The Senate of York University

Notice of Meeting

to be held at 3:00 pm. on Thursday, December 12, 2013
in the Senate Chamber, N940 Ross Building.

AGENDA

H Lewis, Secretary

Consent Agenda (ASCP Report)

6.4.2   Amendments, Thesis, Dissertation and Supervision Guidelines, Graduate Studies

The Senate of York University

Minutes

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

R. Mykitiuk , Chair	R. De Costa	S. Husein	G. Mianda	I. Saleem
M. Adriaen	P. Delaney	C. Innes	K. Michasiw	L. Sanders
M. Amegago	M. Derayeh	J. Kozinski	M. Milo	C. Sandilands
K. Anderson	K. Dowler	D. Khayatt	A. Moakler	A. Schrauwers
C. Archer	C. Ehrlich	J. Kozinski	A. Mukherjee- Reed	M. Shoukri
A. Asif	J. Elder	M. Larochelle	P. Ng	J. Silver
M. Aubin	J. Foster	S. Lawrence	J. Nguyen	J. Simeon
P. Axelrod	R. Furgiuele	R. Lee	J. O'Hagan	M. Singer
A. Belcastro	P. Giordan	R. Lenton	R. Owston	H. Skinner
S. Benchimol	D. Golemi-Kotra	H. Lewis, Secretary	S. Pagiatakis	B. Spotton Visano
K. Bhathal	S. Grace	D. Leyton-Brown	S. Paradis	S. Tufts
A. Bickford	M. Hamadeh	S. Ling	S. Parsons	G. Vanstone
M. Biehl	S. Harwalkar	K. Little	A. Patel	P. Walsh
K. Bird	D. Hastie	M. Lockshin	D. Pinkerton	L. Weir
G. Brewer	B. Heron	W. Maas	A. Pitt	S. Weiss
M. Budworth	C. Heron	A. MacLennan	B. Rahder	T. Wesson
Y. Bukan	R. Hornsey	G. Malfatti	M. Rioux	K. White
D. Callison	D. Horváth	C. Mallette	K. Robson	L. Wright
H. Campbell	M. Hosale	M. Martel	K. Rogers	H. Wu
D. Cappadocia	J. Haung	M. McCall	M. Roy	J. Yeomans
G. Comninel	K. Hudak	S. McLaren	P. Ryan	Y. Muhammad
B. Crow	D. Hunte	K. McRoberts	B. Ryder	

1.   Chair's Remarks

The Chair welcomed to Senate the new University Registrar, Don Hunt, and expressed Senate's condolences on the passing of Professor Michael Mandel, Professor Emeritus Clara Thomas, and Professor Emeritus Peter Rosen-Runge. The Chair also confirmed that Senate would meet on Thursday, December 12.

2.   Minutes of the Meeting of October 24, 2013

It was moved, seconded and *carried* "**that the minutes of the meeting October 24, 2013 be approved**."

3.   Business Arising from the Minutes

There was no business arising from the minutes.

4.   Inquiries and Communications

There were no inquiries and communications.

5.   President's Items

President Shoukri commented on the following:

- a sprit-filled Red and White Day, the success of which owed much to student leaders and athletes
- important public policy initiatives including the Differentiation Framework and Strategic Mandate Agreements (about which Senate will have an opportunity for input as York's submission is finalized)
- the University's share of funding under the Productivity and Innovation envelope, details of which will be announced when the current embargo is lifted

- funding for French and bi-lingual education by the province, the University's interest in serving as a hub through Glendon for French language education in southern Ontario, and a donation from the Bank of Montreal that will help expand Public Affairs programs and establish Visiting Professorships at Glendon
- the University Day event at Queens' Park and the importance of advocacy by the Council of Ontario Universities
- a recent trip to solidify York's budding relationship with universities in India, and the successful recruitment of students from that country, greatly assisted by the personal involvement of Faculty Deans

In response to a question about York's Strategic Mandate Agreement, the President confirmed that Senate would be consulted as it was finalized in the new year.

6.   Committee Reports

6.1   Executive

Senate Executive informed Senate of the following members:

- membership of the Chancellor Search Committee
- additions to the pool of prospective honorary degree recipients and a particular call for nominations of women and scientists
- the priorities established by APPRC, ASCP and the Committee itself for 2013-014
- the postponement of an informal meeting with members of the Board Of Governors Executive Committee
- the status of a motion concerning AAPR submitted for consideration

6.2   Academic Standards, Curriculum and Pedagogy

6.2.1 Consent Agenda Item

Senate *approved by consent* a recommendation from ASCP to change the requirements of the MA Program in Anthropology as follows:

- reduce the program from 6 to 5 terms
- replace the Thesis option with a Major Research Paper (MRP) option
- change the required theory course from six to three credits
- require a presentation on MA research results in beginning of 5th term.

6.2.3   Information Items

Academic Standards Curriculum and Pedagogy provided Senate with sessional dates for Summer 2015 and confirmed that they are consistent with Senate policy. It also reported its approval of the following proposals effective Fall-Winter 2014-2-15:

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
- a minor change to the admission requirements for the PhD program in Theatre and Performance Studies

Lassonde School of Engineering

- minor changes to the requirements for the Software Engineering program

6.3 Academic Policy, Planning and Research

6.3.1   Notice of Statutory Motion to Establish 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

APPRC gave notice of its intention to move the following statutory motion:

> 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.

6.3.2   Autumn Report of the Vice-President Academic and Provost

Under the auspices of APPRC, Provost Lenton presented her autumn update on planning progress (with an emphasis on enrolments and complement). In response to a comment that some students are worried that online instruction is a cost-containing, band aid solution to other problems, the Provost noted that an online discussion paper is in development, that approaches will vary in disciplines, and that York has been a pioneer in blended learning. A question about the rise in student-faculty ratios led to a discussion of the new SHARP budget model in which revenues and expenses will be in closer harmony. Although comparative data is often closely guarded, the Provost will seek to provide Senate with student-faculty ratios at other universities. It was also reported that SEM Works recommendations can be expected in December.

The Provost's "Report on Progress toward Academic Priorities" was posted on the Senate Website at

http://www.yorku.ca/secretariat/senate/agenda/2013-2014/documents/2013November/VPAcademic&ProvostReport.pdf

6.3.3   Academic and Administrative Program Review

APPRC provided Senate with a summary of its involvement in the AAPR process and provided its perspective on recent developments. The Committee also facilitated a discussion of AAPR which began with a presentation from the Provost and went on to cover a wide range of issues and concerns, including the following:

- the anxieties felt by the community about the process and possible outcomes, the perceived disengagement of Senate to date
- fears that the Humanities or more generally the Liberal Arts would be disadvantaged
- the extent to which AAPR was truly "made-in-York" since the draft template bore close resemblance to the consultant's criteria
- the membership of the Steering Committee and whether or not it reflected York's diversity
- the potential for inherent conflict in an exercise that appears to pit programs against one another, and the advantages of a more cooperative approach
- the processes, findings and methodological challenges at other universities where prioritization had been undertaken
- worries that the approach adapted at York featured biased weightings and imposed uniformity even though programs are quite different
- a crisis of legitimacy if an alien methodology is imported

It was *agreed* that discussion would continue. Among the points made in responses to these concerns were the following:

- experience elsewhere has informed the design of a distinctive adaptation of Dickeson's model
- the process will allow programs to provide qualitative comments and context, and many criteria are not dissimilar to those of Cyclical Program Reviews
- the alternative to AAPR is across-the-board cuts that would leave the most vulnerable programs in the most perilous situation
- assistance will be available to programs in the preparation of submissions
- task force reviews are not definitive, and their reports will feed into existing governance pathways not pre-empt them
- Task Force members will be colleagues with a strong sense of York's values and traditions, and having two Task Forces – one exclusively focused on academic programs, and made up solely of colleagues – will reinforce this
- the exercise is not just about costs and revenues
- a five-year process provides ample time to fine tune processes and get the decisions right

The Provost agreed to raise with the Steering Committee a question about the membership of students on AAPR task forces.

6.3.4   Other Information Items

APPRC transmitted a report from its Sub-Committee on Organized Research Units and shared a detailed summary of its involvement in AAPR.

6.4   Appeals

Consideration of the Appeals Committee report was *deferred*.

6.5   Awards

Consideration of the Awards Committee report was *deferred*.

7.   **Other Business**

There being no further business, Senate *adjourned* at 5:30 p.m.

R. Mykitiuk, Chair   _____

H. Lewis, Secretary   _____

FOR INFORMATION

1.   **Election of Senators to the Academic Sub-Committee of the AAPR Steering Committee**

Senate Executive reported in November that it had received a motion submitted by Senator Campbell and Senator Tufts that was intended for consideration at the November 28 meeting of Senate. The motion dealt with the Academic and Administrative Program Review and Senate's role, and it was grounded in concerns that Senate has not been sufficiently involved in the AAPR process. These concerns were also expressed at recent Senate meetings.

Senate Executive deferred its consideration of whether the motion was ready for Senate pending an opportunity for further consultations and possible refinement of the wording of the motion and rationale. Proponents were encouraged to consult with the Provost. They were also advised of the timelines for submitting a motion in its original or revised form for review by Senate Executive in December in time for this month's meeting.

The proponents have informed Senate Executive that they do not intend to submit a motion in December but rather plan to do so in January. At the same time, the Provost, who has met with Senator Campbell and Senator Tufts to explore options, has raised with them and APPRC the possibility of expanding the Academic Sub-Committee of the AAPR Steering Committee by the direct election of two Senators by Senate. The Sub-Committee would be responsible for conducting consultations on the *academic program* criteria and the Program Information Form and preparing a final version of the document. The Sub-Committee consists of four current Steering Committee members – three Deans and the Vice-Provost Academic and two members designated by APPRC. It is proposed that this interim step can and will be taken **without prejudice** with respect to a further motion at Senate.

APPRC has been monitoring the AAPR process and providing advice in accordance with its mandate. The Executive Committee also has responsibilities with regard to Senate's relations with "other bodies of the University."   It discussed the Provost's proposal in this context. Therefore, and notwithstanding any subsequent consideration by Senate of AAPR, the Executive Committee has agreed to facilitate the designation of two Senators on the Academic Sub-Committee of the AAPR Steering Committee as proposed by the Provost by means of a nomination and election process to be conducted forthwith.

Accordingly, Senate Executive calls for the nomination of Senators to stand for election as members of the Academic Sub-Committee of the AAPR. Senators may nominate themselves or other Senators provided that those nominated agree and are available for meetings in January 2014. Nominees will not be vetted by Senate Executive or its Nominations Sub-Committee. All nominees whose names are put forward will appear on a ballot customarily used for Senate e-votes. A Website for the purpose of gathering nominations has been established by the University Secretariat, and nominations will be open as of December 9.   The timelines for the election are as follows:

Monday, December 9	Nominations open
Friday, December 20	Nominations close
Monday, December 23	E-vote election begins
Wednesday, January 8	E-vote election ends

The Provost has advised Senate Executive that she will continue her consultations with Senator Campbell and Senator Tufts with a view toward finding agreement on a way forward. The Executive Committee has also asked APPRC to update for the December meeting of Senate the summary of its involvement in the AAPR process provided in November.

2.   **Vacancies on Senate Committees**

There is one remaining vacancy on the Tenure and Promotions Committee. Senate Executive welcomes expressions of interest in service on this non-Faculty designated committee. Seats remain open for Faculty-designated members on the following committees:

Academic Policy, Planning and Research: Fine Arts

Senate Executive: Fine Arts, Glendon, Graduate Studies, Health

Senate Executive urges Faculties to fill these vacancies as soon as possible.

Roxanne Mykitiuk, Chair

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											
TOTAL	243	74	125	59	195	904	774	1296	3688	393	7751

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
TOTAL ENROLMENT	53,205	54,237	54,507	54,590
FACULTY PETITIONS AND APPEALS	7522	7279	7766	7751
%AGE OF STUDENTS PETITIONING	14.14%	13.61%	14.25%	14.20%
APPEALS TO SENATE	105	89	84	76
%AGE OF FACULTY DECISIONS APPEALED	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-Ramdoo.

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

<u>President's University-Wide Teaching Award</u>

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

<u>President's Research Excellence Award (PREA)</u>
Call for nominations: October 2013
Deadline: December 10, 2013

<u>President's University-Wide Teaching Awards (PUWTA)</u>
Call for nominations: early December 2013
Deadline: Feb 7, 2014

Honorific Professorships:
<u>University Professorship (UP)</u>
Call for nominations: early January 2014
Deadline: March 4, 2014

<u>Distinguished Research Professorship (DRP)</u>
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**
TOTAL		$1,014	$8,150,732	$649,870	$323,338	$1,980,847	$1,600,636	$3,517,974	$3,738,266	$2,196,632	$2,657,730	$24,817,037

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**
TOTAL	4	9038	647	311	1593	1596	4121	1219	1195	2204	21928

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
York funded	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%
Government funded	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%
Endowments and donations		$5,970,966	$5,009,503	($961,463)	-16%
Total		$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
York funded	Entrance scholarships and awards	4,845	4,783	(62)	-1%
	Continuing Student Awards, Scholarships and Bursaries	12,897	12,882	(15)	-0.2%
Government funded	Queen Elizabeth II Aiming for the TOP, First generation, Aboriginal, OBPAP, IEP, OIEOS, BSWD, Ontario Special Bursary, etc.	1,855	1,110	(745)	-40%
Endowments and donations		3,930	3,153	(777)	-20%
Total		23,527	21,928	(1,599)	-7%

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](#).

COMMITTEE ON ACADEMIC STANDARDS,
CURRICULUM AND PEDAGOGY
Report to Senate
at its meeting of 12 December 2013

FOR ACTION

I. MAJOR MODIFICATIONS

6.4.1 Establishment of the York University English as a Second Language Bridging Program (YUBridge) Program • York University English Language Institute

The Committee on *Academic Standards, Curriculum and Pedagogy* recommends that Senate approve **the establishment of the York University English as a Second Language Bridging Program (YUBridge) Program, housed in the York University English Language Institute, effective 1 January 2014.**

Rationale
Supporting documentation is attached as Appendix A. The YUBridge is a program for high-achieving international students with excellent high school grades (80% or above), who have not yet met the University's English language proficiency requirements for admission to undergraduate studies.   The students concurrently pursue academic courses and participate in the full-time *English as a Second Language* program at the *York University English Language Institute* (YUELI).   Eligible students are admitted conditionally to a degree program at York University and permitted to enrol in a maximum of nine credits over one academic year while completing their English language training. Through the YUBridge program, students may be conditionally admitted to a degree program in the Faculty of Liberal Arts and Professional Studies, the Faculty of Science, or the Lassonde School of Engineering.   Only students who satisfy York University's language proficiency requirements will be considered to have met the conditional requirements of their admission and be eligible to continue in their degree studies.

It is the intention of the program to attract international students to York who might not otherwise choose the University on the understanding that they are not eligible to attend.

With the support of the Office of the Provost, the bridging program operated as a pilot project for the FW'12, SU'13 and Fall '13 sessions. As detailed in the proposal, the results of the pilot have been solid, with 84% of the FW'12 cohort and 67% of the Summer 2013 cohort maintaining eligibility to continue in their degree program. Statements from LA&PS, Science and Lassonde confirm their support for the YUBridge. The pilot afforded an opportunity to test the structure and operation of the program and adjustments have been made to ensure that the appropriate support systems for the students have been put in place. The resources required for the dedicated TAs for the program are addressed by the additional enrolments that result from the bridging program.

The YUBridge meets the criteria for *Provisional Admission Bridging Programs*, as set out in the Senate Policy and Guidelines on Bridging Programs.

Approved by ASCP 4 December 2013

CONSENT AGENDA

6.4.2 Changes to the Thesis, Dissertation and Supervision Guidelines • Faculty of Graduate Studies

The Committee on *Academic Standards, Curriculum and Pedagogy* recommends that Senate approve changes to the **Faculty of Graduate Studies *Thesis, Dissertation and Supervision Guidelines* necessary to adopt an Electronic Thesis and Dissertation (ETD) submission platform (set out in Appendix B), effective 1 January 2014.**

Rationale

The proposed changes to the Thesis, Dissertation and Supervision Guidelines reflect the changes in process that result from the development of an Electronic Thesis and Dissertation (ETD) submission platform.

The ETD platform is the culmination of lengthy collaborative work undertaken by a Task Force formed in 2001, originally comprising members from York University Libraries, the Faculty of Graduate Studies, and University Information Technology. The ETD draws on the capacity of YorkSpace, York University's institutional repository of research, to accept, store and disseminate scholarly output. Across Canada, universities have been developing streamlined electronic thesis and dissertation submission processes in order to continue participating in the Theses Canada program of Library and Archives Canada (LAC).

Presentations on the proposed ETD were delivered to Graduate Program Directors, Graduate Program Assistants, and the Graduate Students' Association in Spring 2013. The ETD platform was tested with students this past summer, with very positive feedback. Copyright issues associated with the shift to the ETD and LAC thesis program have been confirmed with the University's Copyright Officer.

The electronic submission of theses/dissertations has been available as an option since 30 September 2013 while the Faculty phases out the existing hard copy submission process. The intention is that effective January 2014, paper submission will be fully replaced by electronic submission. This will allow the University to meet the April 2014 deadline for ETD "harvesting" by LAC.

