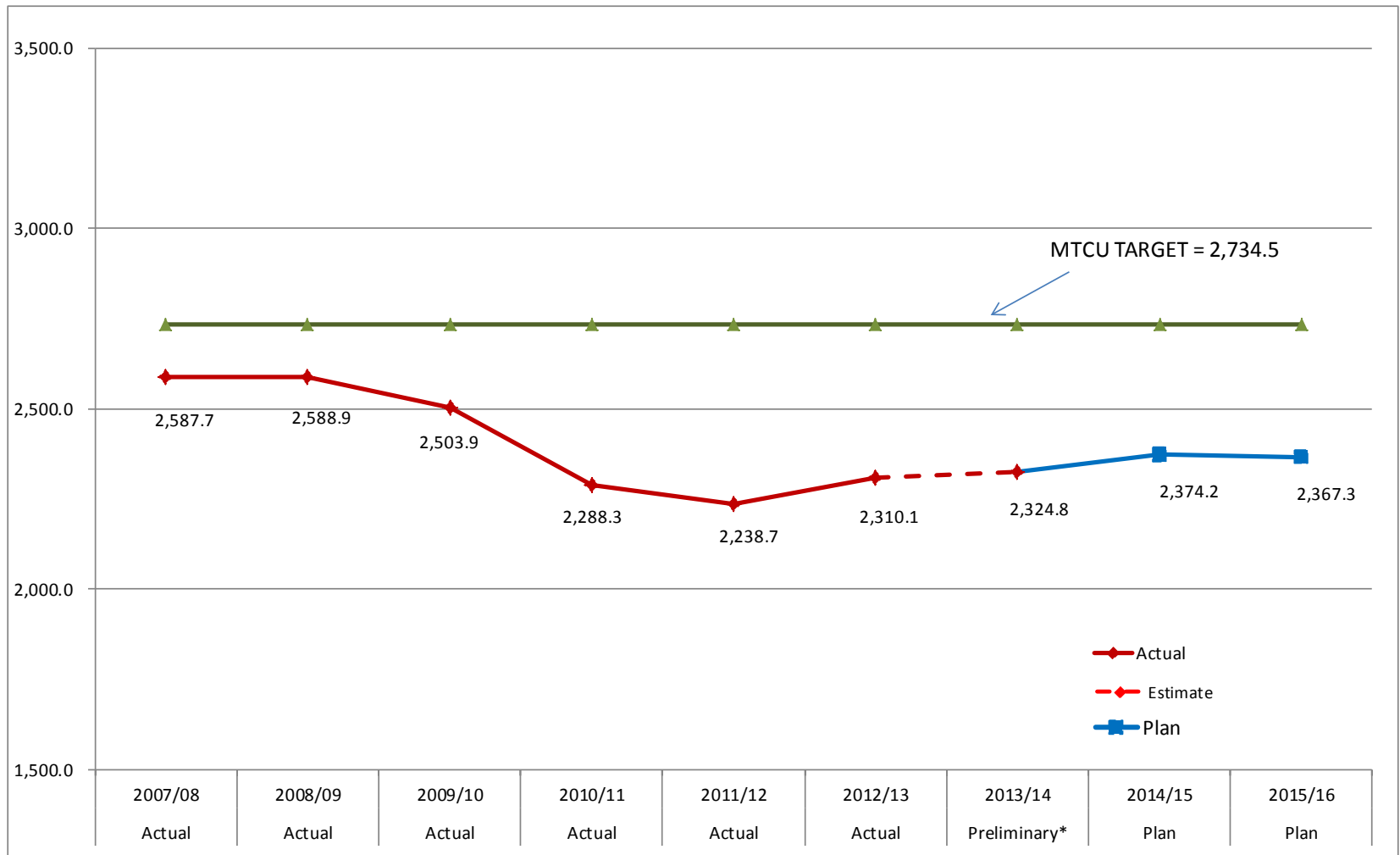


Source: Office of VPA&P/OIPA

Example: 79.0% of year 1 FES students in