



York University Senate Notice of Meeting

Thursday, April 23, 2015, 3:00 pm
Senate Chamber, N940 Ross Building

AGENDA

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The Senate of York University – Minutes

Special Meeting: Thursday, March 16, 2015, 3:00 pm
 Senate Chamber, N940 Ross

R. Mykitiuk <i>Chair</i>	C. Innes	A. Pitt
P. Amarasooriya	D. Ipperciel	B. Rahder
M. Amin	R. Irving	A. Richins
M. Anam	V. Jain	I. Roberge
K. Anderson	A. Khandwala	R. Robski
M. Annisette	D. Khayatt	K. Robson
S. Ariyaratnam	J. Kozinski	K. Rogers
M. Armstrong <i>Secretary</i>	S. Lawrence	M. Roy
A. Belcastro	R. Lenton	B. Ryder
L. Ber	D. Leyton-Brown	L. Sanders
M. Biehl	B. Lightman	V. Saridakis
K. Bird	K. Little	D. Scheffel-Dunand
G. Brewer	M. Lockshin	E. Schraa
S. Brixey	A. MacLennan	A. Schrauwers
H. Campbell	G. Malfatti	M. Shoukri
G. Comninel <i>Vice-Chair</i>	C. Mallette	J. Silver
B. Crow	M. Martel	J. Simeon
R. De Costa	G. McFadden	M. Singer
P. Delaney	S. McLaren	H. Skinner
S. Dimock	J.J. McMurtry	L. Sloniowski
K. Dowler	A. Medovarski	J. Spencer
S. Ehrlich	G. Mianda	D. Spokiene
S. Embleton	K. Michasiw	B. Spotton Visano
J. Etcheverry	M. Milo	J. Steprans
J. Foster	G. Monette	N. Sturgeon
J. Garrido	J. Morrison	H. Tahmasebi
D. Golemi-Kotra	D. Mutimer	G. Turlakis
E. Gutterman	R. Myers	S. Tufts
R. Haché	P. Ng	A. Viane
M. Hamadeh	J. O'Hagan	P. Walsh
M. Hamaoui	R. Owston	J. Warren
C. Heidari	L. Packer	L. Weir
W. Heinrichs	S. Pagiatakis	R. Wildes
B. Heron	S. Paradis	S. Wood
C. Heron	S. Parsons	H. Wu
J. Hora	A. Perry	S. Young
D. Horváth	M. Phuong	M. Yousaf
J. Huang	B. Pilkington	Q. Zha
D. Hunt	R. Pillai Riddell	

1. Chair's Remarks

The Chair, Professor Roxanne Mykitiuk, advised that the special meeting had been called in keeping with a requirement in the **Policy on Academic Implications of Disruptions or Cessations of University Business Due to Labour Disputes or**

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Other Causes that Senate Executive “call” a meeting on the fourteenth day of a disruption. Members of the Executive Committee felt strongly that the meeting should be held at the two-week mark in order to inform Senators of the actions the Committee had taken and to facilitate discussion and input. She confirmed that the Committee had received numerous communications opposing the resumption of classes. Discussion at the meeting should be confined to should fall on academic dimensions of the disruption and should not touch on labour relations. As this was a special meeting, no business could be conducted except for items listed on the agenda page (that is, as Senate rules stipulate, there is no “other business” at a special meeting).

Invited to address Senate, Dr Shoukri gave assurances that all possible measures mitigate the impact of the strike by CUPE 3903. The President stressed the centrality of graduate students and CUPE 3903 members to the University’s teaching and research. All views on the current situation are valued, and, it is hoped, all members of the community will uphold collegiality and mutual respect when sharing opinions to help ensure a quick return to concord and collective resolve. Now that unit 2 had ratified an agreement, it should be possible for the majority of academic activities to resume. Sincere efforts are being made to reach a fair, competitive settlement.

On a *point of privilege*, it was asserted that these comments were contrary to the Chair’s injunction to avoid mentioning labour matters. The Chair reminded speakers to limit their interventions to matters within Senate’s jurisdiction. On a *point of privilege*, it was objected that heckling of the President was undignified, and that a clamorous, distracting environment was making it difficult to follow proceedings. The Chair confirmed that she had called for order and would continue to do so as necessary.

The Chair invited two non-Senators, Murray Cooke and Stephanie Wells, to address Senate. They argued that resuming some classes would put students in untenable positions, and that a preponderance of courses could not proceed with academic integrity without the essential contributions of instructors still on strike.

After a clarification of the rules, it was moved, seconded and *carried* “**that Professor Ricardo Grinspun be permitted to address Senate.**” Professor Grinspun expressed disappointment at the handling of labour relations by the University’s leadership, and contended that several recent initiatives demonstrated that safeguarding the institution took a back seat to the bottom line. Financial damages from the strike far outweighed the cost of CUPE 3903’s demands. Dr Shoukri responded that these were unfair characterizations of the Administration, ones that discounted sincere attempts to overcome challenges facing York.

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2. Senate Executive Report

The Vice-Chair, Professor George Comninel, presented the Executive Committee's report. Refuting claims that the Committee is acting at the behest of the Administration, he reported that discussions have been long, arduous and civil and invariably geared toward implementing Senate's policies and balancing the principles of academic integrity and fairness to students. He summarized recent decisions documented in the report, and confirmed that, at a meeting held earlier in the day, it was agreed that classes in the School of the Arts, Media, Performance and Design, Education, Glendon, Health (those classes not already resumed) and Science would begin again on Tuesday, March 17. Classes in Environmental Studies and the Faculty of Liberal Arts and Professional Studies (those classes not already resumed) would re-start on Monday, March 23 subject to further remediation planning. No decisions had been made without careful deliberation, and they were not always unanimous. Remediation frameworks for FES and LA&PS will be pivotal to a final determination.

The following clarifications emerged during discussion:

- Faculty remediation frameworks – the rationales in support of resumption requests -- were aligned with the Provost's Institutional Guidelines which were, in turn, consciously calibrated with Senate policy and endorsed by Senate Executive
- with some exceptions (for example, Osgoode's LLM and PhD programs) graduate courses were subsumed by overall and Faculty-specific remediation frameworks
- Senate Executive has not and will not approve plans that entail the replacement of work done by CUPE 3903 members
- the context had changed with the ratification of an agreement by CUPE 3903 unit 2 members, who would, as a result, be available to teach
- Faculty remediation plans are to be posted on Websites

The report evoked a variety of responses. Some Senators lauded the Committee for lifting class suspensions and allowing students to resume classroom studies so that they could complete their studies in a timely fashion. This was especially welcome for students whose graduation or timely completion of terms was essential to fulfilling looming family and work responsibilities or pursuing studies. Many international and exchange students face visa expiration dates. A member of Senate Executive said that

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decision-making had taken account of the circumstances of all students, and assured those who could not or would not be able to resume courses that there would be creative options, based on successful precedents, for completing courses with an equivalent (in the words of the Disruptions Policy) if not equal experience. Some confirmed Senate Executive's authority (a former Chair of Senate among them) even if they did not agree with all of the Committee's decisions.

Other Senators felt that the Committee had not been sufficiently mindful of considerations such as safety and student access to striking employees if classes resumed. Academic integrity would be jeopardized in courses where the contributions of CUPE 3903 unit 1 members was integral, and there would be considerable confusion and uncertainty among students, faculty and staff if there were multiple tracks for course completion. There could be labour agreement considerations if decisions about academic integrity and the ability to proceed with a course were left to individual faculty members.

It was moved, seconded and *carried by the necessary 2/3 majority of those present and voting* **“that the meeting be extended by thirty minutes.”**

On a *point of order*, it was contended that Senate Executive had neglected to consult Senate about its decisions. The Chair assured Senate that it had followed Senate policies in discharging its mandate, had been receptive to input from the Senators and the community, and had been guided by clear precedents.

In response to questions about protocols and procedures, the Chair made the following points:

- it was not necessary to seek Senate approval of actions taken given the responsibilities assigned to the Executive Committee under the Disruptions Policy, but it was important to hear the views of Senators on these matters
- Senate Executive had met in camera for the decision-making phase of recent meetings, and its meetings had been otherwise open in keeping with Senate rules; the entire meeting of March 16 had been held in camera because the focus was wholly on decisions, and proponents were not permitted to remain when decisions were actually made; committees may meet in camera for other purposes than adjudicating cases
- the Committee had not precipitated a “mandate creep” as alleged, and had hewed to policies and precedents
- no motions could be transacted at a special meeting except those listed on the agenda page, including motion to rescind actions taken by a committee

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- the Executive Committee was aware of the need to more clearly articulate the interplay of applicable policies during a disruption – the Disruptions Policy itself, as well as the Class Cancellation Policy and the Policy on Sessional Dates and the Scheduling of Examinations

It was moved, seconded and *carried by the necessary 2/3 majority present and voting* **“that the meeting be extended by a further thirty minutes.”**

There were concerns that communications about the resumption of classes and options had been inconsistent or late. It was suggested that there be twenty-four hours’ notice before any further resumptions are implemented. The Vice-Provost Students reported that FAQs were constantly updated, and that questions and concerns could be sent to her e-mail address. It was also noted that the Executive Committee had in some instances informed the community in advance of the possibility that classes may resume and when they might do so.

As the meeting ended, a Senator indicated that a petition would be submitted calling for a special meeting of Senate at which a motion concerning the resumption of classes would be presented.

It was moved, seconded and *carried* **“that Senate adjourn.”**

R. Mykitiuk, Chair _____

M. Armstrong, Secretary _____

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Special Meeting: Thursday, March 19, 2015, 3:00 pm
 Senate Chamber, N940 Ross

R. Mykitiuk *Chair*
 P. Amarasooriya
 M. Amin
 M. Anam
 M. Annisette
 S. Ariyaratnam
 M. Armstrong *Secretary*
 E. Asselstine
 A. Belcastro
 S. Benchimol
 M. Biehl
 K. Bird
 G. Brewer
 S. Brixey
 M. Budworth
 H. Campbell
 D. Cappadocia
 S. Cash
 G. Comninel *Vice-Chair*
 B. Crow
 R. De Costa
 P. Delaney
 K. Dowler
 S. Ehrlich
 S. Embleton
 J. Etcheverry
 J. Foster
 R. Furgiuele
 J. Garrido
 J. Goldberg
 D. Golemi-Kotra
 S. Gong
 E. Gutterman
 R. Haché
 M. Hamadeh
 M. Hamaoui
 C. Heidari
 W. Heinrichs
 B. Heron
 C. Heron
 V. Hildebrand
 J. Hora
 D. Horváth
 M. Hosale
 J. Huang

D. Hunt
 D. Ipperciel
 R. Irving
 V. Jain
 A. Khandwala
 D. Khayatt
 A. Khazak
 J. Kozinski
 A. Kumarakrishna
 S. Lawrence
 R. Lee
 U. Lehrer
 R. Lenton
 D. Leyton-Brown
 K. Little
 M. Lockshin
 M. Longford
 J. Lynch
 A. MacLennan
 G. Malfatti
 C. Mallette
 M. Martel
 G. McFadden
 S. McLaren
 J.J. McMurtry
 A. Medovarski
 G. Mianda
 K. Michasiw
 M. Milo
 G. Monette
 T. Moore
 J. Morrison
 R. Myers
 P. Ng
 J. O'Hagan
 R. Owston
 L. Packer
 S. Pagiatakis
 S. Paradis
 A. Perry
 M. Phuong
 B. Pilkington
 R. Pillai Riddell
 A. Pitt
 B. Rahder

A. Richins
 I. Roberge
 M. Robertson
 R. Robski
 K. Robson
 K. Rogers
 M. Roy
 B. Ryder
 L. Sanders
 V. Saridakis
 D. Scheffel-Dunand
 E. Schraa
 A. Schrauwers
 L. Sergio
 T. Shanahan
 M. Shoukri
 J. Silver
 J. Simeon
 M. Singer
 H. Skinner
 L. Sloniowski
 L. Sossin
 J. Spencer
 B. Spotton Visano
 J. Steprans
 N. Sturgeon
 H. Tahmasebi
 N. Tenhaaf
 G. Turlakakis
 S. Tufts
 E. van Rensburg
 A. Viane
 P. Walsh
 J. Warren
 L. Weir
 T. Wesson
 R. Wildes
 L. Wright
 H. Wu
 J. Yeomans
 S. Young
 M. Yousaf
 R. Zeidenberg

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1. Chair's Remarks

Citing rules governing special meetings of Senate, the Chair, Professor Roxanne Mykitiuk, confirmed that no business other than items listed on the agenda page can be transacted at special meetings. The meeting had been called in response to a petition from Senators and would conclude with a vote on a motion concerning the suspension of classes. With space at a premium, arrangements had been made for live video streaming of proceedings in Vari Hall B. Normal Senate rules apply in the Senate Chamber and Vari Hall B, and no audio or visual recordings of the proceedings are permitted without the express agreement of the Chair. A number of Senators commended the Executive Committee for ensuring that the meeting could occur without interruption.

The Chair opened proceedings with an overview of the Senate Policy on the Academic Implications of Disruptions or Cessations of University Business Due to Labour Disputes or Other Causes, and the role played by Senate Executive. She also touched on:

- key features of the Provost's Institutional Guidelines and their alignment with Senate policies and precedents
- decision-making criteria adopted by Senate Executive
- the evolving context for decision-making as the disruption continued
- actions taken by Senate Executive following receipt of requests to resume classes in Environmental Studies and Liberal Arts and Professional Studies

Questions were posed about aspects of the disruption and remediation frameworks. Among the matters raised were the following:

- measures to enhance safety at the picket lines and protocols for reporting incidents (the Vice-President Finance and Administration and the Vice-Provost Students described plans and ways for the community to express concerns of any kind)
- the logistical challenges of remediation given the volume of inquiries from students and the necessity of faculty members determining what options are best for courses and individuals
- the desirability of using the term "strike" rather than "labour disruption" (it was observed that Senate Executive has been using the language of the Policy which refers to disruptions of any kind)

It was reported that Senate Executive had not unanimously agreed to resumption requests, but was persuaded by factors such as permitting faculty members and students to choose the timing of class resumptions, ensuring that international and

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exchange students can complete courses prior to the expiration of visas, paving the way to summer term instruction, and OSAP funding constraints.

2. Senate Executive Report

Documentation in the form of an updated chronology of Senate Executive meetings and decisions was *noted*. The Vice Chair elaborated on the nature, purpose and impact of decisions made by the Committee since the onset of the strike.

With regard to the resumption of classes in FES and LA&PS, the Committee requested additional information about courses that could resume on March 23 with academic integrity before finalizing its decision. Augmented remediation plans from LA&PS and FES listing such courses were to be provided by units through their Deans no later than 4:00 pm Friday. Responding to questions, the Chair and Vice-Chair made the following points:

- Senate Executive would not second guess determinations made by academic units about which courses could proceed but did expect rationales and customary due diligence
- there would be no monitoring of classrooms by the Faculties and no reprisals against faculty members not teaching
- initial determinations about the ability to proceed could be re-visited
- Senate Executive will continue to monitor the impact of the disruption and enunciate options for the completion of courses

3. Other Business for Which Due Notice Has Been Given

a. Motion Concerning the Suspension of Classes

It was moved and seconded “**that Senate call upon Senate Executive Committee to continue the suspension of all classes that have not yet resumed until the end of the labour disruption.**”

The Chair, with the agreement of Senate Executive, determined that voting on the motion would be conducted by paper ballot following customary Senate protocols.