> Approvals: FGS Council 3 October 2013 • ASCP 27 November 2013

FOR INFORMATION

1.   Consultation Sessions

From time to time ASCP is invited to participate in consultation sessions on academic matters related to its mandate. A recent meeting was structured around two such sessions: the first- year student experience led by the Chair of the *First-Year Experience Working Group*, Vice-Provost Students Janet Morrison; and experiential learning, led by the Chair of the *Experiential Education Working Group*, AVP Teaching & Learning, Sue Vail. Both are issues central to the 2010-2015 University Academic Plan (UAP) priorities. Members discussed and provided feedback on the draft reports and recommendations issued by both working groups. Follow-up discussions on opportunities for the Senate Committee to help advance the recommendations will be scheduled for future agendas.

2.   New Member

The Committee is pleased to welcome Franck van Breugel (Department of Computer Science, Lassonde School of Engineering) to the membership.

Leslie Sanders
Chair, Academic Standards, Curriculum & Pedagogy

York University English as a Second Language Bridging Program (YUBridge)

Program Objectives

Included among the goals in the 2010 Provostial White Paper is that of increasing York's international undergraduate population. The specific target of the Paper is to increase international enrolments from 6.0% in 2010 to 7.5% by 2013 and 10% by 2017. As one initiative to help achieve this goal, the York University English Language Institute (YUELI) designed (with the support of then-Provost Patrick Monahan) the *York University English as a Second Language Bridging Program* (YUBridge). The YUBridge is a program for high-achieving international high school graduates who have not yet met the University's English language proficiency requirements for admission to undergraduate studies. It combines English language instruction with a limited number of academic credit courses which can be applied toward a degree program. It is the intention of the program to attract international students to York who might not otherwise choose the University on the understanding that they are not eligible to attend.

Target Cohort for the Program (currently and in future)

All applicants must achieve an 80% or equivalent GPA in high school, must complete all pre-requisite courses for their degree programs, and must attain one of the following:

- TOEFL iBT 64, with a minimum of 16 in Writing
- TOEFL CBT 180 OR IELTS 5.0 overall, with a minimum of 5.0 in Writing
- 60% overall score on YUELI's internal test

YUELI will hold to this student target audience in the future and continues to cast the recruiting net further toward Japan, Korea, Malaysia, Vietnam, Russia, the Middle East, Europe and Latin America.

Program Marketing

YUELI promotes the YUBridge through a number of marketing platforms. These include the YUBridge link on the YUELI website and accompanying student testimonials, as well as the YUELI brochure (English and Chinese versions). In addition to these initiatives, the YUELI management and marketing teams attend educational fairs and visit schools around the world to promote the program. The staff and management at York's Representative Office in Beijing also travel throughout the year marketing the program to institutions across China. York Admissions, Recruitment, the Faculties of Liberal Arts and Professional Studies, Science and of Engineering also play a key partnership role in disseminating promotional information about the program.

Program Structure

Senate recently approved the **Senate Policy and Guidelines on Bridging Programs at York University.** One of the four categories of bridging programs established in the Guidelines is *Provisional Admission Bridging Program to Enhance Language Proficiency* (Section 4.2.2). Such a program is defined as:

> Normally a one-year (two-term) program that provides provisional admission to degree programs for direct-entry students who require further language instruction to achieve the level of English required for the University's admission requirements. Students are admitted to the University with the condition of satisfying the English language requirements within the next 12 months.

The criterion for a provisional admission bridging program is as follows:

> Programs include a combination of courses for academic credit and non-credit language instruction. Applicants must achieve a minimum score of 5.0 on the IELTS (or equivalent) to be eligible for the bridging program. A maximum of 9 academic credits may be taken during the program. Upon satisfaction of the language proficiency requirements, students' admission to the degree program is confirmed. The courses for academic credits will be counted towards degree program requirements.

The proposed YUBridge program meets the above definition and criteria. It is a program for high-achieving international students with excellent high school grades (80% or equivalent, and above), who have achieved an International English Language Test Score (IELTS) of 5.0 or higher (or the equivalent). YUBridge students concurrently pursue academic courses and a full-time *English as a Second Language* program at the *York University English Language Institute* (YUELI). Eligible students are admitted conditionally to a degree program at York University and permitted to enrol in a maximum of nine credits over one academic year while completing their English language training. Through the YUBridge program, students may be conditionally admitted to a degree program in the Faculty of Liberal Arts and Professional Studies, the Faculty of Science, or the Lassonde School of Engineering. Only students who satisfy York University's language proficiency requirements will be considered to have met the conditional requirements of their admission and be eligible to continue in their degree studies.

Eligible students will be able to enrol in the YUBridge in one of three yearly program intakes: in January, May and September. Over two semesters, students study for 16 hours a week in academic English classes. In Semesters One and Two, students also study one 3-credit course. In addition, students who have reached an IELTS score of 6.0 or equivalent by the end of Semester One may apply for permission to take an additional three credits in Semester Two.

Students in the YUBridge Program will be governed by the academic regulations pertaining to the degree program to which they have been admitted. Similarly, academic advising will be provided by the Academic Services areas of the Faculty to which the students have been admitted.

Program Content

English Language Instruction

The YUELI English language training involves intensive course work. By the end of eight months, YUBridge students will be expected to write academic essays to a high standard. They will also be expected to recognize main points and separate them from supporting details in long readings, distinguish fact from opinion, comprehend, summarize and critically analyze lectures and seminar work, and participate and demonstrate confidence in classroom discussions, debates and small group discussions.

To advance from the YUBridge, a student must achieve a pass in all skill areas, with at least 65 percent in writing, reading and listening. There should not be more than one final grade of less than 65 percent in any other skill. Any combination of grades below 65 percent can mean that a student will fail the program.

Academic Courses

The academic courses for the YUBridge are determined by the relevant Faculties. In 2012/2013, YUBridge students enrolled in the Faculty of Liberal Arts and Professional Studies, the Faculty of Science and the Lassonde School of Engineering, registering for a maximum of 9 credits in the following courses:

- ECON 1000 (3.0), ECON 1010 (3.0), ECON 1900 (3.0), ECON 1910 (3.0)
- MATH 1013 (3.0), MATH 1014 (3.0), MATH 1025 (3.0)

YUBridge students join regular program lectures and are assigned a separate tutorial or lab (spaces are reserved for these students). YUELI instructors also attend both the lectures and tutorials in order to better support the students.

YUBridge students who successfully complete their York courses may count these as either electives or major credits, depending on the degree program.

In future years, more York Faculties are likely to participate in the YUBridge.

Program Objectives and Expected Outcomes (benchmarks for success)

By the end of the YUBridge, students should have attained the following skills:

Reading and Vocabulary:

- recognizes the organization of different reading material/patterns of organization (for example, cause & effect, argumentative, comparison/contrast, problem solution, listing, sequence, etc.)
- decodes the overall organization of a text (for example, introduction, conclusion, author's purpose, etc.)
- recognizes main points and separates them from supporting details in long readings
- recognizes key vocabulary and uses context clues (e.g., word forms and root words) to understand new/difficult vocabulary and infer general conclusions
- evaluates the validity of sources and identifies the difference between academic and popular sources
- distinguishes fact from opinion
- reads at a reasonable speed using skimming and scanning
- recognizes and defines technical terms relevant to particular subject matter
- is competent at doing library research on a selected topic

Writing:

- writes different styles of essays (cause and effect, comparison and contrast, argumentative, problem solution) with clear introductions, conclusions, thesis statements, topic sentences, and cohesive body paragraphs
- writes a summary and response paper about various kinds of written passages with a high-intermediate degree of accuracy
- writes short reports
- shows increasing ability to understand and produce more complex grammatical structure accurately
- self and peer edits
- paraphrases and properly quotes information from printed sources using proper citations
- writes a research paper of 3-4 pages with adequate support (examples, explanations, details) using proper citations
- word-processes major assignments using standard formats as instructed

Listening:

- comprehends main ideas and most details in all material presented in class (lectures, documentaries of 30-60 minutes in length, classroom explanations, oral presentations)
- differentiates between major and minor points
- summarizes and critical analyses lectures and documentaries
- understands and recognizes different registers of the language (formal, informal, slang, idioms)
- takes lecture notes
- recognizes discipline specific language
- recognizes transitions in the lecture (e.g. introducing agenda, new points, providing examples, wrapping up, etc.)

Speaking:

- communicates without serious difficulty and works on improving clarity of speech
- self monitors and corrects speaking errors
- recognizes and uses definitions of key concepts in discussions and questions during tutorials and lecture
- participates and demonstrates confidence in classroom discussions and debates and small group discussions
- exhibits reasonableness, maturity and flexibility in discussion
- uses situationally-appropriate language (non- sexist, non-racist, etc.)
- asks for explanation and clarification

- can pose critical questions
- is aware of and is working on pronunciation problems
- gives a 15-minute informal and formal presentation that demonstrate analysis and provide clear content

Sociocultural and Sociolinguistic Skills:

- is aware of cross-cultural issues
- is aware of the different socio-academic constructions of knowledge
- shows respect and openness to the points of view of others
- participates in out-of-class social and cultural experiences

Please see **Appendix A** for additional information on YUBridge Course Requirements, including assignments, attendance, participation, tests and quizzes.

Resources

The Faculty of Liberal Arts and Professional Studies, the Faculty of Science and the Lassonde School of Engineering have provided letters of support.

The York University English Language Institution operates on a cost recovery basis. Student fees for the YUELI portion of the YUBridge cover all costs.

Program Implemented as a Pilot in 2012-13 and 2013-14

The Office of the Vice-Provost Academic supported the offering of the YUBridge program on a trial basis as a pilot project. The first intakes occurred in September 2012, January 2013 and Summer 2013.

Currently, students in the YUBridge program are mostly from China, but an increase in registrations from Saudi Arabia, Russia, Turkey, Japan and Vietnam and Cambodia is expected.

Success of Pilot

September, 2013 marked the first anniversary of the YUBridge pilot. The 65 students who joined the program in year one contributed to York's goal of increasing its percentage of international students. At the beginning of year two, 68 students were already enrolled in the September YUBridge intake. Reaching 100 new students over the course of 2013-14 is almost certain. If YUB is approved beyond 2014, YUELI management anticipates that enrolments will continue to increase, and should reach at least 200 by 2017.

Feedback From Students who Participated in YUBridge, Year One

Successful Students (unedited comments):

1. 'YUB Program gives me opportunity to study at York and get some credits before I am full time York student. I study academic English and I also study a lot of vocabulary in my Language Support class that I will need for my major.'

2. 'I really like YUB Program, especially the additional grammar seminar that we can take. The teacher is very nice and I can make sure that I understand grammar really well before I go to York'.
3. 'TA session with Ta and my YUELI Teacher are great because I can learn math and if I do not understand, TA and my teacher can help me better understand and get a better mark at math.'
4. 'In YUB Program I can both study English and take courses at York. I like this opportunity and my YUELI teachers help me be successful at York.'
5. 'University skills seminar helps me learn how time management is important at York. I also learn how to study best to prepare for tests etc. This helps me be more successful at York.'

Unsuccessful students (unedited comments):

1. 'I dropped my Econ class because I need to focus on my English.'
2. 'I don't want to study math class because it is too difficult for me to understand what professor is saying. I need to focus only on my English now.'
3. 'I think I failed YUB because I had some problems with my roommate. I did not study enough.
4. 'I failed YUB because I was lazy and did not go to my lectures and classes.'
5. 'I think I failed the Econ class because the professor spoke not clearly and I did not understand.'

Transition Plans for Students who Struggled in Academic Courses

The first year of the YUBridge saw a number of students struggling on different fronts. For some, the adjustment to life in Canada intruded on a clear understanding of program expectations. For others, deficiencies in their use of academic English, especially in the early months, made it a near insuperable task to complete assignments to a high or even average standard. Keeping up with lecture content and the volume of course information and accurately applying this material to course objectives, assignments and exams were also cited by students as hindrances to their success. The YUELI YUBridge instructors kept records of these concerns and have been working with YUELI management on steps to better equip future student intakes. These steps have been prioritized as follows:

1. Closer collaboration between YUELI instructors and course T.A.s on reinforcing key content and concepts from lectures and readings.
2. Greater emphasis on and more extensive dissemination of course objectives.
3. More extensive use of course exemplars and past assignments.
4. Additional workshops on critical reading and writing skills, as well as on active listening and note-taking skills.
5. Increased number of essay writing workshops.
6. Additional collaboration with Faculty on the best way to utilize advising and support for the specific needs of YUBridge Program students.
7. Enhanced orientation for incoming YUBridge students, including "Start-up Tool Kit" and online modular workshops.

Appendix A   **YUBridge Course Requirements**

Assignments, attendance, participation, tests, and quizzes

1. Assignments
All work must meet Semester One content, grammar, and vocabulary standards. Many assignments will be submitted to **turnitin.com.**

Reading
- 4 reading tests = 65%
- Reading logs = 25%
- Library research assignment = 10%

Writing
- 8 in-class writing assignments (4 essays and 2 reports, 2 summaries) = 80%
- Final Research Paper = 20% (submitted to turnitin.com)

Listening
- 4 Listening Tests = 65%
- Listening Logs = 10%
- In class listening = 25%

Speaking
- In class pair work, group work, class discussions, and participation= 50%
- Formal Presentation = 50%

Grading Scheme:

A+	85%-100%
A	80%-84%
B- B+	70%-79%
C C+	65%-69%
D C-	55%-64%
E	50%-54%
F	0-49%
U/E	Unable to evaluate

PASS

A passing score in any skill must be at least 65%.

To pass the YUBridge, a student must have a pass in all skill areas with at least a **65%** in **writing, reading, and listening**. There should not be more than one or two **final grades of less than 65%** in any other skill. **Any combination of 65% grades and below 65% grades can mean a student will be required to repeat the level.**

Points will be deducted for any unexcused late assignments. **No assignment will be accepted for any grade more than 3 days late (including weekend days). Every day the assignment is submitted late, 10% will be deducted from the overall mark.**

2. Attendance Requirements

Students are responsible for being on time. If a student is late for a class, s/he will be marked late. Three "lates" are equal to one 2-hour absence. If a student is more than 15 minutes late for any class, s/he will be marked absent, for a period of 2 hours.

Attendance in the YUELI YUBridge Program classes is required. Students who have attended classes and completed, to an acceptable standard, all homework and in-class assignments and tests will receive an evaluation and a certificate.

Students will NOT receive an evaluation or a certificate if they are absent for more than:
- 32 hours of core classes
- 8 hours of the University Skills class

D. Academic Honesty (Plagiarism)

1. Academic Honesty
YUELI students – and all York University students – are responsible for following a policy of academic honesty. Cheating on tests and assignments will not be tolerated. Instructors will give a failing grade for any assignment or test where a student is found to have cheated, and this may lead to the student's failing the course. Any student who cheats will have a record on his or her file. Any student who cheats on more than one occasion will be interviewed by the Associate Director or the Director, **which will almost certainly result in the student's immediate dismissal from the program. Students who are dismissed for cheating are not permitted to register in future program sessions.**

2. Plagiarism
Plagiarism – copying someone else's words and/or ideas without giving credit to the author – is a serious offence in the academic world and will not be tolerated either at YUELI or at York University. Instructors will treat any instance of plagiarism very seriously. This includes any situation where students have another person write, in full or in part, an assignment for them, or copy materials from other students, printed materials and/or the internet. Where the words or ideas of others are represented, students **must** make it clear that these words or ideas are of others – not their own. This is generally done by way of citation and quotation.

Instructors will give a failing grade for any assignment or test where they see that any student has plagiarized material and this may lead to the student's failing the course. Any student who is guilty of plagiarism on more than one occasion will be required to have an interview with the Associate Director or the Director**, which will almost certainly result in the student's immediate dismissal from the program. Students who are dismissed for plagiarism are not permitted to register in future program sessions.** *In the event of unusual achievement inconsistencies between out-of-class writing and in-class work, your in-class writing will be used to determine your final writing grades.*

3. www.turnitin.com
You will be asked to submit a number of your assignments to **turnitin.com**. See the instructions below and sign up for class this weekend.

Appendix B: **Sample YUBridge Schedule**

	Monday • 4 hours ELC	Tuesday • 2 hours ELC • 1.5 hours lecture • 1 Office hour	Wednesday • 4 hours ELC (including Microecon. content support)	Thursday • 2 hours ELC • 1.5 hours lecture • 1 Office hour	Friday • 2 hours ELC • 2 hours Academic language support
10:00am		Microeconomics Lecture 10:00am-11:30am (Prof. Avi Cohen)		Microeconomics Lecture 10:00am-11:30am (Prof. Avi Cohen)	
10:30am					
11:00am			Microeconomics Content Support 11:00am-12:30pm (TA Andrew Dickens)		
11:30am					
12:00pm		Office Hours 11:45am-12:45pm		Office Hours 11:45am-12:45pm	
12:30pm					
1:00pm	ELC 1:00pm-3:15pm				Academic Language Support 1:00pm-2:45pm
1:30pm			Microeconomics Language Support Class 1:15pm-3:15pm		
2:00pm		ELC 1:15pm-3:45pm		ELC 1:15pm-3:45pm	
2:30pm					
3:00pm					
3:30pm	ELC 3:30pm-5:15pm				ELC 3:00pm-5:00pm
4:00pm					
4:30pm					
5:00pm					
5:30pm					

Appendix C: **Overview of YUBridge Year One Results**

YU Bridge Summary, Registrar's Office, York University

October 21, 2013

Fall/Winter 2012

The number of students that began studies degree programs under the YUBridge program with YUELI was 43 students: 38 to LAPS; 1 to Fine arts and 4 to Science. All of these students had an admit average of over 80% or better and had at least a 5.0 IELTS score or equivalent.