Nov 2011 returned in Nov 2012



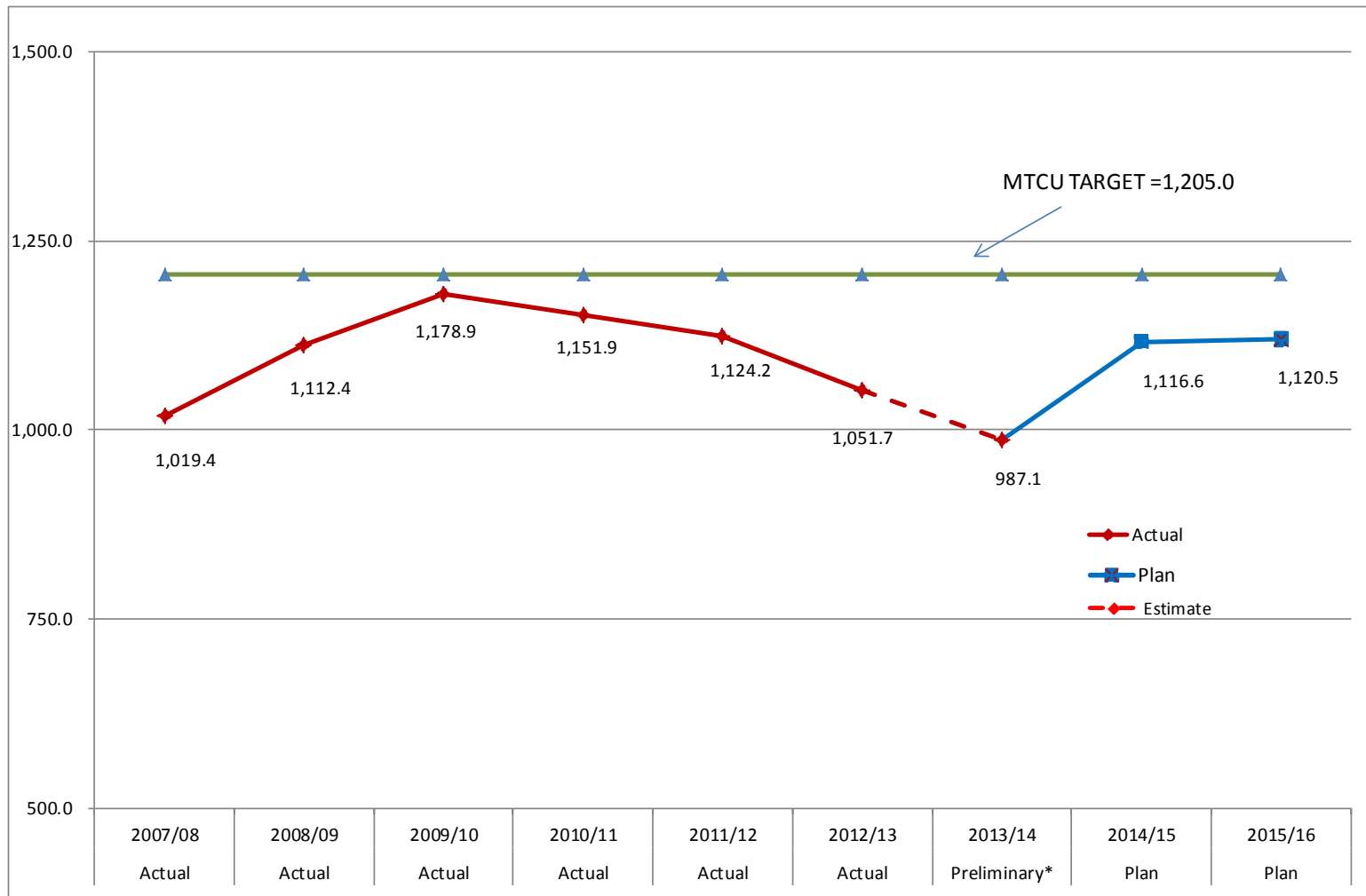
# MASTERS – ELIGIBLE FALL FFTE ESTIMATES