A written rationale accompanying the motion argued that re-starting classes while the labour disruption continues had created confusion and concern in members of the community. It was essential for the academic integrity of courses and programs, and for the safety of members of the York community, that no additional resumptions be authorized.

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The normal adjournment hour arrived during the course of discussion. It was moved, seconded and *carried by the necessary majority of two-thirds of those present and voting* **“that the meeting be extended for thirty minutes”**

Those speaking in favour of the motion offered reasons such as the following:

- academic standards and equitable treatment of students were compromised by the piecemeal resumption of classes
- online courses, student-led discussions and other arrangements described in Faculty remediation frameworks were not appropriate alternatives to tutorials involving unit 1 instructors
- changing the kind, number and weight of assignments – one of the options set out by Senate Executive – was at odds with academic integrity imperatives and student learning outcomes
- the return of students in great numbers would greatly exacerbate safe, expeditious access to campuses
- five thousand or more students have signaled that they will not attend resumed classes until the strike is over, and faculty members have expressed opposition individually or in groups, with the result that wider resumption risks further dividing the community
- students would be on multiple tracks, making academic integrity and course management difficult to maintain
- partial resumptions would replicate the bedlam of past disruptions where some classes proceeded while others were suspended

Points made by those speaking against the motion included the following:

- students in Faculties and programs that have resumed have expressed relief and gratitude that they will be able to finish coursework on or close to original schedules
- to the extent possible, students in professional Faculties who are enrolled in LA&PS courses and have practica in the spring should be permitted to resume if they so desire
- Senate Executive has facilitated collegial decision-making and the determinations made by units and individual instructors should be respected
- attendance is high in many programs that have resumed, and students who defer their participation in academic activities will be afforded all of the protections set out in the “Disruptions” policy

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- students have pressing work and family obligations and should be allowed to conclude as much of their studies as possible as soon as they can

It was moved, seconded and *carried* “**that the question be called.**”

Balloting began. Although the clock was effectively stopped by a vote in process, for greater certainty it was moved, seconded and *carried by the necessary majority of two-thirds of those present and voting* “**that the meeting be extended for an additional fifteen minutes.**”

A tally of ballots determined that the motion failed, with 33 voting in favour and 84 opposed.

It was moved, seconded and *carried* “**that Senate adjourn.**”

R. Mykitiuk, Chair _____

M. Armstrong, Secretary _____

The Senate of York University – Minutes

Meeting: Thursday, March 26, 2015, 3:00 pm
 Senate Chamber, N940 Ross

R. Mykitiuk <i>Chair</i>	D. Hunt	A. Richins
P. Amarasooriya	R. Irving	I. Roberge
M. Amin	V. Jain	K. Robson
K. Anderson	A. Khandwala	B. Ryder
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M. Armstrong <i>Secretary</i>	R. Lee	E. Schraa
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M. Biehl	D. Leyton-Brown	T. Shanahan
K. Bird	M. Lockshin	M. Shoukri
G. Brewer	A. MacLennan	J. Silver
S. Brixey	M. Martel	M. Singer
M. Budworth	A. Medovarski	L. Sloniowski
H. Campbell	K. Michasiw	L. Sossin
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B. Crow	G. Monette	B. Spotton Visano
C. Davidson	J. Morrison	J. Steprans
P. Delaney	D. Mutimer	N. Sturgeon
M. Derayeh	P. Ng	G. Tourlakis
J. Garrido	J. O'Hagan	S. Tufts
J. Goldberg	R. Owston	E. van Rensburg
D. Golemi-Kotra	S. Pagiatakis	A. Vianei
R. Haché	S. Parsons	P. Walsh
M. Hamadeh	A. Perry	L. Weir
C. Heidari	M. Phuong	R. Wellen
C. Heron	B. Pilkington	T. Wesson
V. Hildebrand	R. Pillai Riddell	L. Wright
J. Hora	A. Pitt	J. Yeomans
D. Horváth	B. Rahder	
M. Hosale		

1. Chair's Remarks

Senate *agreed* to the Chair's suggestion that the order of the agenda be changed so that action items contained in the reports of Academic Standards, Curriculum and Pedagogy and Academic Policy, Planning and Research could be dealt with prior to a discussion of the Executive Committee's report. The Chair, Professor Roxanne Mykitiuk, reminded Senators of rules concerning decorum and the permission needed to make audio or visual recordings, and she asked that those in attendance not post live fragmentary comments on the proceedings on social media.

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2. Minutes of February 26, 2015

With minor typographical errors corrected, it was moved, seconded and *carried* “**that Senate approve the minutes of the meeting of February 26, 2015.**”

3. Business Arising from the Minutes

There was no business arising from the minutes

4. Inquiries and Communications

There were no inquiries and communications apart from matters addressed in the Executive Committee’s report.

5. President’s Items

Acknowledging the difficulties caused by the strike, President Shoukri expressed full confidence that the community will come together quickly and positively when it ends. The Administration will be guided by the long-term interest of the University and York’s faculty members, students, staff, alumni and supporters. A number of recent developments – including an allocation of two additional senior Canada Research Chairs and impressive awards received in major funding competitions – reinforce a conviction that the University continues to make positive strides.

Commenting on concerns about safety on the picket lines, Dr Shoukri stressed that the well-being of striking workers was of paramount importance. It was imperative that all concerned be patient and respectful when interacting at the lines. In response to a number of comments and questions, the Vice-President Finance and Administration, Gary Brewer, described the steps taken to enhance safety. Security staff and senior administrators would be on site at all picket locations, and would act promptly in the event of incidents of physical harm or verbal abuse. Online threats can also be reported. Staff of Toronto Police Services has been in direct and continuous contact with the University and CUPE 3903 to ensure that rights and responsibilities are known and respected.

6. Report of Academic Standards, Curriculum and Pedagogy

- a. Establishment of MASc and PhD Programs in Civil Engineering, Department of Civil Engineering, Lassonde School of Engineering / Faculty of Graduate Studies

It was moved, seconded and *carried* “**that Senate approve the establishment of MASc and PhD Programs in Civil Engineering, Department of Civil Engineering, Lassonde School of Engineering / Faculty of Graduate Studies.**”

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b. Consent Agenda Items

Senate *approved by consent* ASCP recommendation to

- change the degree requirements of the International Bachelor of Business Administration Program (iBBA), Schulich School of Business
- change the degree requirements of the BA and iBA Specialized Honours Programs in Economics, Economics, Glendon

c. Information Items

Academic Standards, Curriculum and Pedagogy advised that it had approved minor modifications to degree requirements for the following:

Glendon

- BA programs in Business Economics
- BA programs in International Studies
- BA and BSc programs in Psychology

Faculty of Science

- 90-credit BSc program in Physics and Astronomy, Physics Stream
- Specialized Honours BSc program in Physics & Astronomy (each of the Applied Physics, Astronomy and Physics Streams)

Schulich School of Business

- BBA / iBBA program (degree requirements and an academic regulation)

7. Report of Academic Policy, Planning and Research

a. Amendments to the Policy on Endowed Chairs and Professorships

It was moved, seconded and *carried* “**that Senate approve amendment to the Policy on Endowed Chairs and Professorships.**”

b. Establishment of a Policy on Regular Named Chairs

It was moved, seconded and *carried* “**that Senate approve the establishment of a Policy on Regular Named Chairs.**”

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c. Information Items

The Chair of APPRC announced that a planning forum scheduled for April 23 has been postponed to the autumn. Documents related to recent planning discussions with the Deans, Principal and University Librarian will be transmitted to Senate in April.

8. Report of the Executive Committee

a. Senate Executive and the Academic Disruption

The Executive Committee provided Senate with an updated record of its meetings and decisions prior to and during the disruption of academic activities that began on March 3. The Vice-Chair, Professor George Comninel, highlighted options set out in the Committee's March 26 document on "Completion of Courses: Principles for Remediation and Accommodation."

One provision of the "Completion" document – on assessed grades -- drew special attention. The March 26 communication did not elaborate on eligibility parameters and processes, including the role played by course directors in vetting requests for grades based on a minimum of 50 per cent of work completed. In response, the Vice-Chair confirmed that assessed grades would not be the norm and that instructors would continue to be in a position to determine options for completing courses.

Senators also sought clarity about the following:

- adjustments to class and examination schedules that has been authorized or could be instituted (the W and Y terms would be reduced to 11 weeks for certain Faculties, with exceptions for Osgoode JD programs, Lassonde, and courses that continued from the outset of the strike; new dates will be posted on the Registrar's Website)
- the extent to which pass / fail grades could be elected by students (only the date by which to elect this form of grading had been changed, not the regulations governing availability)

Members of the Executive Committee emphasized that the remediation framework, which was based on that of previous disruptions, was designed to balance academic integrity and fairness to students. It was *agreed* that the Committee would review and revise the text of the March 26 communication to ensure greater clarity.

For some Senators, confusion about the "Completion" document reinforced the need for Senate Executive to consult Senate frequently as stipulated by the Policy on the Academic Implications of Disruptions or Cessations of University Business Due to Labour Disputes or Other Causes. There were concerns that communications had

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been one-way. In response, it was noted that Senate had met three times in just over a week and that the Executive had been open to communications. Decision-making has been informed by precedent, and it was impractical for Senate to meet as often or for as long as the Committee had done as the disruption unfolded.

It was moved, seconded and *carried by the necessary 2/3 of those present and voting* **“that the meeting be extended for fifteen minutes.”**

Citing Senate rules on *in camera* meetings for committees, it was asked how often and why Senate Executive was meeting in this mode and if the Committee had announced its meeting schedule. The Chair confirmed that the Committee met *in camera* for one full meeting. Other meetings were open per Senate rules except those portions where decisions were made. Senators have attended meetings, and any inquiries about meeting times and locales have been answered promptly.

b. Other Information Items

The Committee reported that it had approved the membership of Professor Michael Longford, School of the Arts, Media, Performance and Design on Senate Executive, and had postponed an informal gathering with members of the Board of Governors’ Executive Committee earlier in March.

9. Other Business

There being no further business, it was moved, seconded and *carried* **“that Senate adjourn.”**

R. Mykitiuk, Chair _____

M. Armstrong, Secretary _____

YORK UNIVERSITY KUDOS REPORT



FEBRUARY

York received a landmark \$5 million gift from an anonymous donor to provide scholarships for incoming undergraduates, graduate students, and Indigenous students. The gift will be matched by University and government programs, resulting in a total of \$10 million in funding for York students.



York Board of Governors approved a policy on awareness, prevention, and response to sexual assault, affirming the University's ongoing commitment to foster a culture where survivors are supported and perpetrators are held accountable. The policy is the result of the dedicated efforts of students, staff and faculty on the Sexual Assault Prevention & Response Policy Working Group.

York recognized leading researchers for their outstanding achievements at the third annual York U Research Leaders celebration. Faculty of Science professor Sergey Krylov was awarded the President's

Research Excellence Award and Faculty of Health professor Shayna Rosenbaum was awarded the President's Emerging Research Leadership Award.

Third annual Undergraduate Research Fair took place on February 23, with undergraduates delivering presentations on their research. 13 presentations received awards, and a new journal titled *York Online Undergraduate Review (YOUR Review)* will be launched later this year.

A team from the Office of Student Community Relations, along with York staff members Maria Mazzurco, Jayne Greene-Black, Noel Badiou, Alicia Pinter, and David Timmins are this year's recipients of the President's Staff Recognition Awards.



For the ninth straight year, Schulich was ranked among the world's top 25 business schools (19th) and No. 1 in Canada in the annual global MBA survey conducted by CNN Expansi3n.

York Lions men's volleyball team won a bronze medal at the Ontario University Athletics (OUA) final. Team members Josh Henderson, Ray Szeto, and Arthur Swarcz were recognized by the OUA for their outstanding season.



York President Emerita Lorna Marsden's contributions have led to the establishment of the Robarts Centre Visitorship in Canadian Studies at the Robarts Centre for Canadian Studies.

'This is My Time' campaign won bronze in the services category in Canadian Advertising Success Stories (CASSIES).



Schulich professor and Robert Finlayson Chair in International Finance Kee-Hong Bae recently won the best paper prize from the *International Review of Finance* journal along with his co-authors.

York alumnus Christopher Williams (BA '97) was presented with The Honourable Lincoln Alexander '53 Award from the Black Law Students' Association at Osgoode for his work in the field of criminal justice and black marginality.

Faculty of Science professor and Tier 1 York Research Chair Sergey Krylov has received more than \$717,000 over three years from the Natural Sciences and Engineering Research Council of Canada (NSERC).

MARCH

Lions men's and women's track & field teams together won 17 medals and broke or tied three meet records at the OUA championships. Of the 17 medals won, 11 were gold, four were silver and two were bronze.

On March 7 the Faculty of Science hosted #WomenInSTEM, a celebration of York grads working in science, technology, engineering and mathematics (STEM) professions, as part of the Faculty's 50th anniversary.

Two Osgoode Hall Law School teams were honoured with an award at the Willms & Shier Environmental Law Moot Court Competition on March 7 at the Ontario Court of Appeal.

Lassonde School of Engineering invested \$1.5 million in the Lassonde 50:50 Challenge, a campaign to become the first engineering school in Canada to reach a 50:50 gender balance.

Two teams of Schulich MBA students won first and second place in Schulich’s annual Developer’s Den case competition.

- Jamieson Saab (MES ’11)
- Klaudia Olejnik (Spec. Hons. BBA ’09, MBA ’14)
- Adam Camenzuli (Spec. Hons. iBBA ’10)
- Mustafa Nazari (Spec. Hons. BES ’11)
- Afzal Habib (iBBA ’10)

Four students from York’s Master of Public Policy, Administration and Law program placed third at a recent case competition hosted by the Institute of Public Administration of Canada and the Canadian Association of Programs in Public Administration.

Lassonde School of Engineering hosted its inaugural Lassonde Awards at Glendon campus to recognize the diverse accomplishments of faculty, staff, students and supporters.



Faculty of Education student Laina Tsurusaki won first prize in the Open category at the 26th National Japanese Speech Contest that took place at the University of Calgary on March 28.



York Lions track and field team had an outstanding showing at the Canadian Interuniversity Sports (CIS) Championships this year:

- Khamica Bingham broke the women’s CIS 60m record, winning the gold medal.
- CIS Outstanding Female Field Performer of the Year and York athlete Brittany Crew won the gold medal in the women’s weight throw.
- In the 60m men’s competition, Bismark Boateng won the gold medal and Ike Omoruna brought home the bronze.

Both CREATE applications submitted from York were successful. Health and Engineering Professor James Elder and Liberal Arts & Professional Studies Professor Jimmy Huang were awarded \$1.65 million from NSERC for their respective projects.