Of the 43, 36 remained Registered as Active (RA) for the Fall/Winter 2012 session; 7 withdrew or were deregistered.   Note: It is possible for a student to withdraw from academic studies and continue with studies at YUELI.

All of the students who successfully complete the YUELI portion of the YUBridge, or who present other acceptable proof of language proficiency, are eligible to continue in their degree programs. Academic decisions about progress are made after a student has complete 24 academic credits.

FW2012 students who continued to FW13

Of the 43 who began in the YUBridge in FW12, this many are registered as continuing students for FW13

LAPS: 32 (84% of original class continuing)

Fine Arts: 1 (100% continuing)

Science: 3 (75% continuing)

In Winter 2013 fifteen students began degree studies with the YUBridge program and Summer 2013 an additional 3 joined. Ten of these 15 achieved an overall grade point average of 5.0 or better. Ten are continuing their degree studies in FW13 (67%).

Fall 2013

As of October 2013, 73 students are registered at York through the YUBridge program.

LAPS: 58

Science: 6

Lassonde: 6

Appendix D: **Letters of Support**

Please see separate attached documents.

YORK
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UNIVERSITY

**FACULTY OF
LIBERAL ARTS &
PROFESSIONAL
STUDIES**

Office of the Dean

S-949 Ross Bldg

Tel 416 736-5220
Fax 416 736-5750

Internal Memorandum

To**:**   Whom it May Concern

From**:**   Kim Michasiw,
               Vice Dean

Date**:**   9 October, 2013

Subject**:**   YUELI English as a Second Language Bridging Program
_____

On behalf of Martin Singer, Dean of the Faculty of Liberal Arts & Professional Studies, I
have reviewed the proposal from the York University English Language Institute (YUELI)
for an English as a Second Language Bridging Program. The Program, which was piloted
FWS12 and is running again FW13, allows students who are currently enrolled at YUELI to
take up to 9 credits of York undergraduate courses. Provided they pass the courses and
succeed in their studies at YUELI, the credits will be counted toward their degree program
requirements.

The program aligns very well with the intention expressed in both the University Academic
Plan and the Faculty's Strategic Plan on internationalizing York, in part at least by increasing
the percentage of international students. The Strategic Plan also argues the necessity of
increasing and diversifying the supports for those of our international students whose first
language is not English. The ESL Bridging Program is one of the multiple prongs of this
increased support. Bringing YUELI students into the university classroom while they are still
at the Institute obliges those students to confront precisely the level of English
comprehension that will be necessary for them to succeed in their studies, even in those
studies are in disciplines where numbers and mathematical symbols are dominant. Students
who have crossed the Bridge as much better prepared for what awaits them than those freshly
arrived, even if the latter have the IELTS scores above required for immediate admission. In
addition, the experience in the wider university serves to focus the students' work at YUELI,
which makes of the program the language-acquisition equivalent of the virtuous circle.

Though the pilot project experienced a few hiccoughs, as is to be expected on first offering, it appears that the YUELI students in LA&PS's introductory Economics courses have adapted well, especially now that appropriate support systems have been put in place. The opportunity to accumulate university credits while pursuing language study is clearly a useful tool in recruitment; the increased numbers in the program in FW13 are a testament. But, as I tried to suggest in the preceding paragraph, the Bridge not only recruits, it prepares and does so in ways that may, more or less obliquely, serve as a model for other supports for international students.

It is, of course, necessary that the resource implications of the program be suggested. Given the vast size of ECON 1000 and 1010, the presence of YUELI Bridge students barely ripples the surface. There are more assignments to grade, amounting, perhaps to 135 additional marker/grader hours, but this impact is negligible in its context. The sole extraordinary additional resource is the provision of a dedicated Economics TA to the Bridge students. Across the three terms, this provision amounts to a 1.5 TA assignment, or more or less exactly what is allotted under the minimum guarantee provision of doctoral candidates' admissions letters. This is a cost that is covered four-fold if only one Bridge student who would not otherwise have attended York is retained through an Honours degree program. This appears to me a gamble well worth taking, for the students, the Faculty, and the university as a whole. I applaud and strongly support making permanent the YUELI Bridge.

YORK

YORK UNIVERSITY

FACULTY OF SCIENCE

<u>**Memorandum**</u>

Office of the Dean

TO: Calum MacKenchie, Director YUELI

FROM: Peter Cribb, Associate Dean, Students

SUBJECT: YU Bridging Program

DATE: October 1, 2013

The Faculty of Science is please to offer its support for the continuation of the YU Bridging Program.

The first two years have seen a modest number of new international students joining degree programs in the Faculty, with expectations of substantial future growth.

The advantage of taking a limited number of for-credit courses while conditionally admitted (subject to meeting English language requirements) seems to be an attractive option for these international students who are otherwise academically prepared but need to improve their English.

We look forward to further cooperation with YUELI in continuing the program.

PC/jc

LASSONDE | **YORK**
SCHOOL OF ENGINEERING | UNIVERSITÉ UNIVERSITY

Calum MacKechnie
Director, York University English Language Institute

1 October 2013

Dear Calum

Re: Support for the YUBridge program

I am pleased to offer the support of the Lassonde School of Engineering for YUELI's proposal for the permanent establishment of the YUBridge program.

Technical disciplines such as engineering and computer science are faced with the twin challenges of increasing enrollments of international students while simultaneously satisfying demands from the profession for graduates able to communicate effectively in English. Language entrance requirements are typically high, potentially eliminating otherwise qualified applicants or leading to prohibitively long programs.

YUELI's YUBridge program offers a solution to this issue by combining intensive language training with limited study towards their degree requirements. Lassonde students will primarily take first-year math courses during YUBridge, which will also aid student success by lowering somewhat the high first-year course load.

The YUBridge initiative will therefore ease the transition of high-performing engineering and science students into our programs, which is good both for the institution and the students.

Yours truly

Richard Hornsey PEng
Associate Dean Academic

Revisions to Thesis, Dissertation and Supervision Handbook re: Electronic Thesis and Dissertation October 2013. The existing text appears on the left, the proposed revisions in the right column.

Copyright	Copyright
Ownership of Theses/Dissertations	**Ownership of Theses/Dissertations**
Students hold copyright to their theses and dissertations, regardless of the method of submission. Consequently, a student is free to publish his or her thesis/dissertation following a successful oral examination. Please note that if a thesis/dissertation includes any work which is copyrighted to another party, permission may be required to publish the thesis/dissertation.	Students hold copyright to their theses and dissertations, regardless of the method of submission. Consequently, a student is free to publish his or her thesis/dissertation following a successful oral examination. Please note that if a thesis/dissertation includes any work which is copyrighted to another party, permission may be required to publish the thesis/dissertation.
Distribution Licenses and Confirmation of Originality	**Distribution Licenses and Confirmation of Originality**
After a successful oral examination ~~and when submitting the final thesis/dissertation copy to the Office of the Dean, Faculty of Graduate Students, the following forms must also be submitted:~~ ~~York University Partial Copyright Licence (which can be found here: http://www.yorku.ca/grads/forms/CopyrightLicense.pdf)~~ • ~~Library and Archives Canada Thesis Non-Exclusive Licence (which can be found here: http://www.yorku.ca/grads/forms/NEW/Thesis%20Non-Exclusive%20License.pdf).~~	After a successful oral examination **the Library and Archives Canada Thesis Non-Exclusive License (which can be found here: http://www.yorku.ca/grads/forms/NEW/Thesis%20Non-Exclusive%20License.pdf) must be submitted to the Office of the Dean, Faculty of Graduate Studies. The student must also accept the terms of the York University Copyright License as part of the electronic submission of their thesis/dissertation using the Electronic Thesis and Dissertation (ETD) application (www.etd.yorku.ca).**
By ~~completing these forms~~, a student is confirming that his or her thesis/dissertation is his or her original work, that his or her thesis/dissertation does not infringe any rights of others, and that he or she has the right to make the grant conferred by those copyright licences.	By **signing these licenses**, a student is confirming that his or her thesis/dissertation is his or her original work, that his or her thesis/dissertation does not infringe any rights of others, and that he or she has the right to make the grant conferred by those copyright licenses. **In addition, the student is granting a License to York University to make copies, including electronically formatted copies and/or distribute worldwide all or part of the thesis/dissertation, subject to the conditions outlined.**
If ~~required~~, the student should submit copies of any ~~needed~~ copyright permissions ~~at the same time~~ the final thesis/dissertation ~~is submitted~~ to the Office of the Dean, Graduate Studies. The student should also retain copies of all copyright permission requests and approvals.	If **applicable**, the student should submit copies of any **required** copyright permissions **prior to** the final thesis/dissertation **submission** to the Office of the Dean, Graduate Studies. The student should also retain copies of all copyright

Technical Requirements

Title Page Format

A sample title page is provided below. The title page should include the following information:

- Thesis/Dissertation Title: The title should provide a concise and meaningful description of the thesis/dissertation. It is recommended that the title include key words to make the thesis/dissertation more easily searchable. It is also recommended that formulas, Greek letters, symbols and abbreviations be avoided in the title, and that they be written out as words instead.
- Student Name: The name on the title page must be the one under which the student is registered at York University.
- All title pages must include the following statement: A Dissertation* submitted to the Faculty of Graduate Studies in Partial Fulfillment of the Requirements for the Degree of Doctor of Philosophy* [*For a master's thesis, replace "Dissertation" with "Thesis", and indicate the master's degree designation (e.g. Master of Arts, Master of Science, Master of Fine Arts) in place of "Doctor of Philosophy"]
- Program and Institution: Name of Program [e.g. English, Biology, Music], York University, Toronto, Ontario
- Date: The month and year that the Chair of the Examining Committee confirmed successful defense of the thesis/dissertation
- Copyright: The universal copyright symbol ©, followed by the student name (which must be the name under which the student is registered at York University) and year that the Chair of the Examining Committee confirmed successful defense of the thesis/dissertation.

The information on the title page may be centered, as long as ~~the~~ margins are at least ~~1.5 inches (38 mm) at the top and left-hand edges of the paper to allow for binding, and at least~~ 1 inch

permission requests and approvals.

Technical Requirements

Title Page Format

A sample title page is provided below. The title page should include the following information:

- Thesis/Dissertation Title: The title should provide a concise and meaningful description of the thesis/dissertation. It is recommended that the title include key words to make the thesis/dissertation more easily searchable. It is also recommended that formulas, Greek letters, symbols and abbreviations be avoided in the title, and that they be written out as words instead.
- Student Name: The name on the title page must be the one under which the student is registered at York University.
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- Program and Institution: Name of Program [e.g. English, Biology, Music], York University, Toronto, Ontario
- Date: The month and year that the Chair of the Examining Committee confirmed successful defense of the thesis/dissertation
- Copyright: The universal copyright symbol ©, followed by the student name (which must be the name under which the student is registered at York University) and year that the Chair of the Examining Committee confirmed successful defense of the thesis/dissertation.

The information on the title page may be centered, as long as **all** margins are at least 1 inch (25 mm). The font of the title page need not be the same as that used in the sample title page provided below.

(25 mm) ~~at the bottom and right-hand edges.~~

The font of the title page need not be the same as that used in the sample title page provided below.

~~Title Abbreviation~~

~~When a thesis or dissertation title is lengthy, a short title of no more than 75 characters and spaces, including the author's surname and initials, is needed for the spine of the bound thesis/dissertation. The shortened version should follow the wording of the original title as closely as possible and should facilitate easy recognition of the thesis/dissertation on the library shelf. The shortened title must be provided to the thesis coordinator in the Office of the Dean, Graduate Studies on a Title Abbreviation Form, which can be found here: http://www.yorku.ca/grads/forms/TitleAbbreviation.pdf.~~

Abstract Guidelines

Each thesis or dissertation must contain an abstract. The abstract is expected to give a succinct account of the thesis/dissertation so that a reader can decide whether to read the complete work.

For master's theses, the abstract cannot exceed 150 words, while, for doctoral dissertations, the abstract cannot exceed 350 words. ~~If abstracts exceed the recommended length they will be truncated when archived by Library and Archives Canada.~~ An abstract contains a statement of the problem, the procedure or methods used, the results and the conclusions.

The abstract should be inserted immediately following the Title Page, and should be numbered "ii".

Acknowledgements Page

An acknowledgements page may be included.

Table of Contents

Abstract Guidelines

Each thesis or dissertation must contain an abstract. The abstract is expected to give a succinct account of the thesis/dissertation so that a reader can decide whether to read the complete work.

For master's theses, the abstract cannot exceed 150 words, while, for doctoral dissertations, the abstract cannot exceed 350 words. An abstract contains a statement of the problem, the procedure or methods used, the results and the conclusions.

The abstract should be inserted immediately following the Title Page, and should be numbered "ii".

Acknowledgements Page

An acknowledgements page may be included.

Table of Contents

The Table of Contents, List of Tables and List of Figures, where applicable, should follow the abstract (or acknowledgements, if any). Curriculum vitae, list of student-authored publications, or conference presentations do not form part of the contents of the thesis/dissertation. A truncated version of the Table of Contents should not precede each chapter.

~~Paper and Photocopies~~

~~21.5 cms by 28 cms (8.5 X 11 inches) or equivalent sized paper should be used. Avoid oversized paper. Coloured paper and three-hole punched paper is not acceptable.~~

~~The original typescript and all photocopies should be on good quality white bond paper and single-sided.~~

~~Oversized Pages~~

~~If charts, graphs, maps or tables that are larger than the standard page have to be used in the thesis or dissertation, they should be carefully folded into the manuscript. The fold should not extend the full width of the page in case the edges are trimmed by the binder and the foldout is destroyed. Alternatively, a photocopier can be used to reduce the size as long as the font does not go below 10 point and the required margin allowances are upheld.~~

Font

The same font type (e.g. Arial or Times New Roman) should be used throughout the thesis/dissertation, particularly the main body.

The font size of the main body of the thesis/dissertation must be a minimum of 10 points, with smaller font sizes permitted for endnotes/footnotes, graphs, formulae, appendices, etc. A font size larger than 12 points is not recommended for the main body of the thesis/dissertation.

The Table of Contents, List of Tables and List of Figures, where applicable, should follow the abstract (or acknowledgements, if any). Curriculum vitae, list of student-authored publications, or conference presentations do not form part of the contents of the thesis/dissertation. A truncated version of the Table of Contents should not precede each chapter.

Page Size

The document must be formatted using letter sized pages (8.5 x 11 inches).

Font

The same font type (e.g. Arial or Times New Roman) should be used throughout the thesis/dissertation, particularly the main body.

The font size of the main body of the thesis/dissertation must be a minimum of 10 points, with smaller font sizes permitted for endnotes/footnotes, graphs, formulae, appendices, etc. A font size larger than 12 points is not recommended for the main body of the thesis/dissertation.

~~Italics do not reproduce well in scans. With that in mind, avoid using italics, particularly as headings or subheadings or in the table of contents.~~

~~Non-standard characters not available on standard keyboards (e.g., mathematical equations, complex tabular matter, exponents and subscriptions) may be executed neatly by hand with black India ink.~~

Line Spacing

The line spacing must be at least one-and-a-half (1.5) spaces or double-spaced. Single spacing may be used for long quotations and foot/endnotes.

Margins

Margins must be at least ~~1.5 inches (38 mm) at the TOP and LEFT-HAND edges of the paper to allow for binding. Some software programs may require headers to be set at 1.5 inches so the page number falls outside the margin. 1 inch (25 mm) margins at the BOTTOM and RIGHT-HAND edges should be set so that all the text including footnotes and page numbers will appear within the microfilm frame and will also allow the binder to trim the edges.~~ Margins may be wider but not narrower than the stated requirements. For example, the first page of every chapter may have a top margin of 2.5 inches.

Running Headers

Running headers to put title, name, chapter, etc., on each page are not acceptable.

Page Number Location

All page numbers should be in a consistent location, that is either centre bottom, centre top, right top corner, or right bottom corner. They must fall at the ~~1.5 inches (38 mm) or~~ 1 inch (25 mm) margin~~s~~. There should be no blank pages or large blank spaces within the thesis or dissertation. ~~All pages should be checked to ensure they are included in all copies and are~~

Line Spacing

The line spacing must be at least one-and-a-half (1.5) spaces or double-spaced. Single spacing may be used for long quotations and foot/endnotes.

Margins

All margins must be at least **1 inch (25 mm)** Margins may be wider but not narrower than the stated requirements. For example, the first page of every chapter may have a top margin of 2.5 inches.

Running Headers

Running headers to put title, name, chapter, etc., on each page are not acceptable.

Page Number Location

All page numbers should be in a consistent location, that is either centre bottom, centre top, right top corner, or right bottom corner. They must fall at the 1 inch (25 mm) margin. There should be no blank pages or large blank spaces within the thesis or dissertation.

~~sequential.~~

Diagrams and Tables

Each diagram and table should be numbered. Page numbers should appear in the same position on the page as they appear elsewhere in the body of the text. Tables may be horizontal or vertical as long as the required margins are used. Diagrams must be generated by graphic software or neatly hand drawn in black India ink.