\*Preliminary fall eligible FFTEs as of November 1, 2013

Eligible increased ~ 11 FFTEs over last year

# DOCTORAL – ELIGIBLE FALL FFTE ESTIMATES



Eligible declined by ~ 65 FFTEs

\*Preliminary fall eligible FFTEs as of November 1, 2013

# STUDENT/FACULTY RATIOS

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

Source: OIPA

November 2013

# SUPPORTING QUALITY THROUGH INCREASED COMPREHENSIVENESS & INTERDISCIPLINARITY

Expand program offerings that build on curricular strengths

Engineering  
Global Health  
Professional Masters (accounting, finance, business analytics, Conference Interpreting)  
Bilingual programming

Align with MTCU Strategy for French degree programs in central, southwestern Ontario and embed in SMA

# STUDENT SUCCESS THROUGH ENHANCED LEARNING EXPERIENCE

Student success

YU TEL Strategic Plan  
Launch of Virtual Learning Commons (SPARK)  
EE Discussion paper for community consultations  
New ED Continuing & Professional Development

Alignment with MTCU TEL Strategy

# STUDENT SUCCESS THROUGH ENHANCED ACCESS AND STUDENT MOBILITY

## Student Access & Mobility

TYP

Bridging programs

Review of ACMAPS

New ED for Continuing & Professional Development

Credit Transfer – needs attention

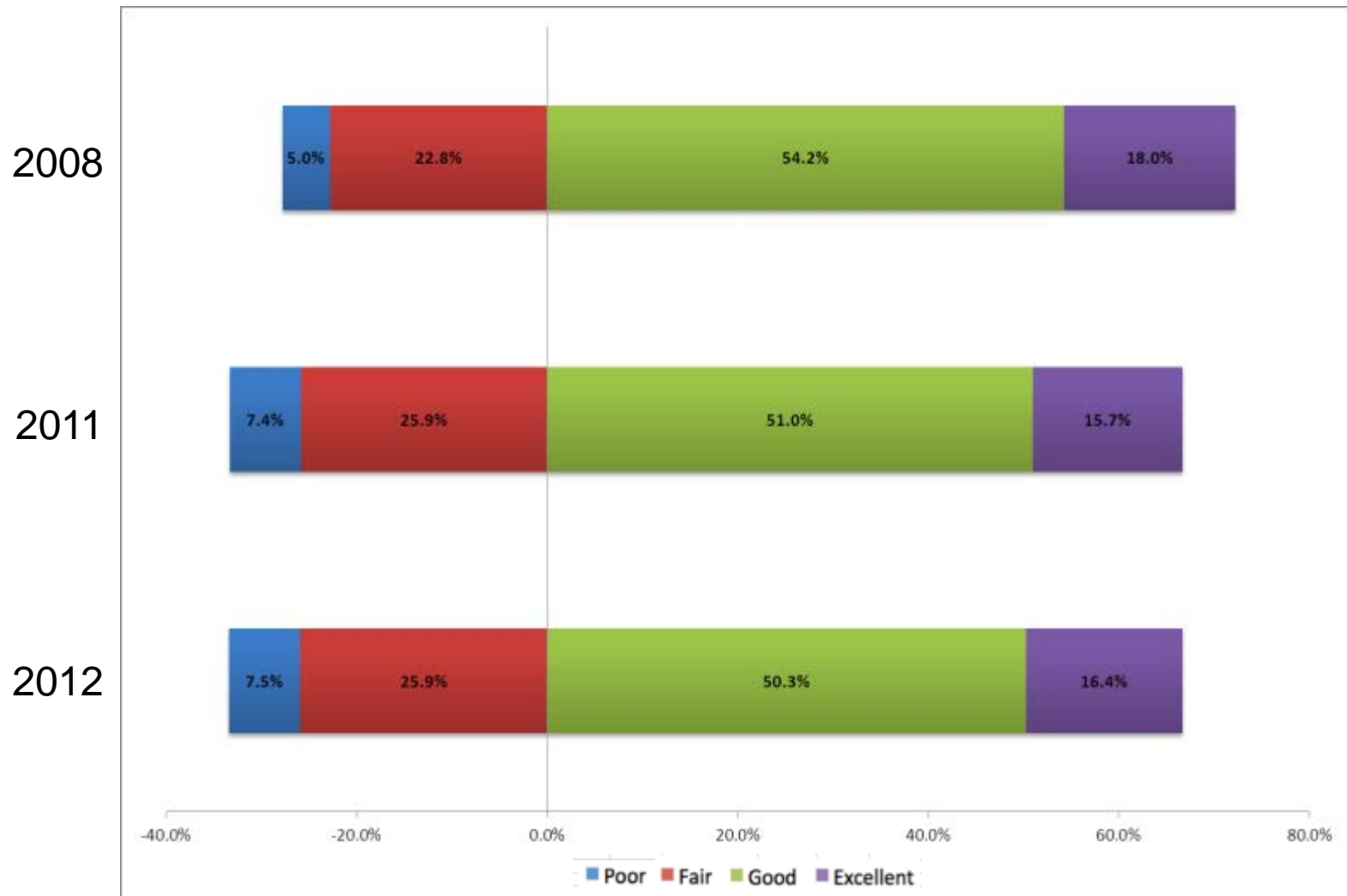
AIF First Year Experience e.g., YU Start

