

York University Senate

Notice of Meeting

Thursday, January 28, 2016 at 2:30 p.m.

Senate Chamber, N940 Ross Building, Keele Campus.

Please note the starting time for this meeting.

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4. Inquiries and Communications	
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York University Senate

9. Other Business

Consent Agenda (ASCP Report)

10. Changes to Program Requirements and Admission Requirements of the Honours Minor Program in Business (Appendix D, page 108)
11. Changes to BA Programs in Italian Studies (Closure of two degree options; revisions to degree requirements for Honours; Honours Minor, 90-credit BA and iBA degree options) (Appendix E, page 118)
12. Changes to the Requirements, Gender and Women's Studies Certificates (Appendix F, page 127)
13. Changes to the Requirements, Sexuality Studies Certificate (Appendix G, page 136)
14. Changes to the MASc in Computer Science & Engineering (Change the program name; add Electrical Engineering as a field of specialization; change in degree requirements; and change to admission requirements) (Appendix H, page 142)
15. Closure of Streams within the BA and BSc Programs in Computer Science (page 41)

M. Armstrong, Secretary

The Senate of York University – Minutes

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

G. Comninel (Chair)	R. Haché	J. O’Hagan
L. Beagrie (Chair-Chair)	M. Hamadeh	L. Packer
M. Armstrong (Secretary)	D. Hastie	S. Pagiatakis
H. Ahmed	C. Heidari	A. Perry
C. Altilia	C. Heron	B. Pilkington
J. Amanatides	V. Jain	R. Pillai Riddell
M. Anam	R. Jayawardhana	A. Pitt
C. Ardern	J. Jeffrey	J. Podur
S. Ariyaratnam	M. Karakul	I. Roberge
E. Asselstine	R. Karambayya	L. Sanders
A. Avolonto	M. Khalidi	V. Saridakis
A. Belcastro	N. Khan	L. Sergio
S. Benchimol	J. Kirchner	T. Shanahan
E. Bhardwaj	R. Lee	M. Shoukri
M. Biehl	R. Lenton	D. Skinner
K. Birch	D. Leyton-Brown	H. Skinner
K. Bird	S. Ling	L. Stoniowski
I. Boran	L. Lum	D. Steinfeld
G. Brewer	M. Macaulay	N. Sturgeon
S. Brixey	W. Malik	C. Till
B. Crow	M. McCall	G. Turlakis
R. De Costa	J. McMurty	S. Tufts
P. Delaney	A. Medovarski	F. van Breugel
M. Derayeh	J. Michaud	G. Vanstone
A. Dhir	S. Mitra	J. Warren
S. Dimock	L. Molot	L. Weir
S. Ehrlich	T. Moore	R. Wellen
I. Ferrara	J. Morrison	R. Wildes
J. Garrido	K. Mridul	H. Wu
J. Goldberg	A. Mukherjee-Reed	J. Yeomans
A. Golijanin	D. Mutimer	Q. Zha
R. Grinspun	R. Mykitiuk	
E. Gutterman		

1. Chair’s Remarks

The Chair advised that the December meeting would not be held unless pressing business emerged, and wished Senators well as the Fall Term came to a close. With the agreement of Senate, the order of business was changed such that committee reports followed item 4, Inquiries and Communications.

2. Minutes of the Meeting of October 22, 2015

It was moved, seconded and *carried* “**that the minutes of the meeting of October 22, 2015 be approved.**”

The Senate of York University – Minutes

3. Business Arising from the Minutes

a. Book Store Inquiries

The Chair observed that campus operations do not normally fall within Senate's mandate but permitted further questions about the book store's future given Senators' interest. In response to questions, Vice-President Brewer described the York University Development Corporation's relationship to the University and its mandate in support of the academic mission. He confirmed that the book store management had assisted in developing a plan that would entail a smaller footprint following user surveys and a thorough assessment of needs.

4. Inquiries and Communications

There were no inquiries or communications.