Five York alumni named to the Corporate Knights’ “Top 30 Under 30 Sustainability Leaders” list of Canadian youth who have a proven track record in sustainable development:

Osgoode Hall Law School honoured 13 recipients of 2015 Dean’s ‘Gold Keys,’ awarded to students graduating from the Juris Doctor (JD) program who made outstanding contributions to the life of the law school: Arielle Lewis, Darcel Bullen, Aneesha Lewis,

Robin Nobleman, Toby Samson, Clinton Green, Jean-Paul Bevilacqua, Laura Wilson, Steven Broadley, Douglas Judson, Anthony Sangiuliano, Jeffrey Hernaez and Allison Williams.

APRIL

York Lions soccer player Jarek Whiteman and track and field athlete Brittany Crew were named the male and female Athletes of the Year at the 47th annual Interuniversity Sport Banquet on April 1.

York student Tanya Elchuk was a Top 25 finalist in the SSHRC Storytellers competition, which challenges postsecondary students from across the country to demonstrate how SSHRC-funded research is making a difference in the lives of Canadians.



Centre for Research on Latin American and Caribbean Research Fellow Judith Marshall was the only Canadian invited to participate in a World Meeting of Popular Movements that brought more than 100 grassroots activists from all around the world to Rome.

York psychologist Ellen Bialystok's dementia research is among top 50 university discoveries named by the Council of Ontario Universities (COU). She discovered

that bilingual people with dementia show symptoms four years later than those who speak just one language.

YorkU Call Centre (Advancement), which employs over 150 students every year, has set a new record for the third straight year, raising \$700,000 already this year, up from \$568,000 last year, \$368,000 in 2013 and \$250,000 in 2012.



Osgoode Professional Development will use a substantial award from the Ministry of Citizenship, Immigration & International Trade to create an innovative online exam preparation course to help internationally trained lawyers who are Ontario newcomers to qualify to practice in the province.

A research paper co-authored by Schulich Professor Douglas Cumming examining rewards-based crowdfunding models named to list of best academic research on crowdfunding on website @Aboutdotcom.

History Professor Adrian Shubert awarded prestigious Killam Research Fellowship--the first in nearly a decade for YorkU--for his research on Spain's Baldomero Espartero.



EXECUTIVE COMMITTEE

Report to Senate
at its Meeting of April 23, 2015

FOR INFORMATION

1. **Senate Executive and the Disruption of Academic Activities**

A chronology of the Committee's meetings and decisions prior to, during and after the academic disruption from March 3 to March 31 has been updated to reflect recent meetings and actions. See Appendix A. The Committee has conducted a preliminary de-briefing on matters of policy and procedure that arose during the disruption. A fuller review will be conducted in the future. Senators are invited to send relevant comments and questions to the Committee's Secretary, Maureen Armstrong.

2. **Nominations and Expressions of Interest in Senate-Elected Positions**

The annual call for expressions of interest in, and nominations for, positions elected by Senate will be issued prior to the Senate meeting.¹

It is not necessary to be a Senator in order to serve on a Senate committee with the exception of the Executive. In constructing slates of candidates for election to Senate committees, the Executive Committee takes a number of factors into account including rank, skills, experience and expertise, and the historic distribution of members among Faculties. The names of individuals we receive are considered as suggestions only. The Nominations Committee will review the suggestions in view of membership principles and other considerations for selecting a final slate of nominees, and the Executive Committee will make a formal recommendation to Senate.

Detailed information about committees can be accessed from the Senate Website. A dedicated page has been created to provide specific criteria applicable to the positions listed below. That page also provides a link to an online form by which individuals can make known their personal interest or suggest the names of other individuals. Questions and suggestions may be addressed to Robert Everett of the University Secretariat (beverett@yorku.ca).

Candidates are sought for the following positions with terms beginning July 1, 2015:

Vice-Chair of Senate: 1 vacancy, 18-month term, full-time faculty member (Senate meets the fourth Thursday of each month from September to June; Senate Executive meets the third Tuesday of each month from September to June and has summer authority in July and August; incumbent succeeds the Chair of Senate for an 18-month term)

¹ Membership on some committees – Academic Policy, Planning and Research, Executive, and Honorary Degrees and Ceremonials - is Faculty-designated with vacancies filled by candidates nominated by Faculty Councils and ratified by the Executive Committee.

Senate Nominee for Membership on Board of Governors: 1 vacancy, two-year term, full-time faculty member (Board meets five times annually; Senators on the Board are members of Senate Executive which meets on a Tuesday each month; may also serve on Board committees) NB: Must be a Senator

Academic Standards, Curriculum and Pedagogy: 1 vacancy, one-year term, contract faculty member (meets Wednesdays at 1:30 twice monthly)

Academic Standards, Curriculum and Pedagogy: 1 vacancy, three-year term, full-time faculty member (meets Wednesdays at 1:30 twice monthly)

Awards: 4 vacancies, three year terms, full time faculty members (meets 4-5 times annually Fridays at 10:00)

Appeals: 2 vacancies, three-year terms, full-time faculty members (meets at the call of the Chair, in panels and periodically as a full Committee)

Tenure and Promotion Committee: 5 vacancies, three-year terms, full-time faculty members (meets Thursdays at 3:00 in panels, and members participate on occasion in Faculty level meetings)

Tenure and Promotions Appeals Committee: 3 vacancies, three-year terms, full-time faculty members (meets at the call of the Chair as needed)

3. **Equity Sub-Committee Status Report**

The Equity Sub-Committee reported that it met in February to develop a work plan for the final months of 2014-2015. A priority for the Sub-Committee involves a review of the *Senate Policy on Accommodations for Students with Disabilities*. It is anticipated that a report and recommendations will be received by June.

4. **Senate Membership for 2015-2016 and 2016-2017**

A working group established to develop recommendations on Senate membership for the next two years will report in May after which the Executive Committee will present its own recommendations to Senate. Should any changes in membership be recommended, they will be presented as statutory motions dealt with at two meetings of Senate.

5. **Minor Changes in Faculty Council Rules and Procedures**

The Committee has reviewed changes to rules and procedures forwarded by Faculty Councils and confirms that the following are consistent with principles of collegial governance and practices elsewhere in the University:

- the addition of 2 Faculty-affiliated College Masters to the Executive and Planning Committee of the Faculty of Health Council
- in order to encourage greater participation in the Faculty Council of Graduate Studies, the election of graduate students "at large" through regular nominations processes rather than designation by the Graduate Students' Association (the GSA was consulted)

6. **Senate Statement of Principles on External Partnerships**

As required when Senate approved the **Statement of Principles on External Partnerships** in March 2013, the Committee has reviewed that Statement to “ensure that it remains an effective expression of the academic principles that apply to partnerships.” The statement was recently cited by APPRC in support of its March 2015 recommendations to approve a Policy on the Establishment and Designation of Research and Teaching Chairs and Professorships and Distinguished Fellowships Policy on Regular Named Chairs. The Committee has concluded that the statement remains an apt, thorough and viable expression of the principles that should govern external partnerships. President Shoukri confirmed for Senate Executive that actual and prospective partners have not raised any concerns about the statement.

The Committee noted that three other recommendations of the working group that developed the statement have not been taken up:

- creation of a public record updated annually or more frequently, listing all of the University’s partnerships, a document that would foster accountability but also provide a means of celebrating our partners
- creation by the University Secretariat of a document providing guidance on the kinds of partnerships that require approval of the University’s governing bodies – Faculty Councils, Senate, Board – or by administrative divisions [a matrix was created by the Secretariat in 2013]
- academic units including ORUs may find it advisable to establish their own set of criteria by which to assess partnerships and any such criteria should be consistent with the Statement of Principles recommended in this report

The Secretariat will undertake follow-up consultations on these recommendations.

Documentation is attached as Appendix B.

Roxanne Mykitiuk, Chair

Appendix A - Senate Executive and the Academic Disruption 2015

February 10	At its regular February meeting, the Committee reviewed Senate's Policy on the Academic Implications of Disruptions or Cessations of University Business Due to Labour Disputes or Other Causes and discussed the role it would play in the event of disruption
February 26	The Chair confirmed at the February meeting of Senate that the Executive Committee was preparing for the possibility of an academic disruption resulting from a strike by CUPE 3903.
February 27	With a strike appearing possible within days ("imminent" in the words of the Policy), the Committee held a special meeting after which it issued a "Statement on Academic Implications of Potential Disruption." This document was informed by Senate Policy, a chronology of actions taken by Senate Executive before, during and after the Disruption of 2008-2009, and the Provost's recommendations regarding academic activities in the event of a strike. The Executive Committee's February 27 communique noted that "at the outset of a disruption, if it were to occur...all academic activities, classes and examinations will be suspended at the University except for a minimal number with distinctive characteristics." The Committee also pledged to deal "quickly and sensitively with academic implications if they were to arise, and will communicate decisions that it makes widely and promptly."
March 3	<p>On the first day of the strike by CUPE 3903, the Committee issued a formal declaration that there had been a significant disruption of academic activities. As a result, and based on decisions made at the February 27 meeting, all academic activities were suspended with the following exceptions:</p> <ul style="list-style-type: none"> • non-degree courses not involving CUPE 3903 members • activities already scheduled off campus, such as off-campus courses, practicums, placements or internships not involving CUPE 3903 members • degree credit activities offered through the Osgoode Hall Law School at its downtown Toronto site • graduate degree credit activities at the Schulich School of Business, including the Schulich Executive Education program and Schulich-Kellogg courses
March 5	<p>At a special meeting, the Committee began to actively monitor the disruption and to discharge its responsibilities in accordance with Senate Policy. The Chair confirmed that the Registrar had communicated with counterparts at other universities to advise them of the disruption and to seek their assistance in processing late applications from York students. The University Librarian had communicated with users about access to libraries.</p> <p>The Secretary reported that collegial governance activities were largely unaffected, with some reports of postponements for reasons other than the strike. The Secretary also provided the Committee with a day-by-day projection of responsibilities.</p> <p>Members had a preliminary discussion of the timing of a Senate meeting which, pursuant to the Disruptions Policy, must be called by the fourteenth day of a disruption. Because the strike was in an early stage, a decision was deferred. The Committee also reviewed current sessional dates given the possibility that some modifications would be required in the future.</p>

	<p>The Provost asked that the list of exempted activities include the Master of Human Resources Management which had been inadvertently omitted from the original request. The Committee approved this addition.</p> <p>Provost Lenton provided the Committee with an assessment of the impact of the disruption and described measures that had been enacted (including the extension of bursary assistance deadlines and guidance on the scheduling of recruitment events). The Registrar reported on class and examination schedule scenarios.</p> <p>The Committee endorsed a proposal to move the final date to withdraw without receiving a grade in Winter term undergraduate courses from March 6 to the final day of classes. It was noted that Faculties should adjust petition and appeal due dates to align with this change.</p>
March 6	<p>The Committee updated its March 5 bulletin by adding the Master of Human Resources Management to the list of activities that were exempt from the suspension, and defining a “suspension” of academic activities:</p> <ul style="list-style-type: none"> • classes are not held -- on campus or online -- and are not moved to other locations • no course tests or examinations are scheduled with the exception of graduate defences (which may proceed at the request of the students) • no course assignments of any kind are due
March 9	<p>The strike reached its seventh day, and the Committee issued a communication confirming that the disruption would exceed one week. The Disruptions Policy presumes that a disruption of this length will entail remediation for quarter and half courses, and the Committee confirmed that “some adjustments to class schedules will be necessary. There may also be modifications to normal academic regulations (it has already been announced that the last day to withdraw from courses without receiving a grade will be extended, with details to be announced).” Decisions will continue to be guided by the core principles of academic integrity and fairness to students. The communication was not distributed and posted until late in the evening until the results of voting by the three CUPE 3903 units were announced.</p>
March 10 - present	<p>Members of the Committee received correspondence from individual students and faculty members, and from groups of faculty members. These were acknowledged generally by the Chair in her remarks at Committee meetings. Correspondence from groups was distributed to the membership and filed.</p>
March 10	<p>At a special meeting, the Committee welcomed Professor Leslie Sanders (Chair of ASCP) and Professor Saridakis (Chair of Appeals) to the Committee as full voting members of Senate Executive for the duration of the disruption. The Committee continued to build on its repertoire of options and decision-making criteria by reviewing material from previous disruptions.</p> <p>The Provost submitted a memorandum on “Resumption of Classes” together with a confidential summary of current or pending resumption requests and projected start dates. Faculties and programs who were seeking a resumption in the near future stressed the overriding imperative of fairness to students. It was estimated that 56 courses taught by Unit 1 members with course director “tickets” would not resume. The Provost reported that many students have asked that classes resume, and fairness argued in favour of allowing them a choice. Remediation plans have been completed or are at an advanced stage for all Faculties as the Deans and Principal work with colleagues on comprehensive arrangements. Out of the discussion</p>

	<p>emerged additional criteria by which to assess remediation plans.</p> <p>The Committee reviewed remediation plans and approved the resumption on March 11, 2015 all courses offered by:</p> <ul style="list-style-type: none"> - the Lassonde School of Engineering - the Schulich School of Business - the School of Nursing - the School of Administrative Studies - the School of Human Resources Management <p>The Committee's decisions were communicated immediately after the conclusion of the meeting.</p>
March 12	<p>At a special meeting the Committee received, in draft and confidential form, a document entitled "Institutional Guidelines for Faculty-Specific Remediation Frameworks." The draft guidelines were based on the principles of the Disruption Policy and included recommended changes to sessional dates, principles for remediation, and accommodations for students who are unable or unwilling to participate in academic activities because of the strike. Draft Faculty remediation plans, based on the resumption of all classes except those taught by CUPE 3903 Unit 1 course directors, were distributed for review by the Committee and some Deans in attendance spoke to their planning. It was agreed that members would review the material, relay questions to the Deans and Principal, and reconvene Monday morning.</p> <p>The Osgoode Hall Law School asked to resume courses in JD programs on Monday, March 16. The Committee approved the proposal on the understanding that CUPE 3903 work will not be replaced. This decision was relayed in a fifth bulletin issued by the Committee.</p>
March 13-15	<p>Members of the Committee reviewed and commented on remediation frameworks provided by certain Faculties (see March 16, below) with a view toward ensuring that they were consistent with Senate policies and the Committee's decision-making criteria, and the Provost's Institutional Guidelines.</p>
March 16	<p>The Committee held a special meeting at which it reviewed Faculty-specific remediation frameworks and the Provost's Institutional Remediation Guidelines, which it endorsed. In a bulletin that also declared that the disruption had reached its fourteenth day, the Committee issued its decisions, stating that classes in the following Faculties will resume on Tuesday, March 17 for the School of the Arts, Media, Performance and Design; Faculty of Education; Glendon, Faculty of Health (classes not already resumed) and Faculty of Science. It was agreed that classes for the following Faculties for which additional time to prepare for resumption would begin on Monday, March 23 subject to further work on remediation frameworks: Faculty of Environmental Studies and the Faculty of Liberal Arts and Professional Studies classes not already resumed</p> <p>In its communique, the Committee noted that some courses will not resume on March 17 – notably those that are directed by CUPE 3903 Unit 1 members who remain on strike; that tutorials and labs associated with these and other courses may not be active; and that some assignments may not be graded until after the disruption. The Executive Committee also reported that there would be reduction in the length of the Y and W terms of seven days. Additionally, the formal examination</p>