HealthAid Network Peer Mentoring

Expanded orientation for graduate students

Alignment with MTCU Credit Transfer / ONCAT Strategy

# STUDENT SATISFACTION (York: Overall Satisfaction)



Source: National Survey of Student Engagement (NSSE)/OIPA

# COMMUNITY ENGAGEMENT

## Community Engagement

Review and reframing YU – TD Community Engagement Centre

Creation of President's Council on Community Engagement (integrates teaching, research and community relations)

Expanded partnership & outreach

Launch of our campaign

First ever Employee Engagement survey\*

Alignment with MTCU emphasis on community capacity building and contributions to creative economy of Ontario

\* Attention to collegial consensus building required



# SUSTAINABILITY

## SUSTAINABILITY

President's Council on Sustainability

Financial sustainability:

PRASE & AAPR

SHARP Phase 2 2013-14

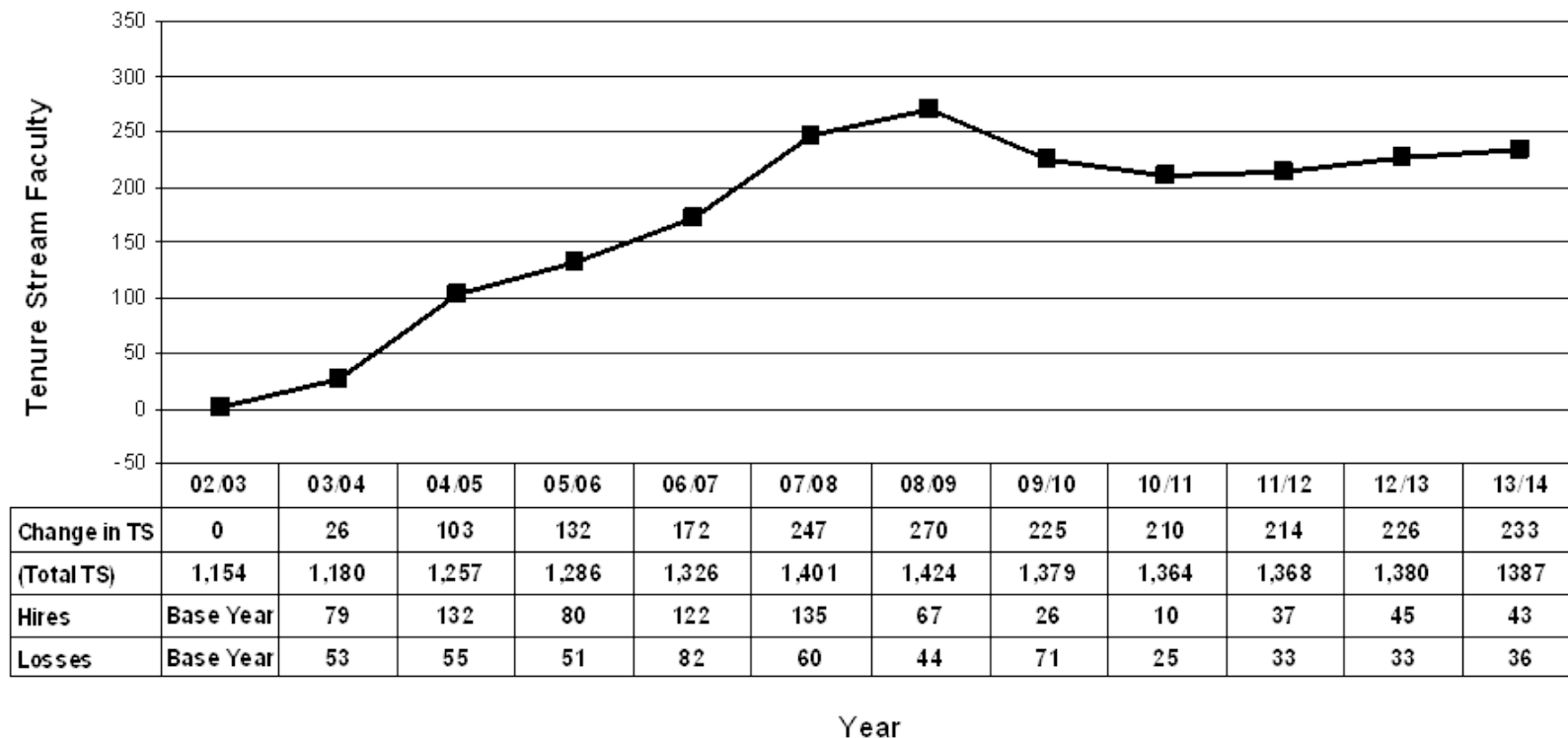