Photographs and Images

~~Ideally, each photograph should have the full range of contrast, from true black to pure white. Colours will not reproduce on microfiche; therefore, the copy submitted to Library and Archives Canada for microfilming must be in black and white.~~

~~If photographs must be included, students may either dry mount them directly into each copy of the thesis or dissertation OR students may scan the photographs directly into the thesis or dissertation.~~

~~If students are scanning images into the thesis or dissertation, the resolution of such images should follow the following guideline: the scanning resolution for the image must be 1/3 the output (printer) resolution capability.~~

~~In other words, if the printer a student is using prints at 200 dpi, then the images should be scanned at 600 dpi. If an image is to be enlarged following the scanning, then students should factor the scale of the enlargement into their calculations. As an example, if an original photograph is to be presented at double its size in the thesis or dissertation, and the printer output is 200 dpi, then the image should be scanned at 600 dpi x 2 resulting in a 1200 dpi scanned image. If images are to be reduced in size from the original image scanned, students should use the general guideline that the image resolution is 1/3 the output (printer) resolution quality and should not adjust for reduction of~~

Diagrams and Tables

Each diagram and table should be numbered. Page numbers should appear in the same position on the page as they appear elsewhere in the body of the text. Tables may be horizontal or vertical as long as the required margins are used. Diagrams must be generated by graphic software or neatly hand drawn in black India ink **and scanned.**

Photographs and Images

All images included in the thesis or dissertation should be of high quality and sufficient resolution.

~~image size.~~

~~Reprints~~

~~Students using publishers' reprints must submit either a photocopy of the reprint or a PDF copy for the copy of the thesis/dissertation that is submitted to Library and Archives Canada. All other copies can be bound using original reprints. This ensures that all pages meet the 8½ x 11 requirement.~~

Graduation & Convocation

Following a successful oral exam (including confirmed approval of any specified revisions or major revisions), submission by the student of ~~**three**~~ final approved ~~copies of their~~ thesis/dissertation is a requirement for graduation and convocation.

~~The three copies must be submitted to the thesis coordinator in the Office of the Dean, Graduate Studies.~~ The thesis coordinator will check that the ~~copies meet~~ the Faculty's organizational and technical requirements, and has the right to refuse any unacceptable ~~copies~~ until ~~they are~~ submitted in acceptable form.

~~One copy is provided to the student's supervisor, one copy to the student's graduate program, and one copy to Library and Archives Canada and the York University Libraries.~~

Graduation & Convocation

Following a successful oral exam (including confirmed approval of any specified revisions or major revisions), submission by the student of **the** final approved thesis/dissertation is a requirement for graduation and convocation.

The thesis or dissertation is submitted electronically using York University's Electronic Thesis and Dissertation (ETD) platform. The thesis coordinator **in the Office of the Dean, Graduate Studies,** will check that the **thesis/dissertation meets** the Faculty's organizational and technical requirements, and has the right to refuse any unacceptable **document** until **it is** submitted in acceptable form.

Once the submission is approved and all requirements for graduation are met, the thesis/ dissertation will be transferred to YorkSpace, York University's institutional repository of research outputs, where it will be accessible to Library and Archives Canada as well as major search engines and other repositories.

Submission Procedures and Required Forms/Documents

Students should ensure that they have followed the organization and technical requirements for theses/dissertations prior to making ~~final copies for~~ submission to the Office of the Dean,

Submission Procedures and Required Forms/Documents

An ETD record will be created for each student by the thesis coordinator in the Office of the Dean, Faculty of Graduate Studies once all of the following have been received:

Graduate Studies. If, after reading the Organization & Technical Requirements section of this handbook, students have any questions concerning formatting and preparation, they should direct these questions to the thesis coordinator.

- **Oral Examination Report (passed)**
- **Revisions Approved Memorandum, if applicable**
- **Library and Archives Canada Theses Non-Exclusive License form, signed and dated**
- **Copies of copyright permissions (if applicable)**

Once an ETD record is opened, the student will receive an email with instructions on how to log in and complete their submission. Students should ensure that they have followed the organization and technical requirements for theses/dissertations prior to making **a** submission to the Office of the Dean, Graduate Studies **through the ETD platform.** If, after reading the Organization & Technical Requirements section of this handbook, students have any questions concerning formatting and preparation, they should direct these questions to the thesis coordinator. **Instructions for the use of the ETD platform are available on the York University website here: xxxxxxxxxxxxxx**

Prior to or at the same time the three copies of the final version of the thesis/dissertation are submitted, students must also submit the following forms to the thesis coordinator:
- York University Partial Copyright Licence [http://www.yorku.ca/grads/forms/CopyrightLicense.pdf]
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ACADEMIC POLICY, PLANNING
AND RESEARCH COMMITTEE

Report to Senate
at its meeting of December 12, 2013

Statutory Motion[1]

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**

Academic Policy, Planning and Research recommends

>   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.

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[1] Departments are formally established by the Board of Governors following approval by Senate of a statutory motion, the first stage of which is notice. APPRC gave notice of this motion in November, and now seeks approval of the recommendation.

FOR INFORMATION

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

Vice-President Haché presented his annual report to APPRC on November 21 and will report to Senate on December 12. The report focuses on quantitative indicators but also touches on recent notable achievements.

When reviewing reports of this kind APPRC takes a special interest in UAP goals and those in the Strategic Research Plan. UAP goals associated with research are organized around "Research Intensification" and commit to the following:

- 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.

The report has been posted with the agenda for this meeting.

2. **Major Awards Advisory Committee**

Vice-President Haché shared the terms of reference for a new Major Awards Advisory Committee at the Committee's meeting of December 5. There have been similar groups like this in the past but their mandates were informal and membership determined on an ad hoc basis. All Faculties will have members on the MAAC. APPRC suggested that it may be appropriate for Professors Emeriti to serve on the Committee.

The Senate Committee on Awards was consulted in the development of the terms of reference, and determined, at its October meeting, that the VPRI was best placed to support a group focusing on prestigious external awards. APPRC was pleased to add its endorsement to this initiative.

Documentation is attached as Appendix B.

3. **Academic and Administrative Program Review**

Matters related to AAPR have been a standing item on APPRC's agenda throughout the autumn. Aware that Senate Executive had deferred its consideration of a motion concerning AAPR and Senate, the Committee held a Special Meeting on November 28 in anticipation of the Senate meeting later in the day and in view of the emergence of a motion concerning AAPR and Senate. The

possibility of an expanded Academic Sub-Committee of the AAPR Steering Committee – with membership to include members of AAPRC and Senators -- was raised at that meeting.

At our regular meeting of December 5 the Committee reviewed the Secretary's notes on discussion at the Senate meeting of November 28 and received a copy of the presentation that has been given by Provost Lenton and Vice-President Brewer at recent community consultations. Also on December 5, the Committee received a briefing from the Provost and Chair of Senate on recent developments related to the composition of the Academic Sub-Committee of the AAPR Steering Committee. In particular, it was reported that Senate Executive had agreed to facilitate the election by Senate of two Senators on the Sub-Committee. APPRC had earlier agreed to designate two members to serve on the Sub-Committee for the purpose of reviewing nominees for the academic Task Force. It has now agreed to designate two members to serve on the Academic Sub-Committee as criteria and Program Information Form are developed. APPRC is aware of Senate Executive's stipulation that this expansion of the membership of the Academic Sub-Committee does not preclude further motions at Senate concerning AAPR.

Members of the community may continue to send questions or comments about AAPR directly to the Steering Committee or via APPRC. The Committee confirms that all questions posed through APPRC have been answered by the Steering Committee and have been posted on the AAPR Website accessible at

https://yulink.yorku.ca/group/aap/where-do-i-go-with-questions-

Senate Executive asked that the Committee update its chronological summary of involvement in AAPR, and it has done so.

Documentation is attached as Appendix C.

Paul Axelrod, Chair

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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).

Major Awards Advisory Committee (MAAC)
Terms of Reference

Mission

In fulfilling *University Academic Plan* commitments to intensify, promote, and celebrate research and creative activity across the disciplines, and to build the University's research reputation, outstanding achievement must be appropriately recognized through awards and prizes,. While the University is already home to many recipients of distinguished honours, moving forward it is critical that we be proactive and take maximum advantage of opportunities to identify and nominate our most accomplished researchers for the full range of prestigious awards, and to ensure that all nomination files are developed to a high standard of quality. Further, where the University is restricted in the number of candidates it can put forward or select for particular awards or chairs, greater clarity and transparency are needed in the process for assessing and choosing among nominations. The Vice-President Research & Innovation is therefore establishing the Major Awards Advisory Committee (MAAC) to leverage collegial expertise, solicit broad advice, and strengthen communication, coordination, and transparency in the development and selection of nominations for research awards and chairs.

Mandate

The mandate of the MAAC is to:

- provide feedback and recommendations to strengthen nominations for major external awards that require University endorsement, and where necessary provide advice to inform institutional decisions on which nominations are most likely to succeed
- provide feedback and recommendations to strengthen internal processes and increase the University's success in securing prestigious external awards for its researchers

Membership

Each Faculty will be invited to nominate a faculty member with relevant experience for appointment to the MAAC. Members will serve for an initial appointment of one year which can be extended by up to two years with the agreement of the member's Dean and the VPRI, in order to allow for staggered turnover in the Committee's membership. Normally members will not serve more than two consecutive three-year terms. The Office of the Provost will be invited to nominate a representative to the Committee. The VPRI or designate will serve as Chair.

Meetings

MAAC will meet at the call of the Chair at times to be determined based on the nomination cycles for:

- Royal Society of Canada honours and awards (institutional nominations only)
- Trudeau Fellowships
- SSHRC Impact Awards
- Other major institutional awards as to be determined

Proceedings

The MAAC will conduct its proceedings in confidence. Reflecting its advisory capacity, MAAC will not be a voting committee. Recommendations will normally be arrived at by consensus. The formal and public record of proceedings shall take the form of the University standard of executive minutes whereby only outcomes are

described. More detailed records of recommendations and rationales will be retained but will be kept in strict confidence to members. Nominees and/or nominators, as appropriate, will receive prompt feedback with respect to the perceived strengths and weaknesses of individual nominations as well as advice and recommendations relevant to strengthening nomination files.

Conflict of interest: To ensure the integrity of recommendations developed by the group, members must excuse themselves from discussion of nominations in which they are directly involved in any capacity, and should declare any close associations with nominees or nominators so that conflict of interest can be avoided.

Support

The MAAC is supported by staff members in the Office of the VPRI and the Office of Research Services who will:
- Work with the Faculties to identify and promote nominations
- Establish the dates and times of meetings
- Establish due dates for submission of nomination files that require MAAC review
- Circulate an agenda and documentation prior to each meeting
- Prepare and distribute minutes after the completion of each meeting
- Work with the office of the VPRI to ensure appropriate feedback is distributed in a timely manner to those involved in preparing nomination files
- Track institutional success with major awards programs

APPRC Report – Appendix C

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	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." Comments and questions excerpted from the Senate minutes: • in response to a question about the possibility of borrowing given historically low interest rates, it was indicated that financial institutions and investors would take a dim view of the University incurring further indebtedness for operating funds • the implications for academic activities and the University's finances if the process does not achieve goals • the nature of the "rebalancing" item in the academic budget (which is required to maintain am appropriate subsidization of activities) • completion times and funding for doctoral students (factors that impact on the budget) in the context of discipline norms • the need for a truly collegial prioritization process, and how Senate will be positioned (matters that will be the subject of further discussion with APPRC and in a variety of collegial settings) • the desirability of creating a document based on the slides that will help focus on challenges • the utility of differentiating short-term from longer term goals and strategies • the relationship between an academic prioritization exercise and the emerging SHARP budget model • the meaning of objectives in the UAP priority area of "effective governance" • the decision-making processes in place, and whether or not they required changes • the value of cyclical program review processes as an example of how it is possible to focus on priorities • the sense that growth at the expense of quality is not an option, and that any expansion of enrolments would likely add further strain
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	A resumed discussion of the Program Prioritization initiative touched on the following: • 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) • 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 • 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 • the nomination process, which may entail an open call or a more targeted invitation • 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 • the need for a clear and explicit definition of *program*, which in the case of academic activities might begin with the list of cyclical program reviews • timelines for the completion of phases (finalization of criteria, submission of evaluation templates, training for Task Force members, and response to submissions) • evaluation criteria, which may be particularly attentive to quality but may take into account other factors such as impact and essentiality • the need to open the exercise to opportunity analysis 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].
September 26	Senate	APPRC's report to Senate facilitated a presentation by the Provost and VP Finance and Administration, prior to which the Committee noted that: 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…. …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.
October 10		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.
October 24	APPRC Meeting at Glendon	The Committee resumed discussion the Academic and Administrative Prioritization initiative, and *received* the following documents: • the template to be used for program submissions with criteria categories, definitions, weighting, and evaluation questions • draft selection criteria and process • an outline of the AAP stages *APPRC and Senate*: 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. *Membership criteria and selection*: The Committee *agreed* 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.

		Draft evaluation criteria / template: 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.
October 24	Senate	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. 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."
November 7		The Committee reviewed the Secretary's notes, October 24 Senate Meeting and its own supplemental report to Senate in October "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." Members offered a number of suggestions about a draft nominations form included the following: - it was generally agreed that version #2 of the form was preferable - nominations could be accompanied by "considered input", e.g. nominee statements or nominator opinion on the fit with criteria - 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 - another membership criterion worth considering is an understanding or appreciation of the wider context for PSE and the implications for York - the form should be modified to confirm that a nominee is tenured - sustained commitment to the University could be better rendered as sustained contributions 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 distributed.
November 21	APPRC Meeting	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. The Committee scheduled a special meeting on November 28 focussing solely on AAPR matters.
November 28	APPRC Meeting	In anticipation of Senate's meeting later in the day, and the emergence of a motion concerning the establishment of a Senate group to develop AAPR criteria, the Committee held a special meeting. The Chair of Senate conveyed the outcome of Senate's consideration of the motion, and indicated that efforts would be made to facilitate consultations with those who had submitted the motion. The Provost proposed that the Academic Sub-Committee of the AAPR Steering Committee be expanded to include two members of APPRC and two Senators elected by Senate. APPRC had already agreed to designate two members to participate in a review of nominees by the Academic Sub-Committee, but a decision on this matter was deferred pending further developments. The Committee agreed that concerns about the process needed to be addressed, and that it would continue to facilitate awareness and input. The Chair agreed to participate in consultations on behalf of the Committee.
December 5	APPRC Meeting	The Committee received a copy of the presentation prepared for community consultations in November and the Secretary's notes of the Senate meeting of November 28. It agreed to the proposal whereby the Academic Steering Committee of AAPR would be expanded to include two Senators elected by Senate and two members of APPRC on the understanding, as stipulated by Senate Executive, that this did not preclude a Senate motion addressing the AAPR process.

ACADEMIC POLICY, PLANNING AND RESEARCH COMMITTEE
COMMITTEE ON ACADEMIC STANDARDS, CURRICULUM AND PEDAGOGY

The Senate of
York University

**Joint Report to Senate
at its Meeting of December 12, 2013**

FOR INFORMATION

1.   Report of the Joint Sub-Committee on Quality Assurance

The Joint Sub-Committee has submitted its first report of 2013-2014. Senators are asked to make special note of items that touch on process. It is imperative that proponents of new proposals adhere to the guidelines and templates developed for submissions so that processes are efficient and effective as possible and result in appropriate, timely outcomes.

Documentation is attached as Appendix A.

P. Axelrod   *L. Sanders*
Chair, APPRC   Chair, ASCP

Academic Policy, Planning and Research
Academic Standards, Curriculum and Pedagogy

Sub-Committee on Quality Assurance

Report to the Full Committees
December 2013

The Sub-Committee met on November 19 and submits the following report to the full Committees.

## 1.	Sub-Committee Membership and Chair for 2012-2013

Professor Tourlakis of Academic Policy, Planning and Research has agreed to chair the Sub-Committee this year. Other members are: Barbara Crow, Dean, Faculty of Graduate Studies (*ex officio*); Niru Nirupama, ASCP; Alice Pitt, Vice-Provost Academic (*ex officio*); Mario Roy, APPRC; Tom Scott, ASCP. The Sub-Committee is supported by Robert Everett and Cheryl Underhill of the University Secretariat. Staff members from the Offices of the Vice-Provost Academic (Anna Pralat) and Faculty of Graduate Studies (Sarah Hildebrandt) provide additional support to the Sub-Committee. The Office of the Vice-Provost Academic manages the Quality Assurance process and maintains its Website.

## 2.	Process Issues

The Secretaries shared a document originally prepared for recent discussions with Faculty Council counterparts. It includes the stipulation that "Councils and Senate should not deal with proposals if proponents have not filed early notice and received feedback from the Vice-Provost Academic." The early notice step in the process is an important one and is mandated by the Senate Policy on Quality Assurance and the YUQAP. It provides an opportunity to assess the curriculum and resource implications at the outset, and promotes early consultations. Proponents should <u>not</u> proceed until they have received feedback from the Vice-Provost Academic. Many proposals are developed and even reach the Council stage without early notice having been given. The Secretariat is working with others to ensure that this provision is respected.

Documentation is attached as Appendix A.