	<p>schedule will start later than originally planned.</p> <p>The later resumption of classes in FES and LA&PS afforded those Faculties with an opportunity to elaborate on remediation planning.</p>
March 16	The Committee, having called a Special Meeting of Senate on the fourteenth day of the Disruption, reported on its actions prior to and during the disruption. It also elaborated on the decisions made earlier in the day and responded, through the Chair and Vice-Chair, to matters raised by Senators.
March 17	At its regular March meeting, the Committee noted that the Chair planned to call a special meeting of Senate following receipt of a petition from the requisite number Senators. Although the petitioners had requested a meeting time of 10:00 a.m. on March 18, members agreed that that the meeting would be held at 3:00 p.m. on Thursday, March 19. A draft motion was also considered. To maximize participation it was agreed that voting on a motion should be conducted by paper ballot. The Committee also reflected on the Senate meeting of March 16 and agreed to a process whereby lists of courses that could be resumed with academic integrity in FES and LA&PS would be forwarded by Friday, March 19. The lists would not be subject to approval.
March 18	Members assisted in the preparation of a report to Senate which focused solely on matters related to the Disruption and its actions.
March 19	<p>At a special meeting of Senate, the Committee provided a record of its meetings and decisions prior to and during the disruption of academic activities that began on March 3. Aided by a presentation, the Chair drew special attention to</p> <ul style="list-style-type: none"> • the core principles of Senate’s Policy on the Academic Implications of Disruptions or Cessations of University Business Due to Labour Disputes or Other Causes – academic integrity, fairness to students, and timely information • principles articulated in an Institutional Remediation Guidelines document prepared by the Provost to which Faculty remediation frameworks align • Senate Executive decision-making criteria and the contextual factors that have informed the Committee’s decisions as the disruption has evolved • a request from Senate Executive that the Faculty of Environment Studies and Liberal Arts and Professional Studies provide lists of courses that can proceed on March 23 with academic integrity (which are due by 4:00 pm on March 20, with a posting on the University Website of the courses shortly thereafter) • Senate Executive’s ongoing monitoring role and commitments <p>Senate debated a motion “that Senate call upon Senate Executive Committee to continue the suspension of all classes that have not yet resumed until the end of the labour disruption.” The motion was defeated with 33 voting in favour and 84 opposed.</p>
March 20	The Committee received from the Provost and Deans a list of courses that could resume with academic integrity in FES and LA&PS on March 23. The lists, developed collegially by units, were supported by global and unit-specific rationales.
March 20-21	The Committee confirmed that classes would resume on Monday, March 23 in FES and LA&PS based on the fulfillment of a requirement described in March 20.
March 24	<p>At a special meeting, the Committee</p> <ul style="list-style-type: none"> • took note of motions dealt with by Faculty Councils that related to the

	<p>disruption</p> <ul style="list-style-type: none"> • addressed questions relating to remediation planning and accommodations • received a report from the Provost on the impact of the disruption in the Faculties • agreed that Osgoode LLM and PhD graduate courses would resume on March 30 • received consolidated lists of courses that resumed on March 23 from LA&PS • reviewed and amended a draft communication on “Completion of Courses / Guidelines for Remediation and Accommodation”
March 26	The Committee issued a communication entitled “Completion of Courses Guidelines for Remediation and Accommodation” which consolidated previous decisions and set out options for the completion of courses. The document adopted and adapted guidance provided by the Committee during previous disruptions.
March 26	At the regular March meeting of Senate the Committee provided an updated record of its meetings and actions related to the disruption. Senators raised concerns about certain interpretations of policy and precedent, and exchanged views on the advisability of resuming classes in FES and LA&PS. Significant attention was drawn to the Committee’s guidance that students may opt in certain circumstances for an assessed grade based on a minimum of 50 per cent of the work originally set for courses. The Committee, through the Chair, agreed to clarify parameters and processes by which this option may be available.
March 26	<p>At a special meeting called by the Chair after the Senate meeting, the Committee expanded and clarified on its guidance concerning assessed grades. Members agreed on new language as follows (and subsequently incorporated it into a revised bulletin):</p> <p><i>Assessed Grades:</i> Where course directors confirm that students will be unable to complete their courses and receive their final grades consistent with the original Fall-Winter 2014-2015 sessional dates, and have pressing needs, they will be eligible to receive an assessed grade based on work completed provided that the work comprises at least 50 per cent of the course grade in the original syllabus. Examples of pressing needs include students applying to graduate in June 2015 or with compelling personal circumstances such as:</p> <ul style="list-style-type: none"> • visa expirations • non-refundable travel arrangements • commitments to study or conduct research elsewhere • firm employment start dates • deadlines for graduate and/or professional schools • living arrangements, financial hardships, and family matters <p>Students will be able to submit their requests by means of an online form accessible from the Registrar’s Office Website made available in the coming days. Students requesting an assessed grade may be required to provide supporting documentation.</p> <p>This option is available for both graded and ungraded (pass/fail) courses. Because of strict professional accreditation requirements, this option may not be available for courses in some Faculties (such as the Lassonde School of Engineering). For courses that have not resumed, a grade may be reported to the Registrar’s Office based on recorded assessments and/or information provided to course directors by students, but is subject to verification following the</p>

	<p>disruption.</p> <p>Requests to assign a final grade based on completed work that represents less than 50 per cent of the components should be dealt with on a case-by-case basis.</p>
March 27	The March 26 communication was re-posted and distributed with refined language on assessed grades and certain other clarifications.
March 31	<p>The Committee held a special meeting during which it recorded the following agreements and decisions, and provided the following guidance should the labour disruption cease on March 31:</p> <ul style="list-style-type: none"> • a reduction of the SU term by 1 week in each term on the understanding that the Registrar confirmed adjustments were essential to turn around grades before the start of the Y 2015-2016 and F 2015 terms, and that the dates would be corrected before posting • the Senate Policy on the Student Evaluation of Teaching remains in force; however, individual instructors would be permitted to determine what use could be made of the data collected (subject to consultations with YUFA and OHFA) • there will be four class meets for classes resuming April 1, but instructors and students should bear in mind other guidance about the range of creative solutions to particular circumstances • classes for graduate courses can be held during the undergraduate examination week • the period from April 14 to 17 can be used for instruction • if the strike ends later in the day, classes will resume April 1 • the community must be advised as soon as possible that April 6 will have Monday classes, not those normally held on Friday as originally planned • students must choose 1 track only to complete courses • assessed grade guidance stands -- it only applies under the circumstances described -- and there are a variety of other ways to complete courses listed in the March 26/27 communication • any aspect of remediation can be taken up with course directors, department or Faculty offices (per the March 26/27 communication) <p>The Chair provided the Committee with the text of a declaration of an end to the disruption confirming that all academic activities would resume on April 1.</p>
March 31	A communication declaring an end to the disruption of activities and advising that all academic activities would resume on April 1 was issued shortly after a vote by CUPE 3903 unit 1 and unit 3 resulted in the ratification of agreements
April 14	The Committee agreed that Nursing courses could begin the Summer term on May 4 to accommodate participation in practica. The Committee conducted a preliminary de-briefing on the disruption, with special attention to questions about policy and procedure that arose in March. A fuller review will be conducted.
April 23	An updated chronology will be provided to Senate, along with information about a planned review of policies and procedures arising from the disruption.

Statement of Principles for External Partnerships

Legislative History: Approved by Senate: 2013/03/28

Approval Authority: Senate

Signature: Harriet Lewis

York University has benefited from numerous collaborative relationships that support its academic mission. The current University Academic Plan calls for the pursuit of “opportunities for York to build upon its leadership in...partnerships for teaching, learning and research”. These shall be “consistent with institutional autonomy and the trust reposed by the public.” York recognizes the benefits conferred by these interactions, and welcomes them as they assist in the fulfillment of its Mission and the expression of its values in a spirit of mutual respect. Given that efforts are likely to foster increasingly diverse external relations and community engagement that promote the full spectrum of academic activities, Senate affirms the following principles:

Academic Freedom: Partnerships shall be consistent with academic freedom, which includes the right to examine, question, teach, learn and disseminate opinions on any questions related to teaching, professional activities and research both inside and outside the classroom without impediment.[1]

Academic Integrity: Partnerships shall be consistent with the creation and dissemination of knowledge, quality teaching, learning and research, and the distinctive aspects of the University’s Mission.

Institutional Autonomy: Partnerships shall operate in accordance with all of the University’s applicable policies, regulations, processes, practices and collective agreements. Agreements establishing external partnerships should contain clear mechanisms and procedures for resolving disputes between the parties.

Conflict of Interest: Partnerships shall be subject to the University’s Conflict of Interest Policy and Guidelines, including the required disclosure of a conflict of interest or potential conflict of interest by all persons involved.

University Governance: Partnerships shall be subject to the legislated authority of the Senate and Board of Governors, and the processes that flow from that authority, including the sole responsibility of Senate and its Faculty Councils for the establishment and modification of programs, courses, academic standards, admissions criteria, evaluation of its students, and student academic awards, and the joint responsibilities of the Senate and Board of Governors for the establishment of units and chairs.

Faculty Appointments: Partnerships that involve faculty appointments shall be implemented and governed in accordance with University policies and procedures and provisions of collective agreements for the initial hiring, tenure, promotion, and renewal of meritorious appointees.

Academic Transformation: Partnerships shall be guided by collegiality and timely consultation, particularly when they may have the effect of significantly transforming the academic orientation or make up of a Faculty.

Transparency: All partnership agreements shall be publicly accessible except portions that touch on personal privacy or confidential commercial considerations.

This statement shall be reviewed by Senate Executive in two years to ensure that it remains an effective expression of the academic principles that apply to partnerships.

[1] Definitions of academic freedom are found in the YUFA and CUPE 3903 collective agreements, and in the current Memorandum of Agreement between the Osgoode Hall Faculty Association and the University. In June 2009 Senate approved a motion proposed by Senator Roxanne Mykitiuk “that the Senate of York University confirm that the principles of academic freedom prevail with regard to all academic activities undertaken under the auspices of the university as also expressed by the President of the University, the Chair and Chair-designate of the Board of Governors.” Senate of York University, Minutes, June 18, 2009.

At its meeting of April 23, 2015

For Information

1. 2015 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. The recipients of the 2015 awards are:

Senior Full-time Faculty: **Carys Craig**, Osgoode Hall Law School

Full-time Faculty: **Jean Michel Montsion**, International Studies, Glendon College

Contract and Adjunct Faculty: **Peter Constantinou**, School of Public Policy and Administration, Faculty of Liberal Arts and Professional Studies

Teaching Assistant: **Vivian Stamatopoulos**, Sociology, Faculty of Liberal Arts and Professional Studies

2. Report on New Awards for Calendar Year 2014

Attached as Appendix A is the list of new awards approved during the 2014 calendar year and statistical data on award approvals for the past three years, prepared by the Office of Student Financial Services (OSFS). OSFS approves the awards according to guidelines established originally by the Senate Committee on Admissions Recruitment and Student Assistance (SCARSA); the Senate Committee on Awards has inherited SCARSA's responsibility relating to student awards.

Particularly noted are:

- Table 1 shows a decrease in the number of new awards, although there are a number still in process for which gift agreements have been signed. The nine awards with no monetary value are not processed by OSFS. They are mostly transcript notations or a bookstore gift certificate provided by a department.
- The implementation of the new entrance scholarship program is reflected in the marked increase in entrance awards.
- As expected, with the discontinuation of the Ontario Trust for Student Support (OTSS), which provided matching funding for awards for Ontario students, the number of endowed awards has decreased (Table 4).
- More endowments are being set up as bequests, which means it is unknown when the funding will be available.

Senate Committee on Awards – Report to Senate

- Advancement is seeing more donors who want to provide mentorship as well as funds. As this involves issues such as privacy, OSFS and Advancement are working out how to legally structure these agreements.
- OSFS is working on the development of a more robust financial literacy program for students which will address available funding, money management, setting realistic expectations and managing credit. One of the major banks is interested in collaborating on this.
- About half of incoming students are interested in financial orientation. Social media and email reminders are used to remind students of applications and deadlines for financial aid. OSFS plans to re-establish a student group to consult on all initiatives.
- The majority of award funding (80%) is in-course, and is generally distributed in the Fall so as to get money into student hands as early as possible. Institutional bursaries are fully disbursed. Prior to approval of new awards, if OSFS feels the criteria are too restrictive Advancement discusses changes with the donor. When an already-approved award proves difficult to disburse, Advancement will, where possible, approach the donor about changes.
- To help ensure disbursement of all funds, financial responsibility for Faculty-adjudicated award is being devolved to the Executive Officers. OSFS will maintain oversight of the program and will randomly audit awards to ensure appropriate recipients have been selected and funds have been disbursed in accordance with the gift agreement.
- Increasing funding for international students and those not entering directly from high school is flagged as a future priority.

Documentation is posted online as Appendix A.