Improved Advancement and Fund-raising  
Performance

Aligns with MTCU emphasis on  
innovation and productivity e.g., PIF

# APPENDIX

# CUMULATIVE CHANGE IN TENURE STREAM FACULTY COMPLEMENT, 2002-03 TO 2013-14

(not including Librarians)



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

November 2013

# TENURE STREAM APPOINTMENTS EFFECTIVE 2013-2014 (BY FACULTY): EQUITY STATUS

FAC.	APPTS MADE (to date)	MALE	FEMALE (self-Id*)	CANADIAN	NON-CANAD.	VISIBLE MINOR.*	DISABILITY*	ABORIGINAL*
Education	.5	-	.5 (.5)	.5	-	-	-	-
FES	1	-	1 (1)	1	-	-	1	-
Fine Arts	1	1	-	-	1	-	-	-
Glendon	2	1	1 (1)	2	-	-	1	-
Health	-	-	-	-	-	-	-	-
LA&PS	18	10	8 (8)	17	1	7	-	-
Lassonde	4	4	-	4	-	3	-	-
Osgoode	-	-	-	-	-	-	-	-
Science	4.5	3	1.5 (1.5)	4.5	-	-	1	-
Schulich	4	4	-	3	1	1	-	-
Libraries	1	-	1 (1)	1	-	1	-	-
<b>TOTAL</b>	<b>36</b>	<b>23</b>	<b>13 (13)</b>	<b>33</b>	<b>3</b>	<b>12</b>	<b>3</b>	<b>-</b>