## 3.	Trends in Cyclical Reviews

The following illustrate some of the global issues that have been identified by the Joint Sub-Committee in its review of reviews:

- the University, Faculties and programs must improve Websites in a coordinated fashion and with a clear view toward the needs of users
- a scarcity of resources may require a scaling back of ambition (with regard to additional or expanded programs) but should not inhibit innovation
- under the Quality Assurance policy and procedures at York, it is imperative that programs and Faculties create action plans, agreed upon by the Deans / Princial, for the consideration and implementation of reviewers' recommendations, including clear timelines, identification of responsible actors, and measures of success
- enhanced advising, a UAP goal, requires attention and coordination
- programs would benefit greatly from access to data so that they can better track students

and keep connected with alumni
- the development of online courses must be sensitive to our quality imperative

4. Major Modifications

One of the distinctive features of the new quality assurance regime in Ontario is the introduction of a category of "major modifications" to capture a variety of changes to programs. The document in Appendix B showing recent approvals at York illustrates this plurality, which has generated frequent questions.   Until now there has only been one template for major modifications, but the Sub-Committee has endorsed the creation of specialized forms for each type of major modification.

5. Quality Council Audit Results

Vice-Provost Pitt pointed to the first audits conducted by the Quality Council (Brock and Ottawa) and reinforced the need for all universities to ensure that they are following their protocols in every respect. York's audit is scheduled for 2015.

6. Updated Review Schedule ("Rota")

An updated schedule of reviews for this and the coming years was shared with the Committee. Still in draft form, the schedule will be posted when finalized. The Committee was not asked to consider any requests for deferrals or other arrangements such as the de-coupling of undergraduate and graduate reviews.

7. Student Learning Expected Outcomes

Vice-Provost Pitt reported on the number of programs that have submitted their student UDDLEs and learning expected outcomes to date. Efforts to hasten completion have proven somewhat successful and the number of programs in compliance has improved in recent months. In addition, three of thirteen undergraduate programs in the "no submission" category are in a cyclical review process and are working on their documents. The same is true for four of the twenty-one programs in that category. Even so, it remains imperative that programs complete their student learning outcomes, which must accompany curriculum proposals.

Table A
Status of Student Learning Expected Outcome Submissions, 2013

	Undergraduate Programs (May 2013)	Undergraduate Programs (November 2013)	Graduate Programs (May 2013)	Graduate Programs (November 2013)
No Submission	17%	14%	60%	42%
Basic Submission	14%	13%	5%	9%
Needs Improvement	34%	35%	16%	20%
Complete and Well Done	35%	38%	19%	29%

G. Tourlakis

Quality Assurance at York and Its Implications for Governance

Context

- an initiative of the Council of Ontario Universities agreed to by universities in 2010
- Quality Council of COU is the oversight body
- Senate Policy on Quality Assurance approved in 2010
- York University Quality Assurance Protocols and Procedures (YUQAP) last updated August 2013
- YUQAP specifies internal processes for approval of curriculum proposals and processes for consolidated Cyclical Program Reviews (formerly Undergraduate Program Reviews and Ontario Council of Graduate Studies reviews)
- York's approach was to leave internal structures and processes largely unchanged with the exception of external review for program proposals (most other universities opted for additional committees and steps)
- programs require approval by Quality Council – and may require additional approval by MTCU for fees
- processes should not be lengthened internally as a result of YUQAP stipulations, and changes have been instituted to promote expeditious review and approval (e.g., timely consultation before a proposal is written, i.e. early notice)
- York seeks Quality Council approval for programs and files an annual report on lesser changes
- universities are subject to audits, and the first two have been completed (Ottawa and Brock) with York's audit scheduled for 2015
- the review's function is to assess how a university is fulfilling its quality assurance undertakings
- experience to date points to aspects of process that require attention

Features of the Process and Common Concerns

Early Notice	Some proponents are not submitting early notice of their intention to submit a curriculum proposal Senate Policy on Quality Assurance and the York University Quality Assurance Protocols and Procedures stipulate this step for all of the proposals that are covered by the YUQAP.	**Councils and Senate should not deal with proposals if proponents have not filed early notice and received feedback from the Vice-Provost Academic. May be in focus in audit of process by the Quality Council.**
Templates	Proponents must make use of the templates for all curriculum changes – new programs, certificates, and diplomas / *major modifications / closures	**Councils and Senate should not deal with proposals that are not set out using the appropriate template.** ***Major modification template in development.**

| Elements of Proposals | Proponents must thoroughly address key aspects such as learning expectations, mode of delivery, assessment of teaching and learning, a message reinforced by this example of feedback from the Appraisal Committee on one proposal submitted by York :

"Based on its review of the submission, the Committee could not find information on Evaluation Criterion 2.1.5 and 2.1.6 of the Quality Assurance Framework:

2.1.5 Mode of delivery

Appropriateness of the proposed mode(s) of delivery to meet the intended program learning outcomes and Degree Level Expectations.

2.1.6 Assessment of teaching and learning

Appropriateness of the proposed methods

for the assessment of student achievement of the intended program learning outcomes and Degree Level Expectations.

Completeness of plans for documenting and demonstrating the level of performance of students, consistent with the institution's statement of its Degree Level Expectations.

What is the proposed content of the courses for the distance education component? " | Review and approval at the Faculty Council and Senate level must be sensitive to questions of appropriateness in addition to descriptions.

(Note that the numbering used in this correspondence confirms that the Quality Council references its own framework rather than the York protocols. Faculty Council and Senate committees should view these sections with due care.) |

Academic Resources	The Quality Council is **very interested** in the academic resources available for new programs, especially the number and qualifications of **full-time faculty members** available to teach (and at the graduate level supervise); example of feedback from the Appraisal Committee: "a. What type of person will be needed to teach these courses and what types of skills will they require? Does the program currently have faculty expertise in these areas? b. What is the pool of availability like for those qualified to be hired as part-time instructors for these courses? c. Has the program received any indication of interest from individuals who are interested in teaching the courses? If so, please submit the CV Please provide more detail about the financial viability of the proposed programs. What commitments are there to funding beyond the initial grant funding?"	This excerpt is from correspondence on a graduate program, but the Quality Council also has high expectations of the rationales for undergraduate programs – **including appended CVs**.
Student learning outcomes	Many, many programs have yet to complete the process of establishing degree-level expectations and reporting them to the Vice-Provost Academic.	**All programs must complete their student learning outcmes document, mode of delivery, and assessment of teaching and learning. The Sub-Committee on Quality Assurance is backing an effort to bring these exercises to a successful conclusion**
Clarity of proposals	The Quality Council process picks up on things great and small: "What are the admission requirements for the program? The Committee noted reference to these being the same as for the --- program, but please provide the details."	Everything must be spelled out.

Appendix B – Joint Sub-Committee Report

Major Modifications Report to Quality Council 2012-2013

(Senate approval date)

Undergraduate Certificates (New)

Certificate in Managing International Trade and Investment, Schulich School of Business (January)

Certificate in Public Policy Analysis, LA&PS (February) Certificate in Public Administration & Law, LA&PS (February)

Professional Certificate in Human Resources Management for Internationally Educated Professionals, Human Resources Management, LA&PS (February)

New Streams, Options, Fields and Specializations

Expansion of the Master of Conference Interpreting (MCI) Program and Type 1 Diploma in General Interpreting to Include Mandarin, Spanish and Portuguese (November)

Specialization in Canadian Common Law, Professional LLM Degree Program, Osgoode (February)

Streams in the BA and BFA Programs in Dance, Fine Arts (February)

Streams in the BA Program in French Studies, French Studies, Glendon (February) Concentration in Private Wealth Management, MBA, Schulich (March)

Regulatory Affairs for Financial Institutions, Master of Finance Program (May)

Program, Diploma and Certificate Closures

Certificate in Business Fundamentals, School of Administrative Studies, Liberal Arts

& Professional Studies (January)

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

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

Changes in Degree Requirements

MSc Program in Business Analytics, Schulich / Graduate Studies (April and May)

Bridging Programs

College - University Accounting Bridge Program Certificate of Completion.

Major Modifications: Types of "Modifications"

Types of Major Modifications

Changes to one-third or more of the major requirements for a program / certificate / diploma

Creation or deletion of a major / specialization in an existing undergraduate program;

Creation or deletion of a field / option in an existing graduate program

New Undergraduate Certificates

Closure of Certificates, Diplomas

Merger of programs

New Bridging programs

Significant changes to learning outcomes of a program / certificate / diploma

Significant changes to resources or faculty complement affecting the delivery of an undergraduate or graduate program

Proposals for Major Modifications

The Quality Assurance Procedures (YUQAP) establish that a **Proposal Brief** must be prepared for any of the above type of Major Modifications. Such Briefs must include the following information:

a) A description of the proposed changes, the rationale including alignment with academic plans;
b) An outline of the changes to requirements and the associated learning outcomes including how the proposed requirements will support the achievement of program learning objectives;
c) An overview of the consultation undertaken with relevant academic units and an assessment of the impact of the major modifications on other programs;
d) A summary of any resource implications and how they are being addressed;
e) The application of any other relevant criteria from Section 3.3 in the new program proposal template;
f) A summary of how students currently enrolled in the program will be accommodated; and
g) A side-by-side comparison of the existing and proposed program requirements as they will appear in the Calendar.

Academic Colleague to COU
Paul Axelrod

Presentation to Senate
December 12, 2013

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redefine THE POSSIBLE.

COU Advocacy Initiatives

Six communications vehicles have been identified to be deployed between November and the end of April, or sooner if Ontario goes to the polls before that time:

• MTCU's **annual survey of graduates' employment and earnings**. (The **Media release of November 19, 2013** is available online.) Results of a Gandalf poll commissioned by COU on attitudes toward universities and satisfaction rates of graduates. (January 2014)

• Partnership with university career services on a survey that will promote the use of career services from first year to graduation. (February 2014)

• A COU report on Experiential Learning. (Late March 2014)

• Career success stories of recent graduates who have landed interesting jobs. (April 2014)

• Myth-busting information on employability of university graduates. Collaboration with AUCC. (March/April 2014)

Accessibility – Accessible Campus.ca

In October 2013, COU launched a new, bilingual website, focused on providing tools to enhance accessibility and increase mental health awareness on our campuses.

Available at **www.accessiblecampus.ca**. Includes a reference library of tip sheets and quick guides to enhance everyday accessibility; resources to support educators in creating accessible teaching environments; a series of videos featuring university faculty, staff and students, designed to improve awareness and reduce stigma about mental health on campus; and a page that will highlight key accessibility-related news and events.

- MTCU funding of $73.7M over five years (Innovation Fund, ongoing operations of ONCAT, ONCAT Website, and allocations to institutions to support credit transfer)

Accessibility – EnAbling Change Partnership

Accessibility – EnAbling Change Partnership: Educators Accessibility Resource (EAR) Kit

COU has made significant progress developing the remaining elements of the EAR Kit.

In partnership with the University of Guelph, the University of Toronto, and York University, COU is developing a toolkit to help educators create accessible learning environments for students with disabilities. To be completed by end of April 2014.

Aboriginal Communications Campaign

In January 2012, MTCU provided funding to the COU to conduct public opinion and key informant research on communicating Aboriginal learner success at our institutions. Following the release of the research findings, MTCU provided COU with funding to undertake a strategic communications campaign to:

• promote awareness of the success of Aboriginal learners in Ontario to the broader Aboriginal community (including parents and learners), business/industry and government, and the academic community;

• improve Aboriginal learner attraction, retention, and completion at Ontario universities by demonstrating successful transition into and from the postsecondary education system; and

• promote a positive view of, and interest in, postsecondary education within the Aboriginal community.

Report to Senate on Differentiation Framework & Strategic Mandate Agreement

December 12, 2013

**Dr. Mamdouh Shoukri, President & Vice-Chancellor
York University**

Update on Differentiation Framework

MTCU issued draft Differentiation Framework in **September**.

Responses sought from institutions and stakeholder organizations on draft and proposed metrics.

Deadline to submit feedback was **October 11**.

York made its submission.

Based on feedback, Ministry released its revised Differentiation Framework on **November 29**.

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Framework Components

Jobs, innovation and economic development (partnerships, outreach, entrepreneurship, contributions to region)

Teaching and learning (high-quality 21st-century student learning experience)

Diversity of student population (access, first-generation, Aboriginal, students w/ disabilities, francophones)

Research and graduate education

Program offerings (breadth, comprehensiveness, bilingual programming, areas of strength)

Institutional collaboration to support student mobility

Strategic enrolment

Financial sustainability (pension plan status; compliance with BPS Accountability Act)

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Differentiation Framework Metrics

For each of the eight components or themes, there are **specific metrics** to provide the evidence-base on which to have informed discussions.

Metrics:

- System-wide metrics identified by MTCU;
- Institution-specific metrics identified by universities (based on institutional history and strengths).

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Strategic Mandate Agreements (SMAs)

The SMA is intended to reflect an agreed-upon university mandate, its strength and aspirations.

Universities and colleges submitted proposed SMAs in 2012 (prior to the release of the framework).

Over time, the MTCU will align its policy, processes, and funding levers with the framework and the SMAs to ensure coherent decision-making.

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Strategic Mandate Agreements (SMAs) and Differentiation Framework

Strategy will be managed through SMAs using the differentiation framework and funding levers:

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

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Next Steps

Review and update our submission, with response due December 20:

- Institutional enrolment projections 2010-11 to 2018-19 (graduate and undergraduate, incl. international)
- Program areas of strength (up to 10)
- Program areas (up to 5) for strategic growth in next 3 years
- Comments on metrics for financial sustainability

Revise our Strategic Mandate Agreement (SMA):

- Special Advisors will begin SMA negotiations in January.
- Final agreements due by March 31, 2014.

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Annual Research Report to Senate

Office of the Vice-President Research & Innovation

Robert Haché, Vice-President Research & Innovation
December 12th, 2013

Canada's Top 50 Research Universities 2012- Sponsored Research Income

Source: RE$EARCH Infosource Inc., Fiscal Year 2011-2012
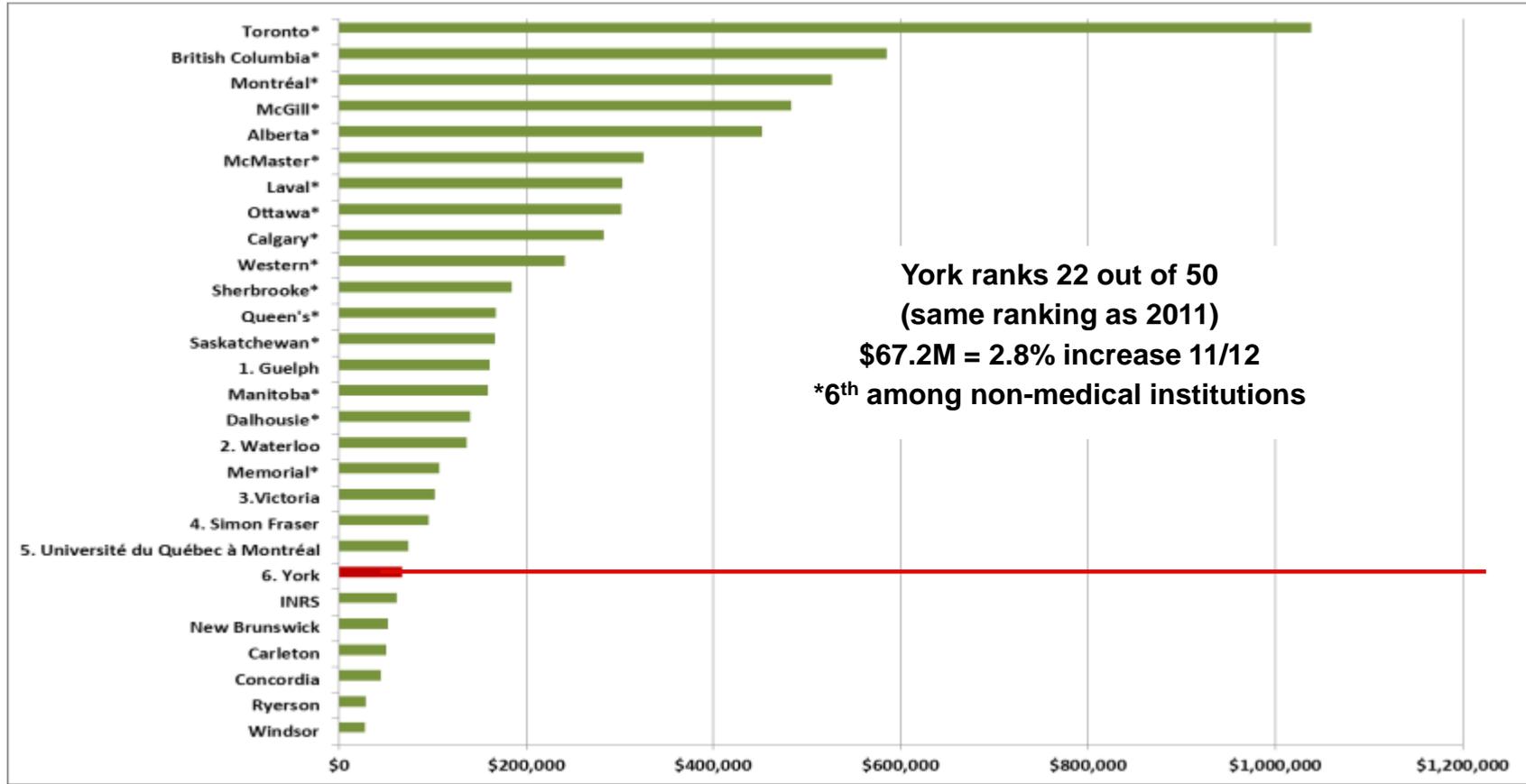
York ranks 22 out of 50
(same ranking as 2011)
$67.2M = 2.8% increase 11/12
*6th among non-medical institutions