Committee Reports

5. Academic Policy, Planning and Research

a. Chartering of the Global Health Research Institute at York University

It was moved, seconded and *carried* **“that Senate charter a Global Health Research Institute at York University for a term beginning January 1, 2016 and ending June 30, 2021.”**

b. Autumn Report of the Provost and the Vice-President Finance and Administration

Under the auspices of the Academic Policy, Planning and Research Committee Provost Rhonda Lenton and Vice-President Finance and Administration Gary Brewer presented a joint report covering a wide range of topics, including:

- the overall context for academic planning
- enrolments and complements (current data and planning assumptions)
- the budget context for academic planning
- Markham Campus planning
- working groups established to make recommendations flowing out of the Institutional Integrated Resource Plan (endorsed by Senate in September 2015)
- implementation of the SHARP budget model

Of particular interest to Senators was academic planning for the Markham Centre campus. It was confirmed that discussions with Queens Park are ongoing in anticipation of finalizing a memorandum of understanding in the first half of 2016. The province has not authorized the release of documentation related to the successful bid for the campus, but further details will be made available as soon as this authorization is made. A number of Senators posed questions about programs and administrative

The Senate of York University – Minutes

arrangements, leading to a request that Senate Executive and APPRC consider how best to ensure that Senate is engaged as planning for the campus unfolds. The Chair agreed to take up this matter with the committees.

One Senator argued that, taken together, elements of the report pointed to a neo-liberal transformation of the University as illustrated by the instrumentalization of programs and the imposition of budget-driven decision-making through SHARP. In response, it was said that SHARP was a tool for planners, not a means of supplanting normal academic review and approval processes. Commenting on interventions about the true state of the University Vice-President Brewer insisted that deficits were real and had necessitated annual cuts that were harmful to the pursuit of academic goals. Meeting enrolment targets was essential to Faculty and University budgets.

The report was posted with other documentation for the meeting.

c. Towards University Academic Plan 2015-2020

Academic Policy, Planning and Research advised that it had received submissions from most Faculty Councils and was poised to review the results of a community survey in which there were more than 600 respondents. The survey and other input received during the recent consultation phase of the UAP renewal process will inform a discussion paper which will help animate discussion at a special forum on the next University Academic Plan at 9:00 a.m. on Thursday, December 10 in Founders Assembly Hall. An invitation will be forwarded in the near future.

6. Executive Committee

a. Information Items

Senate Executive informed Senators of the following:

- the advancement by two weeks of the June meeting of Senate to avoid a conflict with convocation ceremonies
- its approval of members of Senate Committees nominated by Faculty Councils
- a high participation rate by Senators in balloting to determine Senate's nominees to the Presidential Search Committees and the timelines for announcing the membership of the committee
- vacancies on Academic Standards, Curriculum and Pedagogy, Awards, Tenure and Promotions and Tenure and Promotions Appeals
- its approval of the 2015-2016 membership lists for the Councils of Arts, Media, Performance and Design, Health, Lassonde, Liberal Arts and Professional Studies, Osgoode and Schulich
- the presentation, likely in January, of proposed amendments to Senate's Rules and Procedures

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It was moved, seconded and *carried* “**that the meeting be extended by fifteen minutes.**”

7. Academic Standards, Curriculum and Pedagogy

- a. Notice of Motion: Establishment of the Degree of Master of Real Estate and Infrastructure, Schulich School of Business / Faculty of Graduate Studies

Academic Standards, Curriculum and Pedagogy Committee gave notice of its intention to move a statutory motion “**that Senate approve the establishment of the degree of Master of Real Estate and Infrastructure, effective Fall/Winter 2016-2017.**”

- b. Establishment of a PhD Program in Nursing, School of Nursing, Faculty of Graduate Studies

It was moved, seconded and *carried* “**that Senate approve the establishment of a PhD program in Nursing anchored in the School of Nursing, Faculty of Health, effective Fall-Winter 2016-2017 pending approval to commence by Quality Council.**”

- c. Consent Agenda Items Approved

Senate approved by consent ASCP recommendations to

- change to the Requirements for the MA Program in Cinema and Media Studies, Graduate Program in Cinema & Media Studies, Faculty of Graduate Studies
- add a Delayed-Entry Option for the International Bachelor of Business Administration Program (iBBA), Schulich School of Business

- d. Information Items

ASCP reported that minor revisions had been made to the sessional dates for Summer 2016 terms.