David Leyton-Brown, Chair

APPENDIX °			
AWARD NAME	PUBLIC DESCRIPTION	DEGREE LEVEL	TIMING
AGYU Award - Aboriginal Award	Recipient(s) are selected from amongst the students exhibiting their work in the year end open house show.	UG	In-Course
AGYU Prize	Recipient(s) are selected from amongst the students exhibiting their work in the year end open house show.	UG	In-Course
Adrian Hill, LSM Bursary	The Adrian Hill, LSM Bursary was created by Dr. Adrian Hill, JD, LSM who graduated from Osgoode in 1974. Adrian was a trial lawyer for thirty years before teaching and writing manuals on addictions, mental illness and work life balance. He is an author and the editor of Canada's National Suicide Prevention Strategy. This bursary will be given to a student(s) graduating from the JD program who has incurred significant educational debt in order to pursue their legal education; demonstrated a commitment to serving the public interest (e.g. relevant academic, work and volunteer experience); and intends to pursue a career in social justice.	UG	Convocation
Aird & Berlis LLP Prize for Academic Excellence	This prize was established by Aird & Berlis LLP, one of Canada's leading business law firms. The firm has a longstanding commitment to excellence. The prize will be awarded to the student who stands first in each of the four sections at the end of first year.	UG	In-Course
Alex Dabic Figurative Painting Award	Recipient(s) are selected from amongst the students exhibiting their work in the year end open house show.	UG	In-Course
Andrew Testa Figurative Drawing Award	Recipient(s) are selected from amongst the students exhibiting their work in the year end open house show.	UG	In-Course
Azevedo & Nelson Bursary	Antonio Azevedo graduated from Osgoode Hall Law School in 1986 and went on to found Azevedo & Nelson, a small litigation focused firm. The son of a working class family from the Azores, he well understands the challenge students have attending law school and paying their own way. As advocates and lawyers Azevedo and Nelson pride themselves on finding creative solutions to difficult problems. This bursary is given annually to a JD student who has financial need and demonstrated creativity in the arts through academic accomplishment or other personal endeavor.	UG	In-Course
Burry Hockey Bursary	The Burry Hockey Bursary created through the generous support of York alum and friend of York Hockey, Guy Burry, will be given to one interuniversity hockey athlete who meets the criteria for eligibility under the current Ontario University Athletics/Canadian Interuniversity Sport requirements for athletic awards.	UG	In-Course

Computer Security Program Logo Competition	The Computer Security Program Logo Competition is open to all currently enrolled York University students. Participants are asked to create an original logo that reflects the program's mission which is to: Conduct research in selected areas of Computer Science (the SecRAY centre); provide quality education to students in the Computer Security program and be a source of computer security expertise in the Toronto area.	UG	In-Course
Costco Canada Award	The Costco Canada Award will be given to an incoming full-time BBA or iBBA student at the Schulich School of Business who demonstrates financial need and good academic standing. The recipient must be a resident of Ontario and either a Canadian citizen, permanent resident or protected person. The Costco Canada Award will be renewable in second, third and fourth year with the achievement of a minimum of 6.0 overall GPA (B).	UG	Entrance
Cunnington Family Memorial Bursary	The Cunnington Family Memorial Bursary will be awarded to an undergraduate student enrolled in their 2nd, 3rd or 4th year of study. To be eligible, recipients must be admitted under the mature basis of admission category; preference will be given to those who are enrolled in part-time studies and registered with the Atkinson Centre for Mature and Part-time Students. Students must demonstrate financial need and maintain good academic standing (min. 6.0 gpa).	UG	In-Course
Dalton Kehoe Scholarship	The Dalton Kehoe Scholarship will be given annually to an undergraduate student in the second year of study who has achieved the highest GPA in the "Communication in Everyday Life" course and is continuing on as a major in the Department of Communication Studies at the recommendation of the department chair (with advice from the course tutorial leaders). This award honours Professor Dalton Kehoe who retired in 2008.	UG	In-Course
Dean's Purchase Award	Recipient(s) are selected from amongst the students exhibiting their work in the year end open house show.	UG	In-Course
Dept. of Geography Liberal Arts Book Prize	The Department of Geography Liberal Arts Book Prize is awarded annually to an outstanding student enrolled in a BA (Geography) program in a third/fourth year Geography course, selected from candidates nominated by course instructors. The selection is based primarily on final grade (if course is completed) or overall performance in the course if course is still in progress. Nomination criteria may also include other factors such class participation to group discussions, etc.	UG	In-Course

Diane & Ron Watson Student Support Bursaries Fund	The Diane & Ron Watson Student Support Bursaries Fund in Science will be used to confidentially assist students who face financial hardship and are at risk of having to cease their studies at York University for financial reasons.	UG	In-Course
Disability Credit Consultants of Canada Award	Disability Credit Consultants of Canada has established this award in recognition of the accomplishments of a disabled student who demonstrates academic excellence and is an investment in a student who can see past their disability to focus on their ability and their future promise. This award will be given to a full time undergraduate student who is a Canadian citizen, permanent resident or protected person with a permanent disability. To be eligible recipients must be registered with York's Counselling & Disability Services and must have a gpa of 6.00 or greater.	UG	In-Course
Drdul Family Award	The Drdul Family Award will be awarded annually to a continuing undergraduate student enrolled in the translation program at Glendon College. Recipients must have successfully completed a minimum of 24 credits with a minimum 6.0 gpa and must demonstrate financial need. Lorraine Drdul, a graduate of Translation Studies ('87), established this award in recognition of the program's excellence and to acknowledge the special guidance afforded to her by the professors and staff at that time. The program taught her the techniques of translating and offered a deep understanding of both languages. She found many of the skills involved in translation are applicable to other disciplines thereby broadening a student's opportunities.	UG	In-Course
Gallery 44 Day Membership	Recipient(s) are selected from amongst the students exhibiting their work in the year end open house show.	UG	In-Course
Geography Undergraduate Achievement Award	The Geography Undergraduate Achievement Award is given annually to a first or second year student who achieves the highest mark in a 1000-level Geography course.	UG	In-Course
Glendon Student Leadership Award	The Glendon Student Leadership Awards are presented to outstanding student leaders on an annual basis.	UG	In-Course
Honourarium Award	Recipient(s) are selected from amongst the students exhibiting their work in the year end open house show.	UG	In-Course

IFLS Vanguard Award	Presented annually to graduating Osgoode students who have shown bravery and intelligence in bringing attention to issues of importance for feminism(s), including but not limited to gender, poverty, sexuality, sexual orientation, violence against women, racism, Indigeneity, and equality. The Award winner will have displayed leadership qualities including the ability and willingness to engage in critical and/or constructive difficult conversations. Up to two awards will be offered in any given year. Recipients may be profiled on the IFLS website. Since this Award is intended to recognize Osgoode students who have made important contributions, but have not otherwise been recognized, recipients of other graduation awards such as the Deans Gold Key, are not eligible.	UG	Convocation
James Kreppner '89 Memorial Internship	James Kreppner played a key role in getting compensation for thousands of people infected during Canada's tainted blood scandal. A victim himself, he died at the age of 47. This internship is available to students who have obtained summer employment (12-16 weeks) at a public interest agency, firm or organization where the focus is on advocacy, preferably in area of health law and/or patient rights. The project and/or work may involve research, policy or law reform work, or the provision of legal assistance. Preference will be given to applicants working in unpaid or underpaid settings, and applicants must demonstrate both academic excellence and financial need.	UG	In-Course
Japanese Paper Place Award	Recipient(s) are selected from amongst the students exhibiting their work in the year end open house show.	UG	In-Course
Jean-Alexandre De Bousquet Award for the Advancement of Human Rights	The Jean-Alexandre De Bousquet Award for the Advancement of Human Rights was established to promote interest in Canadian human rights law. It will be given annually to a JD student in financial need who has demonstrated an interest in human rights law at the provincial or federal levels, which may be demonstrated through academic work, volunteer or employment activities. Preference will be given to a student who has represented themselves, a friend or family member at a provincial or federal human rights tribunal.	UG	In-Course
Jeannie Thib Print Media Award	Recipient(s) are selected from amongst the students exhibiting their work in the year end open house show.	UG	In-Course
Jewish Law Students Association Prize	The Jewish Law Students Association Prize is awarded annually to the JD student who writes the best paper in the course/seminar, Law and Religion in Legal, Social and Political Contexts (or a successor course on substantially the same topic or theme).	UG	In-Course

Jim Fenton Purchase Award	Recipient(s) are selected from amongst the students exhibiting their work in the year end open house show.	UG	In-Course
Judith Baker Memorial Award in Philosophy	The Judith Baker Memorial Award in Philosophy will be given annually to an undergraduate student majoring or minoring in Philosophy at Glendon College. The award will be given to a student entering 3rd or 4th year and selection will be based on academic achievement. To be eligible, student must have a grade point average of 6.00 or higher. The award will be renewable should the student continue studying philosophy and maintain the grade point average.	UG	In-Course
Justice M.M. Van Camp Prize in Family Law	The Justice M.M. Van Camp Prize in Family Law will be awarded annually to the student(s) with highest standing in Family Law honours the memory of Justice M.M. Van Camp, the first woman to be appointed to the Supreme Court of Ontario in 1971. Born and raised in Blackstock Ontario, she graduated from Osgoode Hall and was called to the Bar in 1947. As a partner in the firm of Beaudoin, Pepper and Van Camp, her legal work was varied but included divorce and other family law cases, and she was active in a number of community and legal organizations, including leadership roles in the Women's Law Association of Ontario. Among other honours, Van Camp was appointed Queens Counsel in 1965 and was awarded the Order of Ontario in 2003, and (as her obituary stated) she was "a role model in the field of law for women". Justice Van Camp was devoted to her family of origin, including her sisters and their children and families.	UG	In-Course
LA&PS Engagement Connectors Service Bursary	The Faculty of Liberal Arts & Professional Studies recognizes that participating in campus life enriches student's education while providing them with valuable experience for the future and financial support. This program provides a stipend to students in return for service to the LA&PS community. To be selected to participate in this program the student must be an undergraduate student currently pursuing studies at York University. Students will also be required to meet the specific skills and qualifications needed according to the particular service bursary position.	UG	In-Course
Lassonde Discretionary International Study Support	Lassonde Discretionary International Study Support Award provides financial support to students selected to study abroad. The number of students and the amount of support given will be decided at the discretion of the Office of the Dean, Lassonde School of Engineering.	UG	In-Course

LGBTQ Community Contribution Award	The LGBTQ Community Contribution Award is available to any JD student at Osgoode (including students who are members of the LGBTQ community and students who are allies of this community) who has: (i) exemplified leadership in relation to the lesbian, gay, bisexual, transgender, queer community or in relation to LGBTQ issues, and in advocacy efforts to promote inclusiveness, diversity, and a safe space at Osgoode; and (ii) demonstrated ability to be academically successful.	UG	In-Course
Lorna Marsden Prize for Creative Writing in French	The Lorna Marsden Prize for Creative Writing in French is to be given to the student from all York campuses who writes what is deemed the most accomplished and persuasive creative work written in French poetry, short fiction, short drama or in the mixed genres, in the fall/winter session of our University. The criteria are these: the creative work must be inspired, persuasive, original and entirely in French. The value of the work will be judged by two readers who are well versed in French and English. The award is campus wide; open to submission by all undergraduate members of the university. The Lorna Marsden Award has been established to honour the student who demonstrates the vivid ability to write a creative work in French. Le Prix Lorna Marsden pour la meilleure oeuvre – poésie, nouvelle, courte pièce de théâtre ou mélange de genres – rédigée en français. Le prix sera décerné à la session d'automne ou d'hiver à l'auteur de la création littéraire en français jugée la plus aboutie et la plus convaincante, qu'il s'agisse de poésie, de nouvelle, de courte pièce de théâtre ou de mélange de genres. Les critères d'évaluation de cette création littéraire sont les suivants : innovation, conviction, originalité, rédaction intégrale en langue française. Sa qualité sera jugée par deux lecteurs maîtrisant bien le français et l'anglais. Tous les étudiants de premier cycle, de tous les campus de l'Université, peuvent soumettre une création littéraire. Le Prix Lorna Marsden a été créé pour récompenser l'étudiant le plus capable d'écrire une oeuvre littéraire expressive en français.	UG	In-Course

Matthew Shoalts Film Director's Award	The Matthew Shoalts Film Director's Award will be given to a fourth year Department of Film production student to assist with the completion of their final film project. The recipient must maintain a minimum grade point average of 6.00. The award is to help offset production costs for an approved fourth-year film project of outstanding merit as evaluated by the Department of Film Production Committee. Matthew Shoalts was passionate about his family, friends, making beautiful movies and anything to do with Harry Potter. A gifted filmmaker, musician and singer, Matthew was halfway through his final year of studies in York's film program when he died in his sleep on Friday, November 29, 2012. At York, Mathew pursued his studies with passion, dedication and an overriding sense of cooperation. He was quick to volunteer to help out on other productions and used each experience to learn as much as he could about all aspects of filmmaking. Matthew has a seemingly unlimited amount of love and energy and he showed care and respect towards every person he encountered.	UG	In-Course
Michael Mandel Peace Internship	The Michael Mandel Peace Internship honours the memory of Professor Michael Mandel, whose passion for peace and social justice was reflected throughout his life, both in his teaching and in his fearless commitment to political engagement. It is available to JD students interested in promoting peace and social justice in regions of struggle and conflict around the world and who will undertake underpaid/unpaid work in a project related to peace and social justice. The applicant's academic record, financial need and demonstrated commitment to the proposed peace and social justice project will be considered in the selection.	UG	In-Course
Neil E. Wood Q.C. '60 (LLB) Real Estate Prize	Neil is a graduate of the first Osgoode LLB class in 1960 after obtaining his undergraduate degree from the University of Manitoba. He has practiced law since his call to the bar in 1962 with the very successful Southwestern Ontario Blenheim law firm Kerr Wood & Mallory. The law firm focuses on real estate, estates and business law. The prize celebrates a legal career and achievements exceeding 50 years. It will be given to the student who stands first in Real Estate.	UG	In-Course
Open House Award	Recipient(s) are selected from amongst the students exhibiting their work in the year end open house show.	UG	In-Course
Open Studio Award	Recipient(s) are selected from amongst the students exhibiting their work in the year end open house show.	UG	In-Course

Osgoode Internship Award	The Osgoode Internship Award will provide support to students participating in the ILP summer internship program and other internship programs as determined by Osgoode.	UG	In-Course
Osgoode Opportunities Renewable Entrance Awards	This award has been created by Osgoode Hall Law School as part of its ongoing support of access to legal education. The award will cover tuition for two full-time JD students with high financial need. Preference will be given to one Aboriginal student and one sole-support caregiver. The award is renewable in each of the second and third year of the JD program provided the student continues to have demonstrated financial need, remains in good academic standing and maintains full-time status.	UG	Entrance
PEO York Chapter Prize	The PEO York Chapter Prize will be awarded at the Lassonde School of Engineering Capstone Projects Competition to a Lassonde student team who will have created, developed and promoted the product/project with the greatest commercial potential.	UG	In-Course
Patricia L. Olasker '77 Bursary	After graduating from Osgoode, Patricia Olasker went on to become a senior partner at Davies Ward Phillips & Vineberg LLP in the Capital Markets, Mergers & Acquisitions and Corporate Governance practices. This bursary will be given annually to a JD student who has demonstrated an interest in business law and has financial need.	UG	In-Course
Prize for BSc Field-based Research in Physical Geography	The Prize for BSc Field-based Research in Physical Geography will be given annually to the student completing a Bachelor of Science in Geography who has the best research project in one of York's field based courses (in physical geography; SCGEOG field course)	UG	In-Course
Propeller Gallery Graduating Exhibition	Recipient(s) are selected from amongst the students exhibiting their work in the year end open house show.	UG	In-Course
Sidney Peck Award	In 2014, Professor Emeritus Sidney Peck wished to create this Award to make a contribution to the University, the Law School and to legal education. He joined the Osgoode faculty in 1966 and has a particular interest in judicial decision-making and constitutional law. He retired in 1995 and continued to have an ongoing relationship with the Law School. The award is available to students in the second or third year of the JD program or second, third or fourth year of a joint program, who have a minimum cumulative GPA of 7.0 and demonstrate financial need.	UG	In-Course