* **Sponsored research income: includes all funds to support research received in the form of a grant, contribution or contract from all sources (internal and external) to the institution.**

Research Universities of the Year Ranking - Comprehensive*
Source: RE$EARCH Infosource Inc., Fiscal Year 2012

University	Financial Indicators		Publication Indicators		
	Total Sponsored Research Income Rank	Faculty Research Intensity Rank	Total Number of Publications Rank	Publication Intensity rank	Publication Impact
University of Guelph	1	1	3	2	5
University of Waterloo	2	3	1	1	4
University of Victoria	3	2	4	3	3
Simon Fraser University	4	4	2	4	1
York University	5 (same as 2011)	5 (6 in 2011)	5 (since 2007)	5 (6 in 2001)	2 (same as 2011)

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

[change indicated on chart from 2011- 6 universities categorized as Comprehensive]

York University Sponsored Research Income FY 1999-2013
Source: RE$EARCH Infosource Inc.
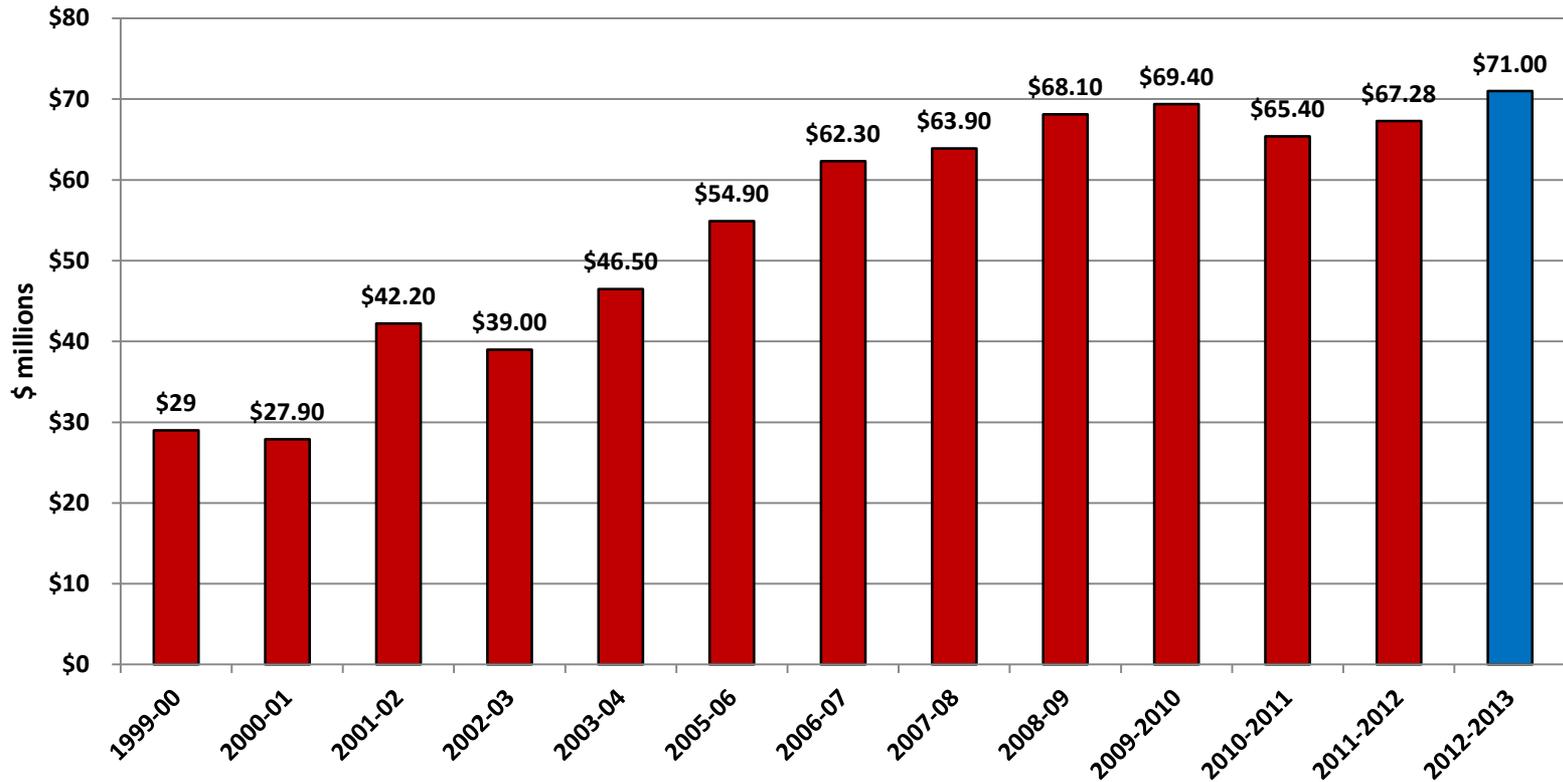
* Sponsored research income: includes all funds to support research received in the form of a grant, contribution or contract from all sources (internal and external) to the institution.

Publication Impact Rank 2013 (Canada wide)
Source: RE$EARCH Infosource Inc.,
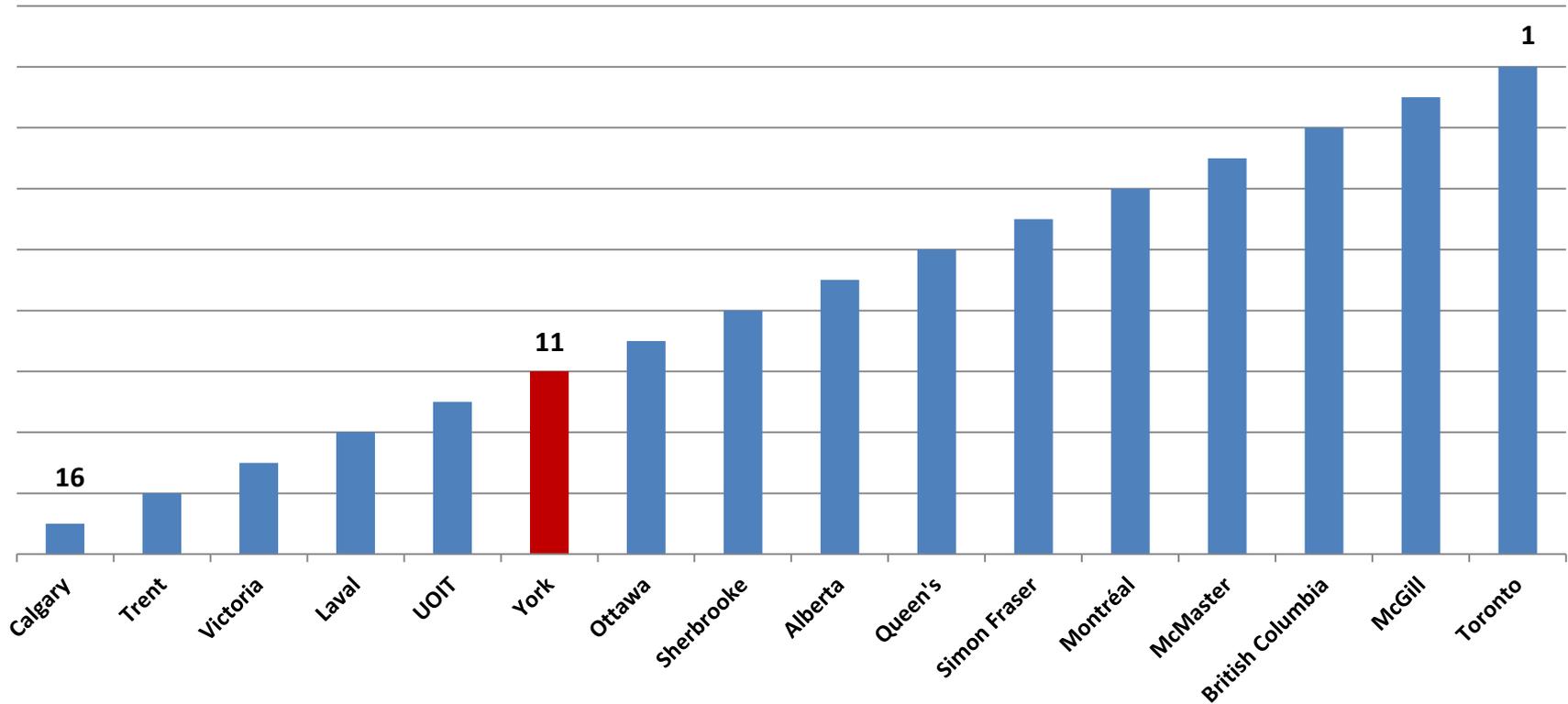
16 — Calgary
11 — York (highlighted)
1 — Toronto

Categories (left to right): Calgary, Trent, Victoria, Laval, UOIT, York, Ottawa, Sherbrooke, Alberta, Queen's, Simon Fraser, Montréal, McMaster, British Columbia, McGill, Toronto

Publications include articles, notes and reviews published by researchers affiliated with Canadian universities or research hospitals in 12,129 peer-reviewed scientific international journals, covering different fields of natural science, health science and social science and humanities. Publication data obtained from Observatoire des sciences et des technologies' (OST) Canadian bibliometric database which contains data from the SCI-Expanded, SSCI and AHCI databases of Thomson Reuters.

Total Number of Publications Rank 2013 (Canada wide)
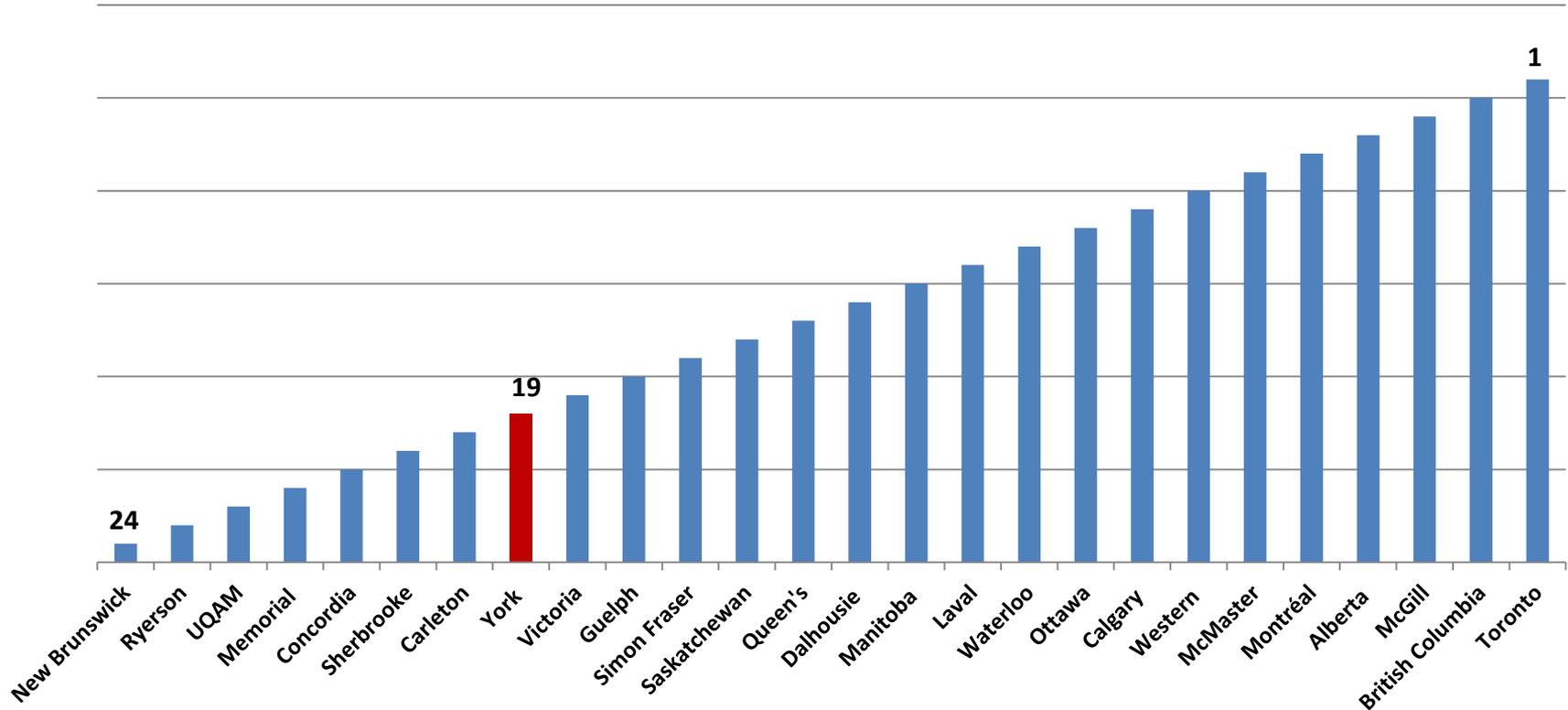
Source: RE$EARCH Infosource Inc.,

Publications include articles, notes and reviews published by researchers affiliated with Canadian universities or research hospitals in 12,129 peer-reviewed scientific international journals, covering different fields of natural science, health science and social science and humanities. Publication data obtained from Observatoire des sciences et des technologies' (OST) Canadian bibliometric database which contains data from the SCI-Expanded, SSCI and AHCI databases of Thomson Reuters.