President Items and Other Business

8. President’s Items

Dr Shoukri celebrated recent notable accomplishments by members of the York community, commented on a transformative donation in support of Global Health from Victor Dahdaleh, and pointed to another encouraging rise in reputational indicators in the Maclean’s annual university rankings while identifying areas in which strides must be made. Dr Shoukri also provided Senators with a copy of correspondence from the Executive Heads of Ontario Universities to the Executive Director of the provincial government’s University Funding Model Reform initiative. Finally, efforts are underway to

The Senate of York University – Minutes

ensure that York responds swiftly and appropriately to provisions in the provincial government's *Sexual Violence and Harassment Action Plan Act*.

The President's monthly "Kudos Report" can be accessed from the agenda package.

9. Other Business

There being no further business, Senate *adjourned*.

G. Comninel, Chair _____

M. Armstrong, Secretary _____

The Senate of York University

Minutes

Special Meeting: Thursday, December 10, 2015, 11:45, Founders Assembly Hall.

1. Chair's Remarks

With final examinations underway, and at the conclusion of a morning-long planning forum, the Chair expressed special appreciation to Senators for their willingness to transact pressing business.

Committee Reports

2. Academic Standards, Curriculum and Pedagogy

a. Establishment of the Degree Type of Master of Real Estate and Infrastructure, Schulich School of Business / Faculty of Graduate Studies

At the Senate meeting of 26 November 2015 ASCP provided notice of its intention to propose the establishment of a new degree of Master of Real Estate and Infrastructure at a subsequent meeting. It was moved and seconded **“that Senate approve the establishment of the degree of Master of Real Estate and Infrastructure, effective Fall/Winter 2016-2017.”**

A Senator asked why it was necessary to create a specific degree type (a point that the Chair of Senate noted was raised when APPRC recorded its concurrence), and in doing so expressed concern that this and other programs were being tailored to suit the interests of the private sector. In response it was stressed that the University has a long history of offering professional Master's degrees of a general nature and with specific foci.

On a vote, the motion *carried*.

b. Establishment of Master of Real Estate and Infrastructure Program, Schulich School of Business / Faculty of Graduate Studies

It was moved and seconded **“that Senate approve the establishment of a Master of Real Estate and Infrastructure degree program, effective Fall-Winter 2016 - 2017.”**

Reservations were expressed by a Senator who suggested that the proposal did not support the University's research goals, that it was instrumentalist, and that it would be delivered by no more than two dedicated, full-time faculty members. To this it was argued that Real Estate and Infrastructure is currently offered as a specialization where theory and practice are fully entwined. Schulich has a wide research culture, and that

the program, if approved, would benefit from the twinning of theoretical and practical aspects.

On a vote the motion *carried*.

3. Adjournment

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

G. Comninel, Chair _____

M. Armstrong, Secretary _____

York University Board of Governors



Synopsis

441st Meeting held on 8 December 2015

Appointments / Re-Appointments

Pension Fund Board of Trustees

- William Hatanaka as the Board of Governors nominee for a three-year term effective 31 October 2015
- Ron Gernat as a YUSA Nominee for a three-year term effective 31 October 2015 (*re-appointment*)
- Sean Taylor as a CUPE 1356-01 nominee for a three-year term effective 31 October 2015

Approvals

The slate of nominees to the 2015-2016 Presidential Search Committee; a list of the Search Committee members is attached.

The naming of the Technology Enhanced Learning Building as the *Victor Phillip Dahdaleh Building* ("Dahdaleh Building").

The naming of the *Dahdaleh Institute for Global Health* ("Dahdaleh Institute").

Consent to the University obtaining a partial bilingual designation under the *French Language Services Act*, with any necessary changes to the Board General By-Laws upon subsequent approval by the Board.

A \$3.5 million capital project to replace the fire alarm systems in 7 student residence buildings on the Keele and Glendon campuses.