\*Note: Equity statistics are based on self-identification in hiring process, so may underestimate actual totals; bracketed numbers in the female column are those who self-identified  
 Source: Office of VPA&P

November 2013

## 2013-2014 NEW CONTRACTUALLY LIMITED APPOINTMENTS MADE: EQUITY STATUS

FACULTY	APPTS MADE	CANA- DIAN	NON- CANAD.	MALE	FEMALE (self-Id*)	VISIBLE MINOR.*	DISA- BILITY*	ABORI- GINAL*
Education	-	-	-	-	-	-	-	-
FES	-	-	-	-	-	-	-	-
Fine Arts	-	-	-	-	-	-	-	-
Glendon	2	2	-	-	2 (1)	-	-	-
Health	1	1	-	1	-	-	-	-
LA&PS	18	18	-	6	12 (8)	6	-	-
Lassonde	-	-	-	-	-	-	-	-
Osgoode	1	1	-	1	-	-	-	-
Science	1	1	-	1	-	-	-	-
Schulich	-	-	-	-	-	-	-	-
Libraries	2	2	-	-	2 (2)	-	-	-
<b>TOTAL</b>	<b>25</b>	<b>25</b>	<b>-</b>	<b>9</b>	<b>16 (11)</b>	<b>6</b>	<b>-</b>	<b>-</b>

\*Note: Statistics in equity categories are based on self-identification in hiring process, so may underestimate actual totals.

Source: Office of VPA&P

November 2013

# TRENDS 2002-2003 TO 2013-2014: TENURE STREAM APPOINTMENTS MADE: GENDER BREAKDOWN

APPT. YEAR	MALE		FEMALE		TOTAL # OF APPTS.
2002-03	41	54.7%	34	45.3%	75
2003-04	46	55.4%	37	44.6%	83
2004-05	66	46.8%	75	53.2%	141
2005-06	41	53.2%	36	46.8%	77
2006-07	79	56%	62	44%	141
2007-08	53	52.5%	48	47.5%	101
2008-09	39	56.5%	30	43.5%	69
2009-10	9	50%	9	50%	18
2010-11	5	35.7%	9	64.3%	14
2011-12	26	65%	14	35%	40
2012-13	26	47%	29	53%	55
2013-14	23	64%	13	36%	36
<b>TOTAL</b>	<b>454</b>	<b>53%</b>	<b>396</b>	<b>47%</b>	<b>850</b>

Source: Office of VPA&P

November 2013

# TRENDS 2002-2003 TO 2013-2014: TENURE STREAM APPOINTMENTS MADE: EQUITY STATUS

APPT. YEAR	CANADIAN		NON-CAN.		VISIBLE MINORITY.*		DISABILITY*		ABORIGINAL*		TOTAL APPTS
2002-03	56	74.7%	19	25.3%	12	16%	2	2.7%	0	0%	75
2003-04	68	82%	15	18.1%	11	13.3%	0	0%	1	1.2%	83
2004-05	120	85.1%	21	14.9%	25	17.7%	2	1.4%	3	2.1%	141
2005-06	63	81.8%	14	18.2%	21	27.2%	1	1.3%	0	0%	77
2006-07	112	79.4%	29	20.6%	37	26.2%	2	1.4%	1	.7%	141
2007-08	85	84.2%	16	15.8%	23	22.8%	1	1.0%	2	2.0%	101
2008-09	63	91.3%	6	8.7%	9	13.0%	1	1.4%	1	1.4%	69
2009-10	16	88.9%	2	11.1%	2	11.1%	1	5.5%	0	0%	18
2010-11	13	92.9%	1	7.1%	4	28.6%	0	0%	0	0%	14
2011-12	34	85%	6	15%	12	30%	2	5%	1	2.5%	40
2012-13	44	80%	11	20%	14	25.4%	0	0%	1	1.8%	55
2013-14	33	92%	3	8%	12	33%	3	8%	0	0%	36
<b>TOTALS</b>	<b>707</b>	<b>83%</b>	<b>143</b>	<b>17%</b>	<b>182</b>	<b>21%</b>	<b>15</b>	<b>1.7%</b>	<b>10</b>	<b>1.2%</b>	<b>850</b>