York FT Faculty Research Income Intensity 2005-2013
Source: RE$EARCH Infosource Inc.,
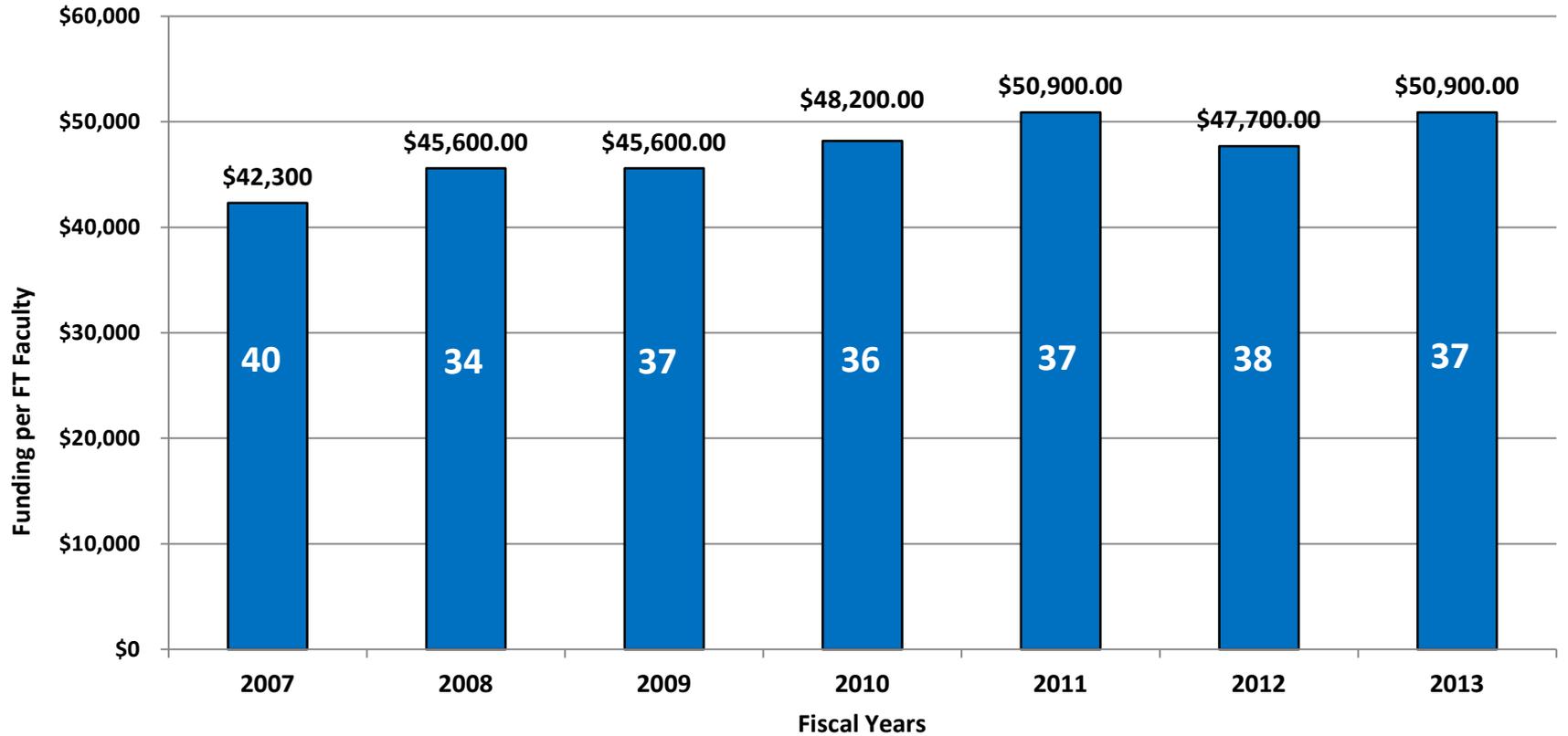
Full Time Faculty 2012
York University Comparator Institutions
Source: RE$EARCH Infosource Inc.,
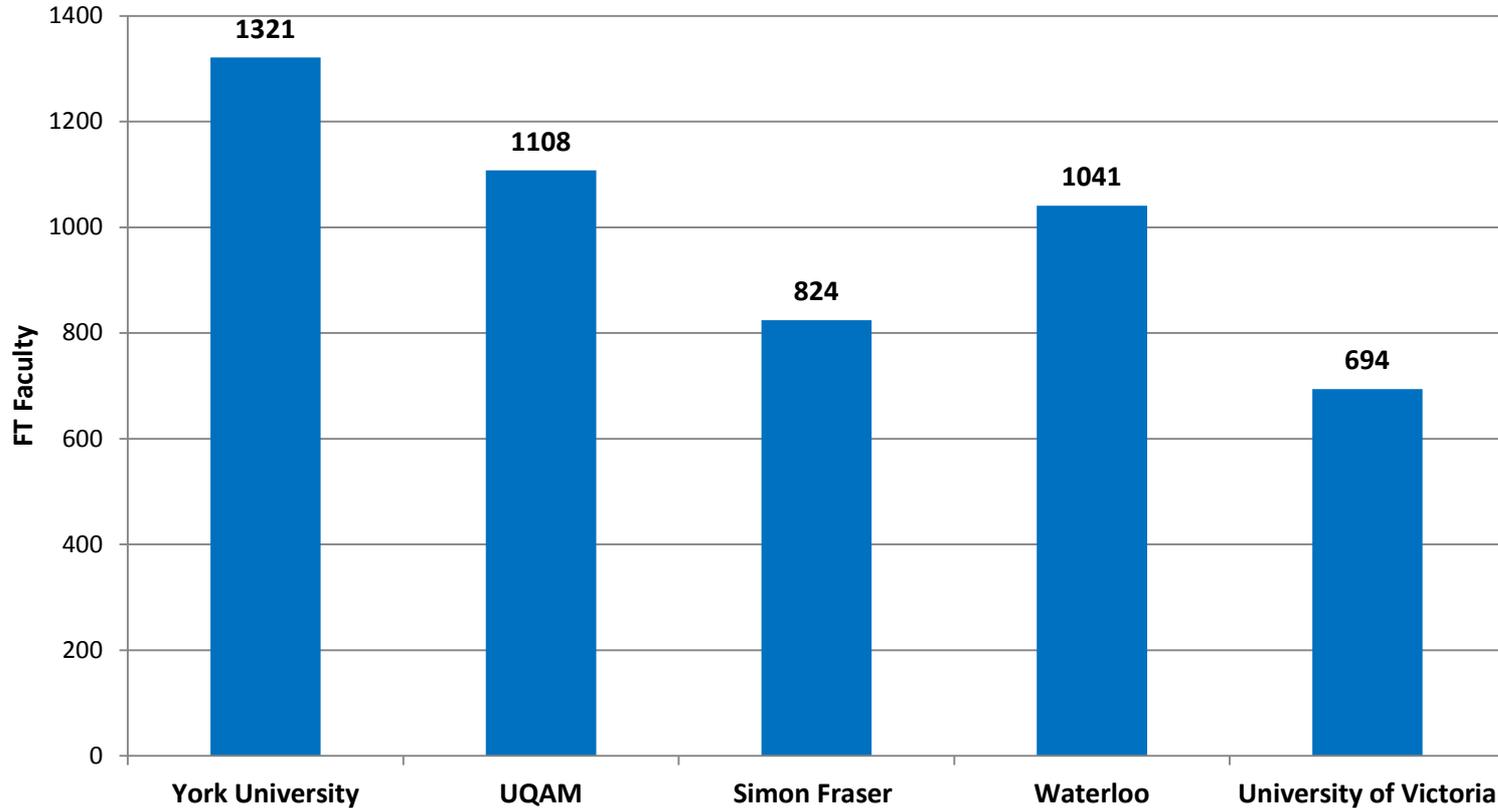
FT Faculty Research Income Intensity 2013
York University Comparator Institutions
Source: RE$EARCH Infosource Inc.,
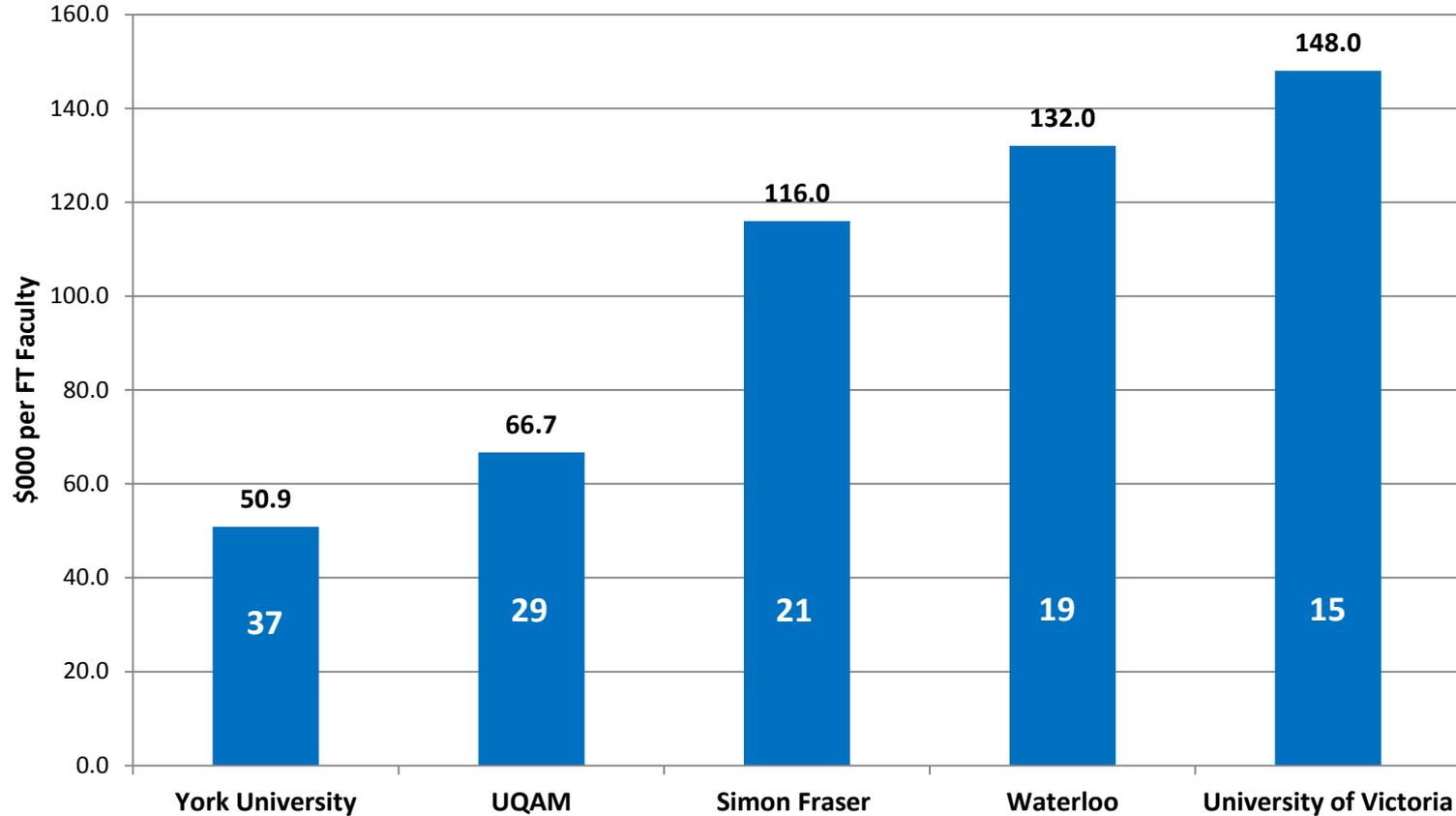
York FT Faculty Research Income Intensity
Source: Office of Research Services & VPRI
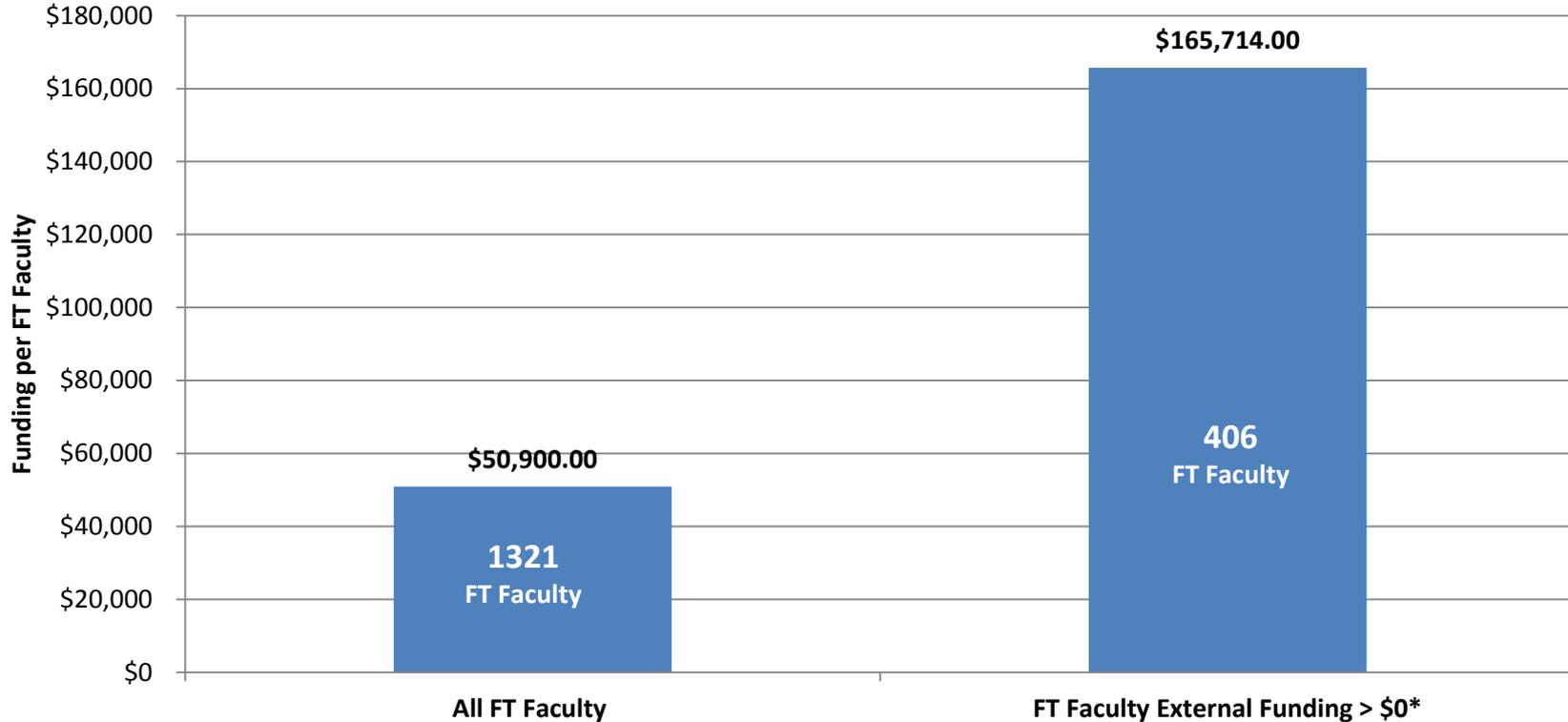
*FT Faculty with at least one external income installment for 2012-2013 fiscal year (1 May - 30 April)
Calculations include reported Research Infosource Sponsored Research Income FY 2012

Total Tri-Council Research Income- York University
Source: Office of Research Services & VPRI
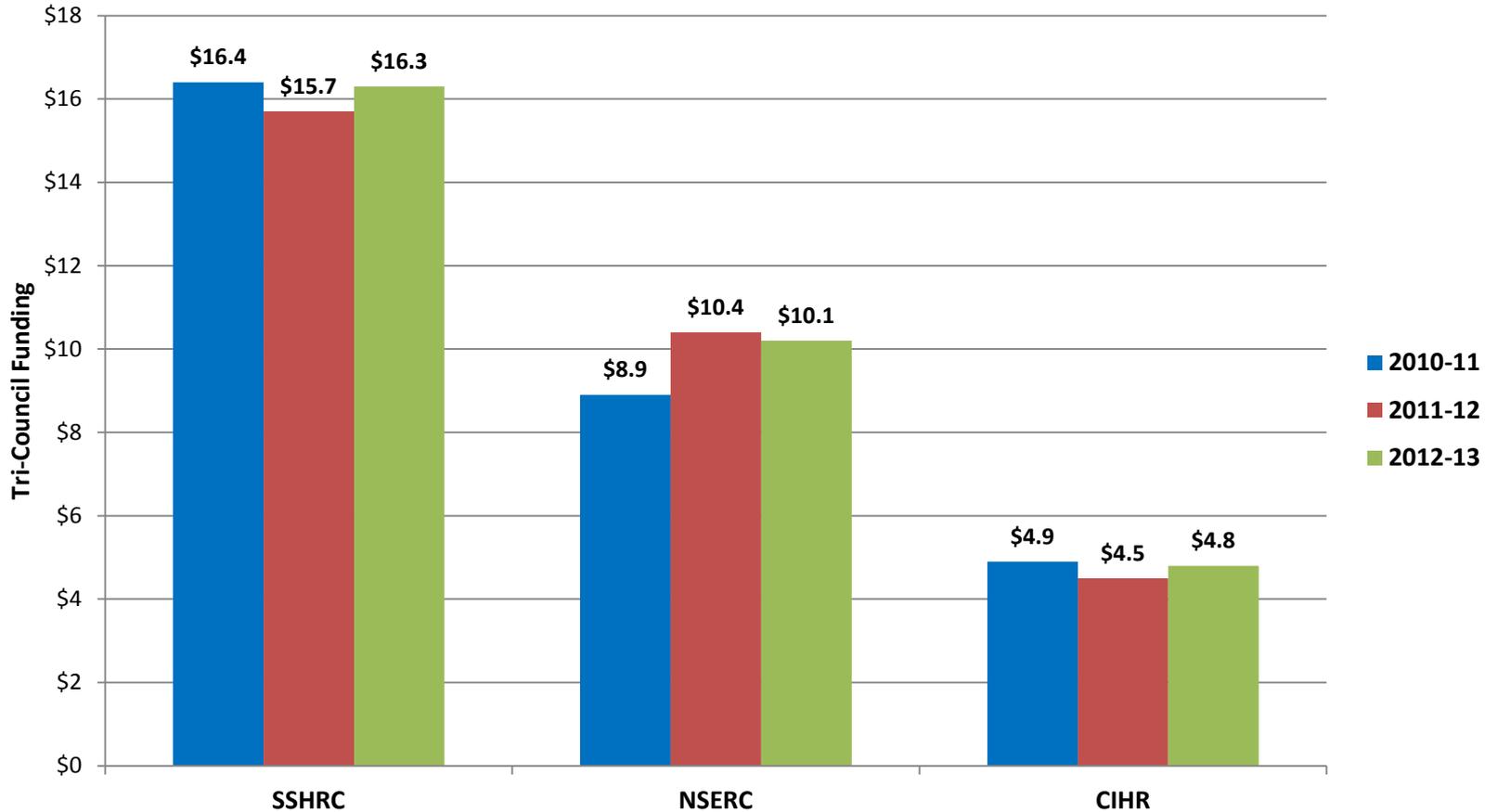
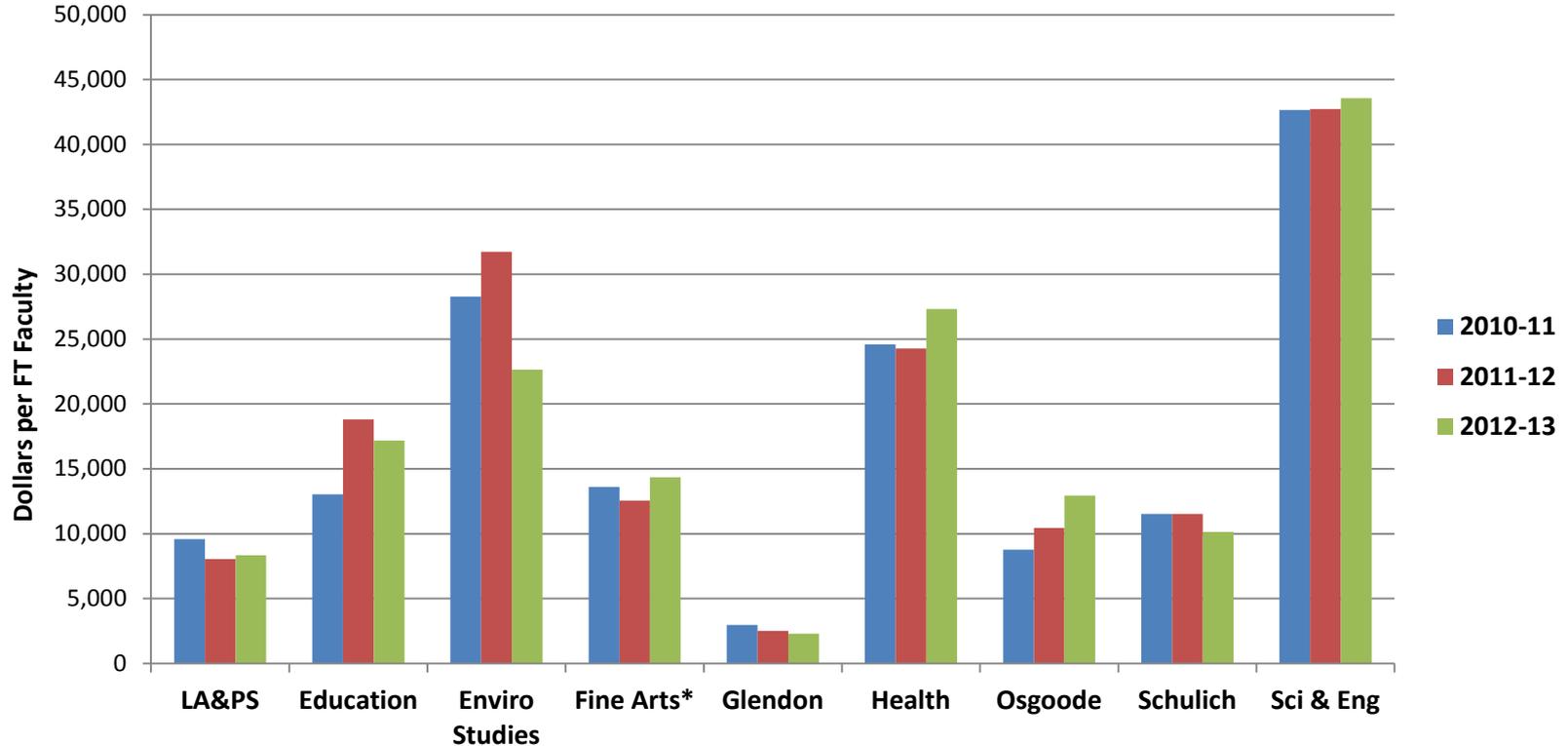# Faculty Research Income - Tri-Council Funding
## *Source: Office of Research Services & VPRI[i]*
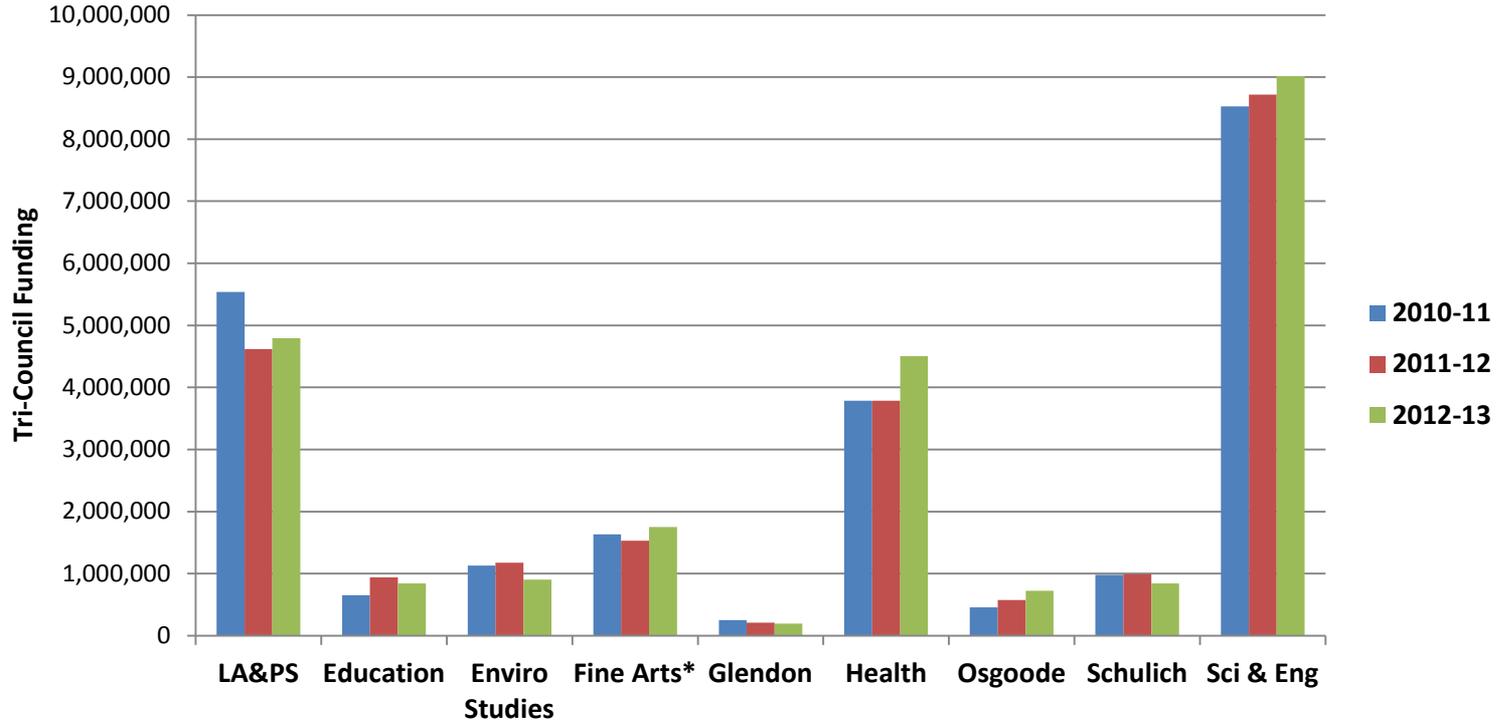
*Includes funding from the Toronto Arts Council, Ontario Arts Council, Canada Council for the Arts, Heritage Canada, Ontario Media Development Corporation, and several other non-Tri-Council sources
[i]Calculations include funding installments for York's fiscal year (1 May - 30 April)