Society of Trust and Estate Practitioners (Canada) Prize in Estate Planning	This prize is awarded annually to the student standing first in the Estate Planning seminar. The Society of Trust and Estate Practitioners (STEP) is an international organization for professionals involved in Trusts and Estates Practice including Estate Planning. Education is one of STEP's primary goals and the key to its mission to raise and promote standards in technical knowledge and public service.	UG	In-Course
Stephen D. Latté '82 Internship	The Stephen D. Latté '82 Internship will be awarded in the summer of 2014 to a JD student working in the Osgoode Mediation Clinic. Preference will be given to applicants who demonstrate both academic excellence and financial need.	UG	In-Course
The Honourable Russell Juriansz '72 Bursary	The Honourable Russell Juriansz '72 Bursary was established in 2014 through the fundraising efforts of Osgoode Hall Law School's South Asian Law Association (SALSA) to recognize the achievements of The Honourable Russell G. Juriansz, the first Canadian of South Asian descent appointed to the Superior Court of Justice in Ontario and the first visible minority appointed to the Ontario Court of Appeal. It will be awarded annually to a JD student who demonstrates financial need.	UG	In-Course
The Peterson Family Gold Medal & Scholarship in Entrepreneurial Studies	The Peterson Family Gold Medal & Scholarship in Entrepreneurial Studies is awarded to a graduating undergraduate student who has pursued the Entrepreneurial & Family Business Studies concentration and achieved the highest academic standing in the concentration and also demonstrates true entrepreneurial spirit and drive.	UG	Convocation
The Stavros Niarchos Foundation Undergraduate Exchange Scholarship	The Stavros Niarchos Foundation Undergraduate Exchange Scholarship will support students enrolled in undergraduate programs at institutions in Greece with which York has formal relationships to allow them to study at York University. The scholarship will be open to students from various disciplines, with a preference for students in the Faculty of Liberal Arts & Professional Studies. Students must demonstrate financial need. Actual award value with dependent on number of qualified applicants.	UG	In-Course
Toronto Image Works Award	Recipient(s) are selected from amongst the students exhibiting their work in the year end open house show.	UG	In-Course

Ubale Bursary Fund	The Ubale Bursary Fund will be awarded to students who are affiliated with the Poverty Eradication Club which was founded by Dr. Ubale and/or McLaughlin College , who are Canadian citizens, permanent residents or protected persons, and residents of Ontario, who demonstrate financial need and a commitment to social justice through their volunteer work. This fund is named after Dr. Bhausahab Ubale, a well-loved Fellow of McLaughlin College (1985 - 2012) who died on March 14, 2012 from complications related to pneumonia. Dr. Ubale was a former Human Rights Commissioner of both the Ontario Human Rights Commission and the Canadian Human Rights Commission. He was also the first Race Relations Commissioner for the Province of Ontario.	UG	In-Course
Ursel Phillips Fellows Hopkinson LLP Prize	The Ursel Phillips Fellows Hopkinson LLP Prize is awarded to the JD student who writes the best paper in the seminar, Sexuality and the Law (or a successor course on substantially the same topic or theme). Should the seminar not be offered in a given year, the prize will be awarded to the student who has written a paper in the area of sexuality and the law. Ursel Phillips Fellows Hopkinson LLP is a Toronto law firm specializing in labour, employment law and human rights law.	UG	In-Course
VASA - Underground	Recipient(s) are selected from amongst the students exhibiting their work in the year end open house show.	UG	In-Course
Watson Bursary Fund in Science	The Ron & Diane Watson Student Support Bursaries Fund in Science will be used to confidentially assist students who face financial hardship and are at risk of having to cease their studies at York University for financial reasons.	UG	In-Course
York University Automatic Entrance Scholarship - International	The York University Automatic Entrance Scholarship - International is granted to international secondary school students who are applying to a direct-entry undergraduate program and are in the process of completing their secondary school diploma. Normally, students must be completing their studies at a Canadian secondary school offering (within or outside Canada). Identified scholars from select high schools around the world will be considered for these awards at the discretion of York. Scholarship values are as follows: 95% and higher = \$3,500; 90 - 94.9% = \$2,500; 85% - 89.9% = \$1,500; and 80% - 84.9% = \$1000. This scholarship is renewable for students admitted with a final average of 95%+ only. A conditional scholarship offer will be made at the time of admission. The final scholarship amount will be determined when final grades are received.	UG	Entrance

<p>YU Automatic Entrance Scholarship - Int'l 2, 3 and 4</p>	<p>This award code is used for renewing students for the second year of the York University Automatic Entrance Scholarship - Int'l. This scholarship is renewable for international secondary school students who completed their studies at a Canadian secondary school offering (within or outside Canada) with a final admission average 95 per cent and above. To be eligible for renewal, recipients must maintain a minimum 8.00 sessional grade point average and enrol in a minimum of 24 credits each year taken during the entire academic year (previous summer and fall/winter sessions) to be eligible for renewal. All credits completed during the applicable period will be used in the calculation of the gpa for renewal. Recipients at 95%+ who are students with disabilities may renew this scholarship by maintaining a min 8.00 GPA over a minimum 40% course load (6 credits per term). Students must self-identify and show proof of disability at the first time of renewal. This scholarship can be held within the first four years university (direct-entry program only). Once lost, this scholarship cannot be regained.</p>	<p>UG</p>	<p>In-Course</p>
<p>York Design Automatic Entrance Scholarship</p>	<p>The York Design Automatic Entrance Scholarship is awarded to Canadian high school students admitted to the Joint Design undergraduate program, who have completed their secondary school diploma with high academic standing. Students will be considered on the basis of their final admissions average (including prerequisites). Scholarship values are as follows: 95% and higher = \$3,500; 90 - 94.9% = \$2,500; 85% - 89.9% = \$1,500; and 80% - 84.9% = \$1000. This scholarship is renewable for students admitted with a final average of 95%+ only. A conditional scholarship offer will be made at the time of admission. The final scholarship amount will be determined when final grades are received.</p>	<p>UG</p>	<p>Entrance</p>

<p>York Design Automatic Entrance Scholarship 2, 3 and 4</p>	<p>This award code is used for renewing students for the second year of the York Design Automatic Entrance Scholarship. This scholarship renewable for Canadian high school students admitted to the Joint Design undergraduate program, who completed their secondary school diploma with an admission average of 95% or higher. Recipients at 95%+, must maintain a minimum 8.00 sessional grade point average and enrol in a minimum of 24 credits each year taken during the entire academic year (previous summer and fall/winter sessions) to be eligible for renewal. All credits completed during the applicable period will be used in the calculation of the gpa for renewal. Recipients at 95%+ who are students with disabilities may renew this scholarship by maintaining a min 8.00 GPA over a minimum 40% course load (6 credits per term). Students must self-identify and show proof of disability at the first time of renewal. This scholarship can be held within the first four years university (direct-entry program only). Once lost, this scholarship cannot be regained.</p>	<p>UG</p>	<p>In-Course</p>
<p>York University Automatic Entrance Scholarship</p>	<p>The York University Automatic Entrance Scholarships are awarded to secondary school students applying to a direct-entry undergraduate program who are Canadian citizens, permanent residents or protected persons and have completed their secondary school diploma with high academic standing. Scholarship values are as follows: 95% and higher = \$3,500; 90 - 94.9% = \$2,500; 85% - 89.9% = \$1,500; and 80% - 84.9% = \$1000. This scholarship is renewable for students admitted with a final average of 95%+ only. A conditional scholarship offer will be made at the time of admission. The final scholarship amount will be determined when final grades are received. Students applying to the collaborative nursing program are not eligible for this entrance scholarship.</p>	<p>UG</p>	<p>Entrance</p>

<p>York University Automatic Entrance Scholarship 2, 3 and 4</p>	<p>This award code is used for renewing students for the second year of the York University Automatic Entrance Scholarship. This scholarship is renewable for secondary school students admitted to a direct-entry undergraduate program who are Canadian citizens, permanent residents or protected persons and who completed their secondary school diploma with a final admission average 95 per cent and above. To be eligible for renewal, recipients must maintain a minimum 8.00 sessional grade point average and enrol in a minimum of 24 credits each year taken during the entire academic year (previous summer and fall/winter sessions) to be eligible for renewal. All credits completed during the applicable period will be used in the calculation of the gpa for renewal. Recipients at 95%+ who are students with disabilities may renew this scholarship by maintaining a min 8.00 GPA over a minimum 40% course load (6 credits per term). Students must self-identify and show proof of disability at the first time of renewal. This scholarship can be held within the first four years university (direct-entry program only). Once lost, this scholarship cannot be regained.</p>	<p>UG</p>	<p>In-Course</p>
<p>York University Student Life Award</p>	<p>The York University Student Life Award was designed to provide supplemental support to students who qualify for the YU Automatic Entrance Scholarship (domestic and int'l) or the York Design Automatic Entrance Scholarship to assist with the cost of books, food, etc... The scholarship funds will be paid directly to the recipients YU Card at the start of their study period. In order to be considered for this award, students must accept their offer of admission by the date specified in their offer letter.</p>	<p>UG</p>	<p>Entrance</p>

(Table 1) AWARD VALUES

Award Value	2014 Calendar Year				2013 Calendar Year				2012 Calendar Year			
	# of Undergrad Awards	# of Graduate Awards	# of Undergrad/ Graduate Awards*	Total	# of Undergrad Awards	# of Graduate Awards	# of Undergrad/ Graduate Awards*	Total	# of Undergrad Awards	# of Graduate Awards	# of Undergrad/ Graduate Awards*	Total
< \$500	13	1	0	14	2	0	0	2	1	1	1	3
\$500-\$1,000	8	2	2	12	18	5	2	25	12	7	0	19
\$1,001 - \$2,000	10	3	1	14	20	2	2	24	22	2	2	26
\$2,001 - \$3,000	3	2	0	5	3	0	0	3	7	1	0	8
\$3,001 - \$5,000	13	5	1	19	5	3	0	8	10	1	2	13
\$5,001 - \$10,000	4	0	2	6	3	8	0	11	0	7	0	7
\$10,001 and above	1	6	0	7	0	4	0	4	2	6	0	8
Amount Varies	8	3	2	13	27	0	1	28	10	7	0	17
No Monetary Value	9	0	0	9	2	0	1	3	0	2	0	2
TOTAL	69	22	8	99	80	22	6	108	64	34	5	103

A number of awards have an award value range. In these instances, the ceiling for the range has been recorded in the chart above.

(Table 2) AWARD TIMING

Timing	2014 Calendar Year				2013 Calendar Year				2012 Calendar Year			
	# of Undergrad Awards	# of Graduate Awards	# of Undergrad/ Graduate Awards*	Total	# of Undergrad Awards	# of Graduate Awards	# of Undergrad/ Graduate Awards*	Total	# of Undergrad Awards	# of Graduate Awards	# of Undergrad/ Graduate Awards*	Total
Convocation	3	2	0	5	8	0	0	8	0	0	0	0
Entrance	15	2	0	17	5	5	0	10	12	4	0	16
In-Course	51	18	8	77	67	17	6	90	52	30	5	87
TOTAL	69	22	8	99	80	22	6	108	64	34	5	103

Notes:

*These awards are available to undergraduate and graduate students

Calendar year refers to the period from January 1 to December 31

(Table 3) NEW AWARDS BY FACULTY

Faculty	2014 Calendar Year		2013 Calendar Year		2012 Calendar Year	
	# of Awards Approved	% Share of Awards Approved	# of Awards Approved	% Share of Awards Approved	# of Awards Approved	% Share of Awards Approved
Non-Faculty Specific	24	24%	23	21%	25	24%
Education (undergraduate)	0	0%	1.5	1%	0	0%
Engineering (Undergraduate)	2	2%	5	5%		
Environmental Studies (undergraduate)	0	0%	0.5	0%	3	3%
Fine Arts (undergraduate)	16	16%	11	10%	4	4%
Glendon (undergraduate)	3	3%	7	6%	3	3%
Graduate Studies (excluding Law and Schulich)	19	19%	15	14%	29	28%
Health (undergraduate)	0	0%	4	4%	2	2%
Law (undergraduate and graduate)	21	21%	16	15%	6	6%
Liberal Arts & Professional Studies (undergraduate)	6	6%	15	14%	16	16%
Science (Undergraduate)	2	2%	2	2%		
Science and Engineering (undergraduate)	0	0%	0	0%	10	10%
Schulich (undergraduate and graduate)	6	6%	8	7%	5	5%
TOTAL	99	100%	108	100%	103	100%

Calendar year refers to the period from January 1 to December 31

(Table 4) TYPE OF FUNDING

Funding Source	2014 Calendar Year				2013 Calendar Year				2012 Calendar Year			
	# of Undergrad Awards	# of Graduate Awards	# of Undergrad/ Graduate Awards*	Total	# of Undergrad Awards	# of Graduate Awards	# of Undergrad/ Graduate Awards*	Total	# of Undergrad Awards	# of Graduate Awards	# of Undergrad/ Graduate Awards*	Total
Annual Payments	16	2	0	18	11	1	1	13	6	5	1	12
Endowments	18	14	2	34	45	10	3	58	35	20	2	57
One-Time-Only	3	0	1	4	3	2	1	6	2	2	0	4
Operating	21	1	1	23	4	2	0	6	12	3	1	16
Term Awards	2	5	4	11	16	7	0	23	8	2	1	11
Transcript Notation	9	0	0	9	1	0	1	2	1	2	0	3
Government	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	69	22	8	99	80	22	6	108	64	34	5	103

Annual Payments includes awards that are externally funded

Calendar year refers to the period from January 1 to December 31

Government is a field introduced in 2008 to properly track government awards administered by the University

(Table 5) CATEGORIES

Definition	2014 Calendar Year				2013 Calendar Year				2012 Calendar Year			
	# of Undergrad Awards	# of Graduate Awards	# of Undergrad/ Graduate Awards*	Total	# of Undergrad Awards	# of Graduate Awards	# of Undergrad/ Graduate Awards*	Total	# of Undergrad Awards	# of Graduate Awards	# of Undergrad/ Graduate Awards*	Total
Award	34	10	3	47	41	9	6	56	31	20	5	56
Bursary	9	3	5	17	15	1	0	16	19	2	0	21
Fellowship	0	1	0	1	0	1	0	1	0	2	0	2
Prize/Medal	11	1	0	12	14	2	0	16	1	1	0	2
Scholarship	15	7	0	22	10	9	0	19	13	9	0	22
TOTAL	69	22	8	99	80	22	6	108	64	34	5	103

Calendar year refers to the period from January 1 to December 31

**These awards are available to undergraduate and graduate students*



ACADEMIC STANDARDS, CURRICULUM & PEDAGOGY COMMITTEE

Report to Senate
at its meeting of 23 April 2015

FOR ACTION

I. EXPEDITED APPROVALS

8 a. Establishment of a Diploma in Intermediate Accounting (Type 3) • Schulich School of Business / Faculty of Graduate Studies

The Academic Standards, Curriculum and Pedagogy Committee recommends that Senate **approve the establishment of a Diploma in Intermediate Accounting (Type 3)**, housed in the Schulich School of Business, effective Winter 2016.

Rationale

In February of this year Senate approved revisions to the *Master of Accounting Program* (MAcc) and the establishment of a *Diploma in Advanced Accounting* (Type 1). These were part of a series of measures undertaken in response to changes to the certification requirements for students pursuing a Certified Professional Accountant (CPA) designation. The proposed *Diploma in Intermediate Accounting* is the final component of the curriculum changes necessary to ensure the Master of Accounting program receives CPA accreditation.