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

Source: Office of VPA&P

November 2013

# OTHER FULL-TIME COMPLEMENT: 2013-2014 CLAs (Renewed/Continuing and New), CONTINUING SRCs AND TRUE VISITORS

FACULTY	CLAs 2013-14 (to date)		Continuing SRCs TOTAL	TRUE VISITORS SLOTS 2013-14 (16 available in total)
	RENEWED/ CONTINUING	NEW		
Education	3	-	-	1
FES	2	-	-	-
Fine Arts	1	-	1	-
Glendon	4	2	3	4
Health	10	1	-	-
LA&PS	47	18	11	6
Lassonde	-	-	-	-
Osgoode	1.5	1	-	-
Science	2	1	3	-
Schulich	4.5	-	-	-
Libraries	4	2	-	-
<b>TOTAL</b>	<b>79</b>	<b>25</b>	<b>18</b>	<b>11</b>

Source: Office of VPA&P

November 2013



# TRENDS 2002-2003 TO 2013-2014: NEW CONTRACTUALLY LIMITED APPOINTMENTS MADE: GENDER BREAKDOWN

APPT. YEAR	MALE		FEMALE		TOTAL APPTS.
2002-03	9	47.4%	10	52.6%	19
2003-04	16	40%	24	60%	40
2004-05	23	53.5%	20	46.5%	43
2005-06	15	36.6%	26	63.4%	41
2006-07	12	44.4%	15	55.6%	27
2007-08	14	51.9%	13	48.1%	27
2008-09	6	40%	9	60%	15
2009-10	9	42.9%	12	57.1%	21
2010-11	18	51.4%	17	48.6%	35
2011-12	8	38.1%	13	61.9%	21
2012-13	16	35%	30	65%	46
2013-14	9	36%	16	64%	25
<b>TOTAL</b>	<b>155</b>	<b>43%</b>	<b>205</b>	<b>57%</b>	<b>360</b>

Source: Office of VPA&P

November 2013

# TREND 2008-2009 TO 2013-2014: EQUITY STATUS: TENURE STREAM AND CONTRACTUAL APPOINTMENTS MADE TO DATE

APPT. YEAR		FEMALE		VISIBLE MINORITY*		DISABILITY*		ABORIGINAL*		TOTAL APPTS
2008-09	TS	30	44.8%	9	13.0%	1	1.4%	1	1.4%	69
	CLA	9	60.0%	3	20.0%	0	0%	0	0%	15
2009-10	TS	9	50.0%	2	11.1%	1	5.5%	0	0%	18
	CLA	12	57.1%	3	14.3%	0	0%	1	4.8%	21
2010-11	TS	9	64.3%	4	28.6%	0	0%	0	0%	14
	CLA	17	48.6%	7	20%	1	2.9%	1	2.9%	35
2011-12	TS	14	35%	12	30%	2	5%	1	2.5%	40
	CLA	13	61.9%	4	19%	1	4.8%	0	0%	21
2012-13	TS	29	53%	14	25.4%	0	0%	1	1.8%	55
	CLA	30	65%	16	35%	1	2.2%	0	0%	46
2013-14	TS	13	36%	12	33%	3	8%	0	0%	36
	CLA	16	64%	6	25%	0	0%	0	0%	25
TOTALS	TS	104	45%	53	23%	5	2.1%	5	2.1%	232
	CLA	97	59%	39	24%	4	2.5%	2	1.2%	163

\*Note: Statistics in equity categories are based on self-identification in hiring process, so may underestimate actual totals.  
Source: Office of VPA&P

November 2013

# UNDERGRADUATE CLASS QUALITY: Student Quality by Range for 101s