FT Faculty Research Income Intensity - Tri-Council Funding
Source: Office of Research Services & VPRI[i]

*Includes funding from the Toronto Arts Council, Ontario Arts Council, Canada Council for the Arts, Heritage Canada, Ontario Media Development Corporation, and several other non-Tri-Council sources
[i]Calculations include funding installments for York's fiscal year (1 May - 30 April)
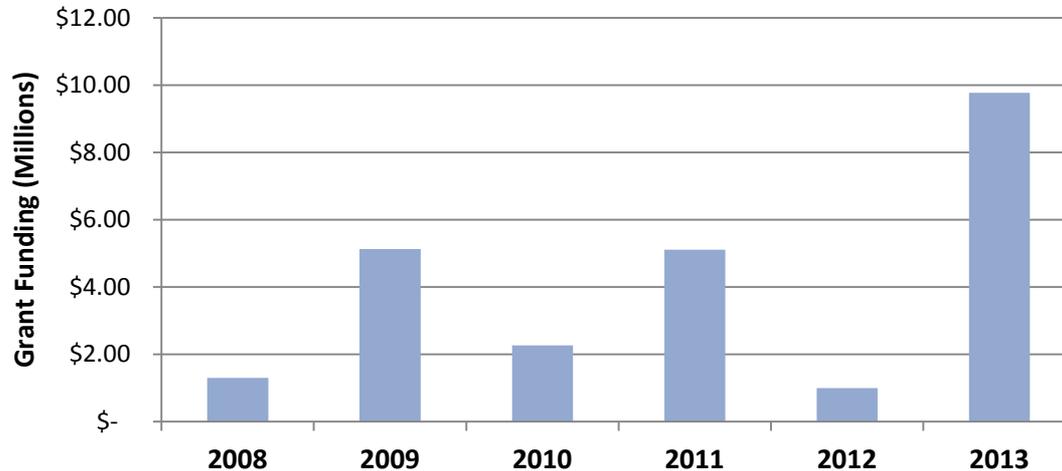
Technology Transfer

Development & commercialization of intellectual property resulting from scientific research

Research Agreements
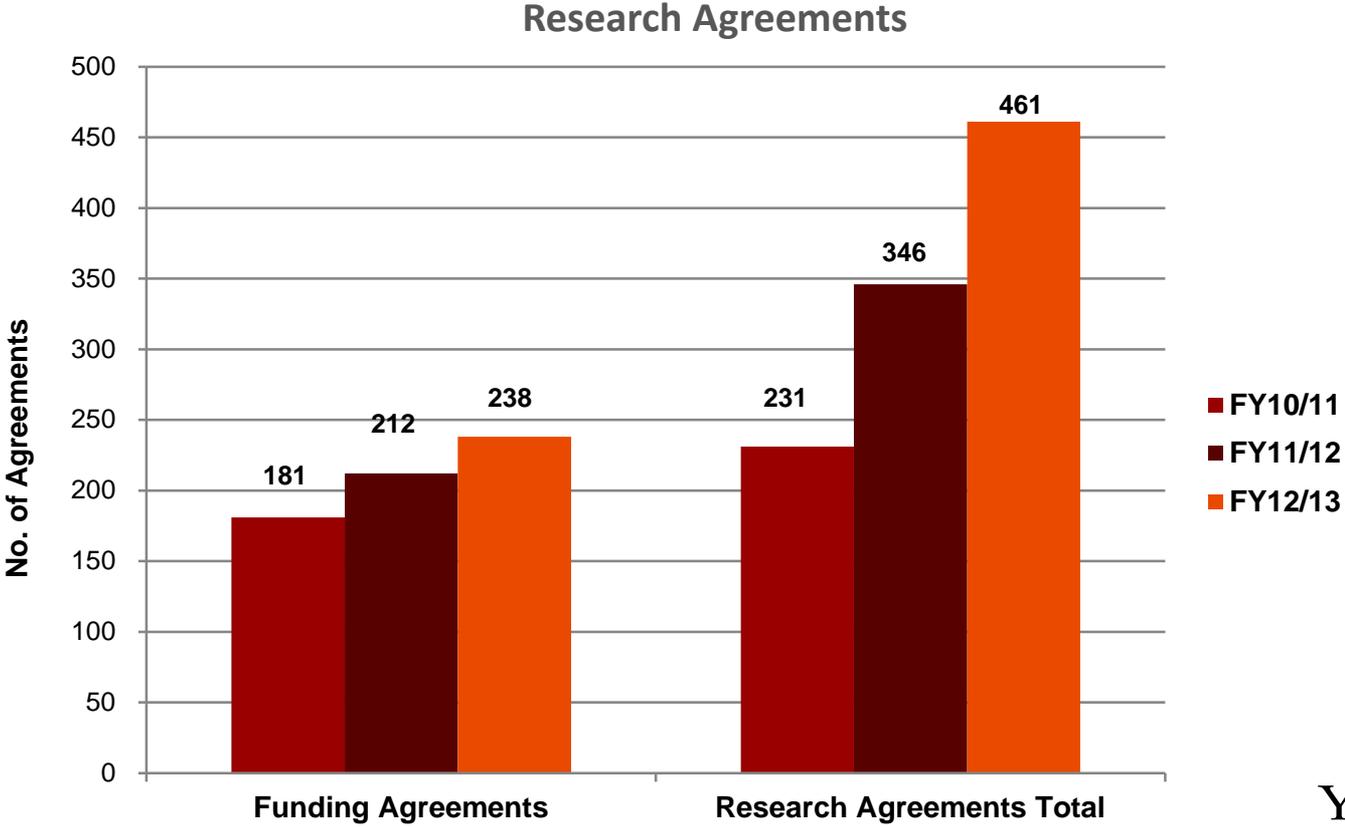
Knowledge Mobilization

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

**Total KMb Associated Grant Funding Raised 2008-2013**

* Total Funding Since 2006- $31.3M

➢ **International recognition:**
- ▪ As Canada's leading Knowledge Mobilization University, York has garnered extensive national and international recognition for its work, including the Knowledge Economy Network Best Practice Award from the European-based Knowledge Economy Network.

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Ethics Protocols Approved 2005 - 2013

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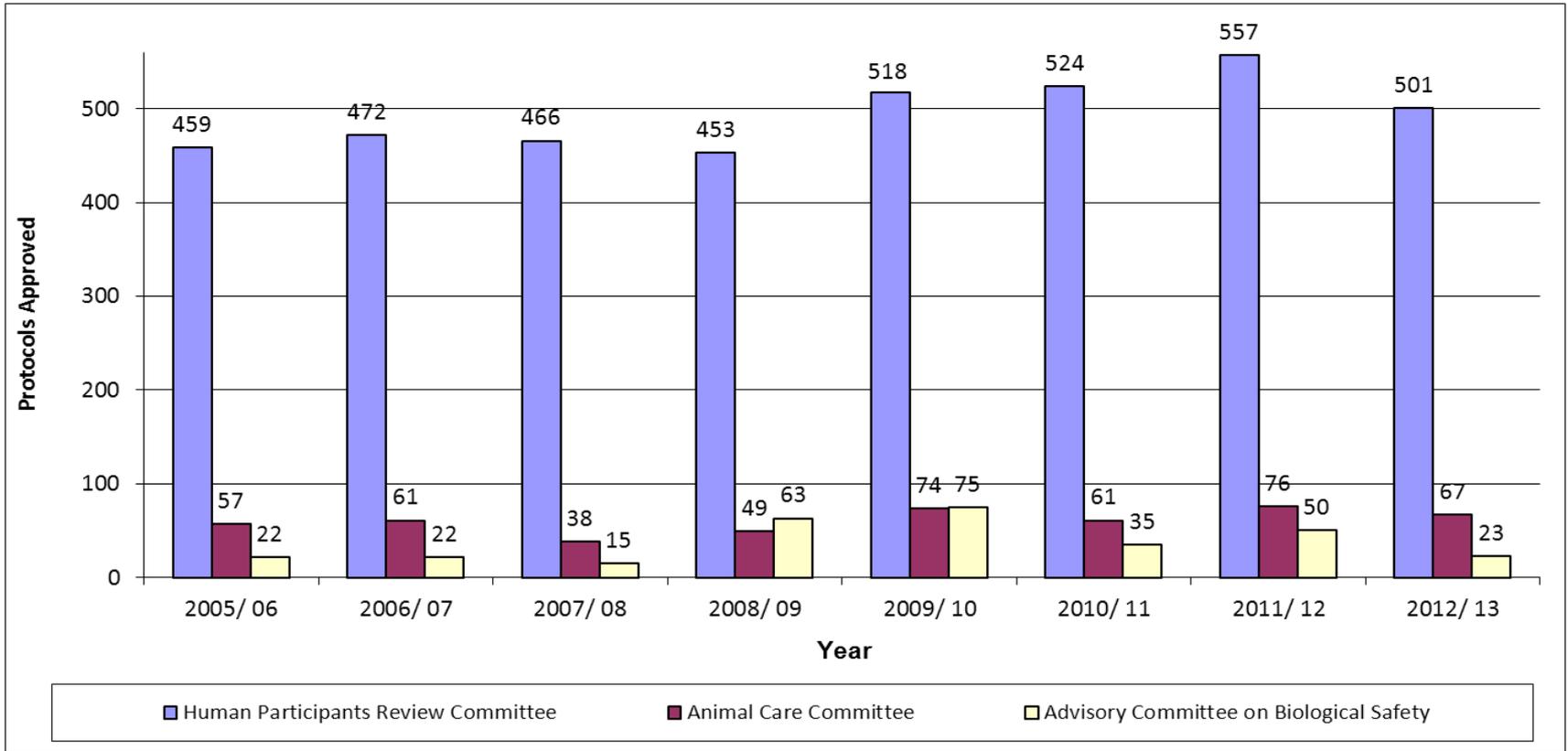
•note: figures for ACOBS and ACC include new/renewed/amended protocols
•figures for HPRC include NEW protocols only (faculty and student)

Some 2013 Research Successes

- Royal Society Fellows inducted- Professor Deborah Britzman; Professor Bettina Bradbury; Professor Adrian Shubert and Professor James Carley- Pierre Chauveau Medal award winner
- President's Research Excellence Award- Roger Keil, Faculty of Environmental Studies
- Awarded 3 Banting Postdoctoral Fellowships - Elspeth Van Veeren, York's Centre for International and Security Studies, Faculty of Liberal Arts and Professional Studies; Emily Flynn-Joneso examining the Intersections of Work, Play and Gender in Games, Faculty of Education; and Cesar Ceballos, Department of Mathematics and Statistics, Faculty of Science
- Dean Lorin Sossin, Osgoode, awarded the David Walter Mundell Medal, a top prize for legal scholarship
- York researchers received three large-scale SSHRC partnership grants, helping to continue our national leadership in this category- Stephen Gaetz, Faculty of Education, Anna Hudson, Faculty of Fine Arts, Leah Vosko, Canada Research Chair in the Political Economy of Gender and Work, Faculty of LA&PS
- 2013 John Charles Polanyi Prize awarded to Professor Jean-Paul Paluzzi, Faculty of Science
- Distinguished Research Professors – Doug Crawford, Psychology, Faculty of Health, Marcia H. Rioux, Health Policy & Management, Faculty of Health
- Vanier Graduate Scholarships –Bretton Fosbrook, PhD student in Science and Technology Studies
- Shayna Rosenbaum, Department of Psychology, Faculty of Health was awarded the 2013 Canadian Association for Neuroscience Young Investigator Award
- Professor Doug Hay, Faculty of LA&PS and Osgoode elected Honorary Fellow of the American Society for Legal History

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Celebrating Research

➢ 2013/14 Research Celebrations showcasing research within the Faculties will be focused on five strategic research opportunities within the SRP:
  - Digital Cultures
  - Engineering Research That Matters
  - Healthy Individuals, Healthy Communities and Global Health
  - Public Engagement for a Just & Sustainable World
  - Scholarship of Socially Engaged Research

➢ **York U Research Leaders 2014-** February 25th 2014- Ceremony to recognize research excellence and honour researchers who have garnered special achievements in 2013-2014. The Gala includes:
  - Presentation of the 2014 President's Research Excellence Award.
  - Recognition of the Undergraduate Research Fair award winners
  - Recognition of graduate student research by the FGS Dean.

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