The proposed diploma is a two-semester, stand-alone (Type 3) that offers basic and intermediate courses for non-business graduates and graduates of non-accredited business programs. In addition to providing a sound academic understanding of accounting and related business disciplines, the two semesters cover the CPA Core 1 and Core 2 qualification requirements. Successful completion of the diploma would satisfy the requirements for admission into Term 2 of the (revised) Master of Accounting Program. The full proposal (Appendix A) sets out the new structure of the MAcc program, including the function and timing of both the Intermediate and Advanced Accounting Diplomas.

ASCP is satisfied that the proposed Diploma's learning outcomes have been articulated and mapped to the requirements.

As reported to Senate in February, the Schulich School of Business consulted the Faculty of Liberal Arts & Professional Studies on the accounting program changes. Each is satisfied that they will not be competing with each other, but rather are being offered to meet the needs of the unique cohorts of accounting students in the BBA and BAS programs.

The resource statements from the Dean and the Vice-Provost Academic are included in the Appendix. The Senate Committee is pleased to recommend its approval to Senate.

CONSENT AGENDA

8 b. Deletion of a Field from the MA and PhD Programs in English • Graduate Program in English • Faculty of Graduate Studies

The Academic Standards, Curriculum and Pedagogy Committee recommends that Senate **approve the deletion of the Linguistic and Stylistic Studies field from the MA and PhD programs in English, Faculty of Graduate Studies.**

Rationale

The courses to support the Linguistic and Stylistic Studies field have not been offered for several years, and the program no longer has sufficient faculty members to sustain offerings in this disciplinary area. The closure of the field does not affect the program as a whole. Students wishing to study linguistics at the graduate level may pursue the Masters or doctoral program offered by the Graduate Program in Linguistics and Applied Linguistics.

FOR INFORMATION

1. Minor Curriculum Items Approved by ASCP

The following Minor Modifications were approved:

Faculty of Graduate Studies

- Changes to degree requirements for MSc and PhD programs in Biology
- Change in name of the LLM program's Specialization in Alternative Dispute Resolution to *Dispute Resolution*

Leslie Sanders, Chair

York University
Schulich School of Business

**Proposal for a Graduate Diploma in
Intermediate Accounting**

January 2015

Graduate Diploma in Intermediate Accounting

1. Introduction

This is a proposal for a stand-alone (Type 3) Graduate Diploma in Intermediate Accounting (DIAC) – a professionally oriented graduate degree designed for students who wish to pursue studies leading to the Chartered Professional Accountant (CPA) designation. The Diploma will be administratively housed in the Accounting Area of the Schulich School of Business. The diploma is appropriate and consistent with practices in the field as students will have to complete a total of 30 credits that include both basic and intermediate accounting (-related) courses at the graduate level. Diplomas are a frequently used vehicle in graduate accounting education, both at York University (e.g., Diploma in Professional Accounting at the Faculty of LA&PS) and beyond (e.g., Queen’s University).

The Diploma in Intermediate Accounting, is being created in the light of changes underway in the Schulich Master of Accounting program (MAcc) The MAcc was designed to give holders of honours bachelor degrees the academic training required to pursue a professional designation in accountancy. One stream of the MAcc –the CA stream- was accredited by the Institute of Chartered Accountants of Ontario and allowed successful graduates entry into the professional education program for Chartered Accountants (CAs). The other stream of the MAcc – the Management Accounting Information Stream provided students with academic training suitable for pursuing the Certified Management Accountant (CMA) designation although CMA accreditation had not been pursued.

In 2013, the CA and the CMA bodies amalgamated under the umbrella organization CPA Canada, creating a new professional designation - the Chartered Professional Accountants (CPA)¹ which introduced significant changes to the certification program for professional accountants. These changes called for a redesign of the MAcc to incorporate a) advanced study in fields of expertise previously covered only at an introductory level in accountancy education, and b) aspects of advanced accountancy education previously only undertaken by professional educational programs.

As additional education must be provided under the new professional requirements, four terms (rather than previously three terms) are required to fully educate an aspiring accountant. As a consequence, the offerings will be split into two programs. There will be:

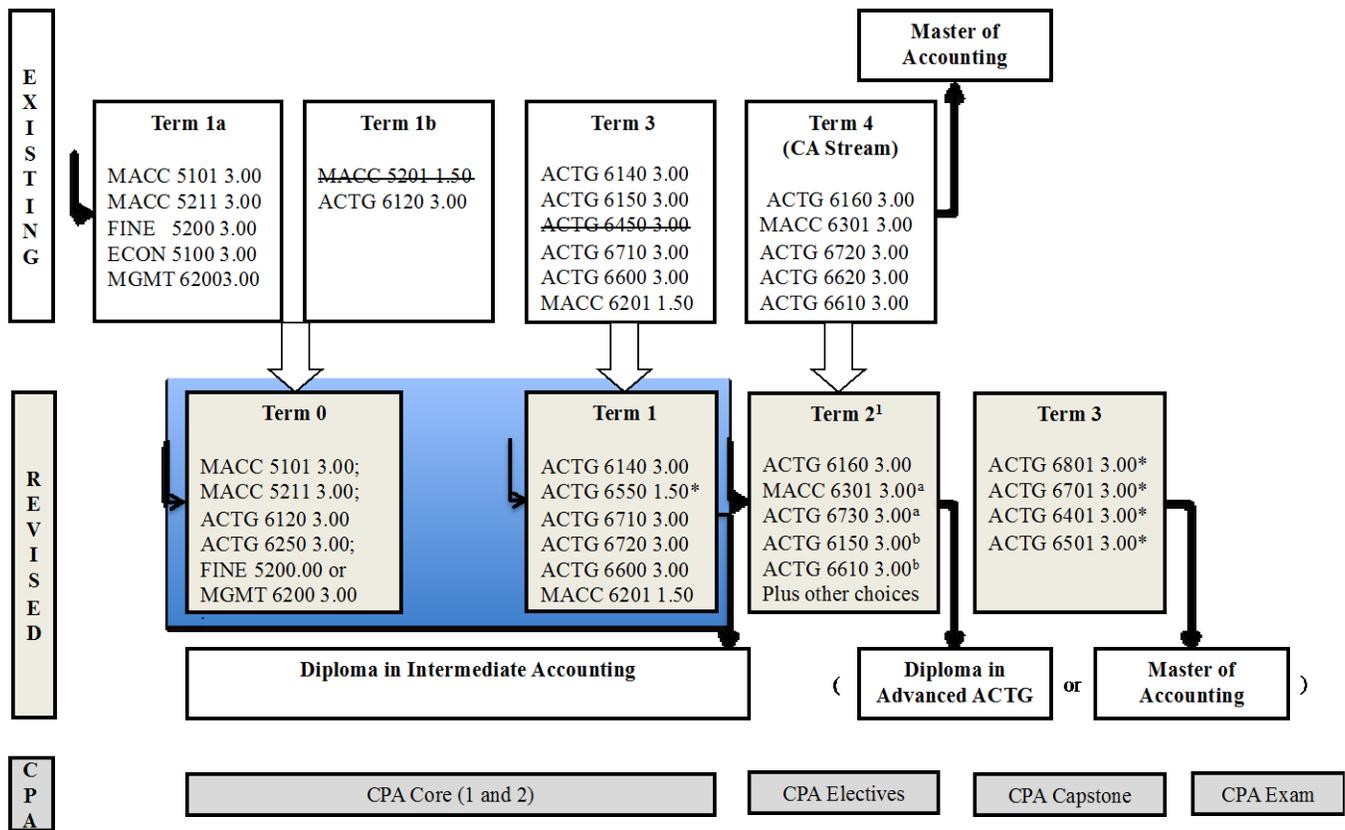
- A qualifying two-semester, stand-alone (Type 3) Graduate Diploma in Intermediate Accounting that offers basic and intermediate courses for non-business graduates and graduates of non-accredited business programs. In addition to providing a sound academic understanding of accounting and related business disciplines, these two semesters cover the CPA Core 1 and Core 2 qualification requirements. Successful completion of the diploma would satisfy the requirements for admission into Term 2 of to the revised MAcc; and
- A revised version of the MAcc, which is geared towards graduates from accredited business programs. The program can be terminated either after Term 2 with a Type 1 Diploma in Advanced Accounting, which is subject to a different proposal, or after Term 3 with the

¹ In 2014 Canada’s third recognized professional accounting body -the Certified General Accountants (CGA)- joined the unification scheme

Master of Accounting. When terminating their education with the diploma in advanced accounting, graduates may complete the professional training program offered by the CPA; graduates with the Masters degree may proceed directly to the final qualifying exam of CPA Canada (called the Common Final Exam).

Figure 1 provides an overview of the changes requested in the three proposals (revision of the MAcc, establishment of the concurrent (type 1) Diploma in Advanced Accounting and establishment of the stand-alone (type 3) Diploma in Intermediate Accounting).

Figure 1: Overview of the Schulich Accounting Proposals



Notes

1. Term 2 depicted here are the courses students would take if they elect the Assurance and Tax electives which are the specialized areas in the existing CA-accredited MAcc.

a. Assurance Elective Course

b. Tax elective Course

* New Course

— Course in the existing MAcc that will be retired

⬅ (Potential) Entry Point

➡ (Potential) Exit Point

2. General Objectives of the Graduate Diploma

The objective of the program is to develop students' academic and intellectual abilities in the core competency areas that constitute the field of accountancy. This includes a few courses that are fundamental to Accounting, as well as basic and intermediate courses in Accounting.

The objectives and design of the program directly address some of the critical themes of the University's Academic Plan. The program is academically rigorous, involving 30 credit hours over two terms. After completing the program, graduates will have acquired in-depth learning of all of the field's competency areas and will have acquired expertise in basic and intermediate accounting that will qualify for exemption from the Core 1 and Core 2 requirements in the CPA training path.

The program's heavy emphasis on applied case analysis is consistent with the University's goal of experiential learning. Cases also develop students' critical thinking abilities and capacity to operate in decision environments characterized by high degrees of ambiguity. The entry requirements into the program are high (B average GPA and, 600 minimum GMAT score) and will attract a high caliber of incoming students. As the program feeds into the CPA-accredited Master of Accounting program, graduates will have access to an accelerated path towards obtaining the most highly recognized professional accountancy credential in Canada, which in turn will provide a strong foundation for initial career placement and continuing long-term career trajectories.

3. Need and Demand

The need for this Diploma arose due to the changes (described above) in the organization of professional accountancy in Canada and its impact on the professional education program for Canada's accountants. The implications for educators were that, firstly, there was a need to expand the educational offerings to expand the fields of expertise beyond the traditional areas of assurance and tax. Secondly, there has been a recalibration of the relative roles between the profession and academic programs in the education and training of professional accountants. That is, whereas before academic programs were seen as merely providing the prerequisite learning for admission into the professional education program, under the new arrangement through the process of accreditation, some graduate programs are recognized for their ability to deliver all or part of the professional educational program. Whereas the Schulich School of Business re-designed its Master of Accounting program to incorporate both the added fields of expertise within the discipline and the areas of advanced accountancy education previously undertaken within the CPA's professional educational program, the new Diploma of Intermediate Accounting that is being proposed aims to open a pathway into the Master of Accounting to graduates of non-business programs and business programs that are not accredited by the CPA.

The School of Administrative Studies (SAS) in the Faculty of LA&PS has submitted a proposal for a new Type 3 Graduate Diploma in Professional Accounting motivated by the same changes in the profession. The SAS diploma is best compared to what is covered in Term 2 of the new version of the MAcc – that is, the specialized electives of the CPA program. As such, the two diplomas do not overlap or compete with one another.

The diploma's main target group is comprised of students from non-business programs, including international students. There may also be applicants from non-CPA accredited business programs. Depending on the specific situation, students may be granted advanced standing for certain courses on a case by case basis. We expect that about 80% of the graduate from the DIAC will continue their studies in the Master of Accounting, half of the MAcc entrants being international and a large proportion of the remainder from domestic programs.

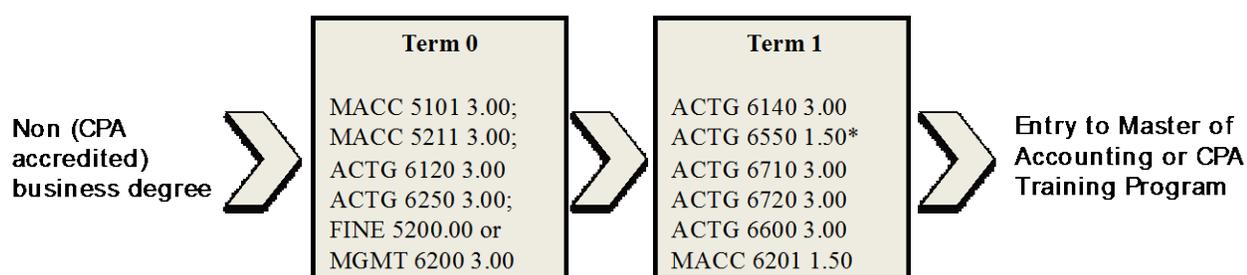
4. Curriculum, Structure and Learning Outcomes

4.1 Program Structure and Requirements

The Program structure is depicted in Figure 2 below. Unless students obtain advanced standing for some Term 0 courses they must complete 30 credits of courses over two terms. Otherwise, the typical requirements governing Schulich Masters programs apply.

The courses are progressive in nature and are designed to develop students' technical, analytical and critical skills. The majority of the courses in the program will be delivered through a mixture of lectures and cases. The Accounting Area at the Schulich School of Business has developed a distinct method for case instruction and analysis that has proven highly successful. The emphasis given to case based instruction in the program's courses ensures that students graduate with critical thinking skills and are prepared for real world situations characterized by imperfect information, ambiguity and complexity. Student achievement will be assessed by a mixture of examination, group research projects and individual research projects and assignments. Including group work as a component for assessment ensures that students develop a team ethic whilst including a research component in all courses ensures that students develop their skills in conducting accounting and business research.

Figure 2 Program Structure



*New Course

Descriptions of the courses are included in Appendix 1.

4.2 Program Learning Outcomes

		Term 0						Term 1						
	Expected Learning Outcomes	How are Learning Objectives Achieved?	MACC5101	MACC5211	ACTG6120	ACTG6250	FINE 5200	MGMT 6200	ACTG6140	ACTG6550	ACTG6600	ACTG6710	ACTG6720	MACC6201
Breadth and Depth of Knowledge	Have high levels of proficiency in all of the major practice areas of accountancy including: Performance Measurement and Financial Reporting; Audit and Assurance and Taxation	Students are required to take 30.0 credit hours of courses that cover these four broad areas of accountancy practice.	•	•	•	•	•	•	•	•	•	•	•	•
	Demonstrate a thorough knowledge and understanding of all of the standards that govern the production and audit of financial statements for public and private companies.	18 credits of the program are devoted to the production, consumption and audit of financial statements for public and private companies. Content goes from introduction to Intermediate level	•		•	•			•		•			•
Research and Scholarship	Can demonstrate their ability to conduct situation-based research using available financial and other information about business entities;	All required courses include an applied research component.	•	•	•	•	•	•	•	•	•	•	•	•
	Can generate well-structured and formatted reports on the basis of this research;	All courses have at least one group research project, and some assignments require individual student research where originality and creativity are emphasized.	•	•	•	•	•	•	•	•	•	•	•	•
	Can apply the results of academic research in accounting case situations;	Some courses, required readings include academic journal articles.					•		•	•				•
	Can demonstrate through relevant applications a general familiarity with the top scholarly outlets in the field.	Use of scholarly articles in classes and assignments.							•	•	•	•	•	•
Level of Application and Knowledge	Make sound decisions in complex situations by applying a mix of evidence, reason, and judgment while considering multiple perspectives	Through case based courses students learn to apply and integrate the knowledge from the various sub-fields of professional accountancy to complex business situations.	•	•	•				•					•
	Be able to apply their knowledge to novel applications and contexts including different organizations and industries	Cases develop students' proficiency in integrating and applying knowledge of these multiple fields to professional practice contexts.	•	•	•				•					•

	Expected Learning Outcomes	How are Learning Objectives Achieved?	MACC5101	MACC5211	ACTG6120	ACTG6250	FINE 5200	MGMT 6200	ACTG6140	ACTG6550	ACTG6600	ACTG6710	ACTG6720	MACC6201
Professional Capacity / Autonomy	Show the ability to respond effectively to the ethical dilemmas that accountants face;	In projects and assignments students are exposed to various scenarios in which the accountant is required to make informed decisions in complex decision environments	•	•	•	•			•	•	•	•	•	•
	Be able to apply ethical frameworks and professional standards to resolve them;	Ethical decision-making is a central theme of all of the program's case based courses.	•	•	•				•					•
	Demonstrate the ability to act with integrity, transparency and in the public interest.	Ethics and corporate governance themes are covered in all Financial Reporting, Management Accounting, Audit, and Taxation courses.	•	•	•	•				•	•	•	•	•
Level of Communication Skills	Be able to write concise, well-structured and well researched reports;	The majority of the program's courses require students to write reports and make individual or group presentations of their findings.	•	•	•	•	•	•	•	•	•			•
	Demonstrate the ability to present and communicate their ideas clearly and effectively;	Written reports are evaluated on content and clarity of exposition. In the oral presentation of findings communication and presentation skills are honed.	•	•	•	•	•	•	•	•	•	•	•	•
	Be able to make effective and professional presentations and produce professionally formatted presentation slides and reports.	Course work projects require students to make oral presentations of their findings in professionally developed formats	•	•	•	•				•	•	•	•	•
Awareness of Limits of Knowledge	Demonstrate an awareness of the limitations of financial data as a basis for decision making	Case based accounting courses illustrate the limits of accounting as a basis of decision making and will emphasize the need for multiple perspectives in decision making.	•	•	•	•				•	•			•
	In realistic scenarios, can demonstrate their ability to distinguish between and resolve problems that can be solved using available knowledge despite insoluble issues that need to be managed.	In all courses students are exposed to the multiple theoretical perspectives that underpin debates with accounting audit and related fields	•	•	•	•	•	•	•	•	•	•	•	•

5. Admission Requirements

Graduates from any recognized program may apply for admission to the diploma as the diploma's function is to provide basic and intermediate education to in Accounting to qualified applicants. Applicants that possess 3-year degrees that are not equivalent to an honours degree must also have at least one year of work experience to qualify. Further details on the admissions requirements are described in the calendar copy, below.

Proposed Calendar Copy

The Diploma in Intermediate Accounting (DIAC) is a diploma program designed to introduce students to the field of Professional Accountancy.

Successful graduates of the 30 credit program will have completed the equivalent of CPA Core requirements and be eligible for applying to the Master of Accounting with advanced standing (entry into Term 2), which would complete the graduate's accounting education.

Admission Requirements

- Applicants must have an undergraduate degree from a recognized university with at least a B average in the last two full years (or equivalent) of academic work.²
- Applicants must have completed courses in Economics, Finance or Law, and Statistics with an overall B average across the three courses
- Acceptable scores on all measures of either the GMAT or GRE are required. Scores older than five years are not accepted.
- Applicants will include two letters of reference, one of which must be from their current or former professors.
- Work experience is not required; however, strong internships or prior work experience are recommended.
- Schulich's standard requirements pertaining to language capability apply.

Waivers and Advanced Standing

For graduates of the Schulich School of Business the following waivers apply:

- GMAT/GRE
- Letters of recommendation

Students may be granted advanced standing for certain Term 0 courses on a case-by-case basis.

² Three-year cycle undergraduate degrees from institutions that meet the criteria set forth in the Bologna Declaration may be acceptable as the equivalent of an undergraduate honours degree. Graduates with other a 3-year degrees may be admitted if they possess at least one year of work experience.

6. Resources

As Term 1 of the diploma will run concurrently with Term 1 of the Master of Accounting, additional resources are needed only for Term 0. As the courses in Term 0 have already been offered as part of the current structure of the Master of Accounting, those resources are all in place. For completeness, however, the core faculty members participating in the proposed program are summarized below. This list comprises faculty of the Accounting area at the Schulich School of Business with specializations in accounting; auditing and taxation.

Faculty Name & Rank	Home Unit	Primary Graduate Program (yes/no)	Area(s) of Specialization or Field(s)		
			Area/Field 1	Area/Field 2	Area/Field 3
Full Professors					
Linda Thorne	SSB	Yes	Fin. Accounting	Audit	Cor.
Kiridaran (Giri)	SSB	Yes	Man. Accounting	Fin. Accounting	Governance
Kanagaretnam	SSB	Yes	Fin. Accounting	Audit	Cor.
Dean Neu					Governance
Associate Professors					
Umshaker Trevedi	SSB	Yes	Fin. Accounting	Audit	
Janne Chung	SSB	Yes	Audit	Fin. Accounting	
Marcia Annisette	SSB	Yes	Man. Accounting	Fin. Accounting	
Sandy Qu	SSB	Yes	Man. Accounting	Fin. Accounting	
Cameron Graham	SSB	Yes	Fin. Accounting		
Jeff Everett	SSB	Yes	Fin. Accounting		
Amin Mawani	SSB	Yes	Taxation	Fin. Accounting	Law/Health
Sylvia Hsu	SSB	Yes	Man. Accounting	Fin. Accounting	
Hoping Tan	SSB	Yes	Fin Accounting	Finance	
Members Emeriti					
Tom Beechy	SSB	Yes	Fin Accounting	Internat'l Actg.	
Adjunct Members					
Elizabeth Farrell	SSB	Yes	Fin. Accounting	Audit	
Gail Drory	SSB	Yes	Tax	Fin. Accounting	
Full-Time Contract Faculty					
Domnic Cianflone	SSB	Yes	Man. Accounting	Fin. Accounting	
Douglas Kong	SSB	Yes	Man. Accounting	Fin. Accounting	Audit

7. Support Statements

Please see decanal support statement and CPA accreditation letter.

Consultations were undertaken with other programs at Schulich and with the Vice Dean of the Faculty of LA&PS. Any issues arising from the original version of the proposal have been addressed to everyone's satisfaction.

Appendix 1 – Course Descriptions

Term 0

MACC 5101 3.00 Financial Accounting Fundamentals

This course is the foundation for all of the financial accounting courses. Accountants require a solid foundation on which to develop their analytical skills. The fundamentals include: understanding and completing accounting transactions and the accounting cycle; understanding the conceptual framework; select accounting policies; preparing, understanding and analysing financial statements; making business decisions considering different accounting alternatives.

MACC 5211 3.00 Management Accounting Fundamentals

This course addresses managerial accounting, which includes a variety of tools and concepts that assist managers with the planning and co-ordination, motivation and evaluation of activities of the organization and its members. The course includes an in-depth study of cost and management accounting techniques/concepts and their application to product costing, planning, control and decision-making.

ACTG 6120 3.00 Intermediate Financial Accounting I

This course examines the accounting concepts and principles that relate to the asset accounts. Attention is given to alternative asset measurement bases and related revenue recognition and income determination bases.

ACTG 6250 3.00 Financial Reporting and Analysis

This course examines why stock prices react when firms announce their earnings, and why trends in industry earnings affect stock prices of many firms in that industry. Under highly stylized Generally Accepted Accounting Principles (GAAP), abnormal accounting earnings of a firm can be discounted to derive an estimate of the share price. This course therefore offers a direct link between accounting policy choices, abnormal earnings (based on adjusted reported earnings) and stock price valuation.

FINE 5200 3.00 Managerial Finance

This course provides an opportunity to learn about investment and financing. The investment decision allocates scarce resources to projects in the organization and involves asset valuation, capital budgeting, risk management, working capital management and performance assessment. The financing decision chooses sources of cash to finance the investment decisions and involves capital structure, financial instruments, the risk-return trade-off, financial planning and the cost of capital. Ethical considerations and management in the global context are integrated into these topics.

MGMT 6200 3.00 Business Administration and the Law

This course familiarizes students with basic legal concepts and principles relevant to business administration. Topics include: the Canadian judicial system; contract law; tort law (including negligence, defamation and product liability); forms of carrying on business (including sole proprietorships, partnerships and corporations); agency and employment law; government regulation of business (including consumer protection, privacy and competition law); and intellectual property law.

Term 1

ACTG 6140 3.00 Intermediate Financial Accounting II

This is an Intermediate Accounting course with emphasis on the liability of equity accounts. Major topics include: tax allocation, pensions, leases, capital transactions and financial statement analysis.

ACTG 6600 3.00 Auditing Standards and Applications

This course focuses on the standards and applications underlying the latest functions and responsibilities of external and internal auditors. The theory of audit evidence and certain basic techniques are used to provide an understanding of auditing methodology. The auditor's responsibility beyond the financial audit and current developments in auditing are also examined. Students may be expected to complete a research paper or project.

ACTG 6710 3.00 Introduction to Income Tax

The basic concepts and techniques of income taxation and applications to personal and corporate contexts are examined.

ACTG 6720 3.00 Advanced Income Tax

A continuation of ACTG 6710 3.00, this course concentrates in greater detail on the taxation of business income.

ACTG 6550 1.5 Advanced Management Accounting

This course focuses on managerial planning, performance, and control systems in organizations that direct the behaviour of corporate officers and managers, in order to achieve a specific goal. Different tools and techniques are reviewed including methods of incentivizing employee productivity, compliance, and overall performance assessment. The course emphasizes decision-making through the analysis of case studies and discussions.

MACC 6201 1.50 Multi-competency Case Analysis for Accountants

This course will build on the case analysis fundamentals learned and applied in the previous terms courses. Focusing on financial accounting, the students will work on integrating their analysis with other technical competency areas including taxation, audit and assurance, management accounting, finance and strategy and governance. In addition to the specific technical competency areas, case analysis considers the impact of the development, implementation and use of information systems for the management and processing of data in business settings.



**Office of the Dean
Suite N302
Seymour Schulich
Building**

4700 KEELE ST
TORONTO ON
CANADA M3J 1P3
T 416 736 5070
F 416 736 5763
dhorvath@schulich.yorku.ca
www.schulich.yorku.ca

Memo

To: Rhonda Lenton, Vice-Provost Academic
Cc: Michael Schiff, Asst. Secretary, FGS; Cheryl Underhill, Secretary, Senate ASCP
From: Dezső J. Horváth, Dean 
Date: November 28, 2014
Subject: Resource Statement for the Schulich Master of Accounting Program

I would like to express my full support for the proposed revision of the *Master of Accounting (MAcc) Program*, including the diplomas in Intermediate Accounting (Type 3) and Advanced Accounting (Type 1). We hope to offer terms 2 and 3 of the revised MAcc and Diploma in Advanced Accounting starting in Summer 2015 to graduates of our BBA and iBBA programs, and the full offering consisting of the Diploma in Intermediate Accounting, followed by all three semesters of the new MAcc starting in Winter 2016.

Given the changes in the professional qualification requirements resulting from the merger of Canada's three professional accounting bodies into the Society of Certified Professional Accountants (CPA), it is now necessary to offer a qualifying diploma (Diploma in Intermediate Accounting, DIAC) to students without business or (accredited) accounting backgrounds. Successful graduation from the DIAC would qualify graduates for entry into Term 2 of the new 3-semester Master of Accounting program. Graduates from Schulich's BBA and iBBA programs, as well as graduates from other programs certified by the CPA would be able to directly enter the MAcc.

MAcc students would have the option of graduating with a Diploma in Advanced Accounting (DAAC) after completing Term 2 of the MAcc, or with a Masters degree upon completion of all three semesters. Students graduating with the DAAC could complete their professional qualification using the offerings of the CPA. Students graduating with the Masters degree would be qualified to directly challenge CPA's certification examination and, if passing, qualify as Professional Accountants.

The program has shown a positive net contribution margin from its inception and is expected to continue to do so. The proposed changes (including the DIAC and the MAcc) call for a total of 8 new 3-credit and one new 1.50-credit courses. These 25.50 credits are offset by 22.50 credits in course retirements at the undergraduate and master's level, leaving the School with a net increase of 3.00 credits for the Masters degree and diplomas. Given the additional requirements for students entering from domestic and international non-business and non-accredited accounting programs, it is expected that the incremental revenues will more than balance the incremental costs.



The program will continue to be taught by the same faculty complement as the current MAcc. Student support as well as admissions resources are already in place and will not face significantly different demands. As a result, no notable changes in the high quality of the program faculty or cost of the faculty or student services are expected.

In conclusion, I wish to express my full support of the changes proposed to the Master of Accounting and wish the program proponents much success in the approval and implementation process.

Memorandum

To: Leslie Sanders, Chair, ASCP

From: Alice Pitt, Vice-Provost Academic

Date: April 14, 2015

Subject: Diploma in Advanced Accounting (Type 1), Schulich School of Business

I have reviewed the proposal for the Graduate Diploma in Advanced Accounting (Type 1). The new accreditation requirements resulting from the merger of Canada's three professional accounting bodies into the Society of Certified Professional Accountants have precipitated the need to provide a fifth year of accounting education at the graduate level. The changes proposed serves as an entry pathway to the MAcc for graduates from nonbusiness and non-CPA-accredited business graduates and provide an elegant solution to that requirement while also maintaining the integrity and attractiveness of the degree.

The implementation of these changes does not require additional resources, and the Faculty of Liberal Arts and Professional Studies, which also offers accounting education, supports the proposal. I am very pleased to support it as well.





ACADEMIC POLICY, PLANNING & RESEARCH COMMITTEE

Report to Senate
at its meeting of April 23, 2015

FOR INFORMATION

1. Overview of Discussions with the Deans, Principal and University Librarian / Preliminary University Academic Plan Suggestions

The Committee is in the process of preparing a report on its recent discussions with the Deans, Principal and University Librarian, and expects to submit it to Senate in May.

2. Rescheduled Planning Forum

As announced at the March meeting of Senate, the planning forum originally scheduled for April 23 has been postponed. Details will be announced as soon as they have been finalized, but the likely new date will be in September.

Rebecca Pillai Riddell, Chair