An extension of the Osgoode Professional Development Centre's lease at its downtown location for a period of up to 10 years, commencing in February 2018.

The 2015 Long-term Ancillary Operations Plan.

The appointment of Ricoh Canada Incorporated as the vender of record for the University's managed print services, effective 8 December 2015 – 31 January 2017 with an option to renew the term for up to three additional one-year terms.

Minor revisions to the Statement of Investment Policies and Procedures.

York University Board of Governors

Synopsis

In accordance with the Fall 2015 student referendum results, the following new / revised levies effective FW 2016-2017:

- Increase in the full-time graduate student levy from \$39.98 to \$43.31 per term, and an increase in the part-time graduate student levy from \$19.99 to \$21.66 per term) annually indexed to the Toronto Consumer Price Index (TCPI).
- A new Juris Doctorate (JD) student levy of \$7.50 per term for the Osgoode Mediation Clinic annually indexed to the TCPI.
- A new levy of \$0.15 per credit for Glendon and Keele undergraduate students, a \$1.50 per term levy for full-time graduate students, and a \$0.75 levy for part-time graduate students for *Regenesi Environmental and Community Initiatives at York*, annually indexed to the TCPI.

Reports/Presentations

A *Mid-year University Update* presented by the President.

A presentation on *Research Innovation and Commercialization* by the Vice-President Research & Innovation

Brief reports from each of the Academic Resources, Executive, Finance & Audit, Investment and Land & Property committees on matters discussed in their meetings this Board cycle.

The agenda for the meeting is posted on the Board of Governors website.

For further information on any of the above items contact the University Secretariat.

Maureen Armstrong, Secretary

Presidential Search Committee Members confirmed by the Board of Governors December 8, 2015

Rick Waugh, Chair of the Search Committee (*Governor and Alumnus*) was appointed to the Board of Governors in 2014 and became Chair in 2015. He holds a Bachelor of Commerce (Honours) degree from the University of Manitoba, an MBA from York, and Honorary Doctor of Laws degrees from several universities. Mr Waugh was appointed an Officer of the Order of Canada for his contributions to strengthening the financial services industry in Canada and abroad.

Susan Black (*Governor and Alumna*) was appointed to the Board in 2009. She serves as a Vice-Chair of the Board, Chair of the Governance and Human Resources Committee and a member of the Executive Committee. A graduate of Yale University (BA) and the Harvard Business School (MBA), Dr. Black also holds a PhD in organizational studies from the Schulich School of Business at York University.

Ozench Ibrahim (*Governor*) was appointed to the Board on July 1, 2009 and serves as Chair of the Finance and Audit Committee and as a member of the Executive Committee. Ms. Ibrahim is a partner in KPMG's Banking, Financial Institutions Practice. She has extensive experience in the financial institutions industry, auditing and advising Canadian banks.

Ray Jayawardhana (*Science*) is the Dean of the Faculty of Science, a position he has held since 2014. He is a professor of physics and astronomy, and also a popular science writer. He came to York from the University of Toronto, where he held the Canada Research Chair in Observational Astrophysics.

Michael Kenny (*Graduate student, Education*) is a second year PhD student in the Faculty of Education. He was a member of the last decanal Search Committee in the Faculty of Environmental Studies and has served on several boards of agencies including the Escarpment Biosphere Conservancy and Regenesis at York University.

David Leyton-Brown (*LAPS*) is the Master of McLaughlin College, a Professor of Political Science and the former Dean of the Faculty of Graduate Studies. He is also currently serving as a faculty member representative on the Board of Governors and participates on the Academic Resources Committee.

David McFadden (*Governor and Alumnus*) was appointed to the Board of Governors in 2013 and serves as Chair of the Marketing, Communications & Community Affairs Committee, and as a member of the Executive Committee. He is counsel at Gowling Lafleur Henderson LLP and is the Chair of the Board of Directors of 407 International Inc.

Kim Michasiw (*LAPS*) is an Associate Professor, English/Writing and is just completing a lengthy term as Associate Dean in the Faculty of Liberal Arts & Professional Studies. He is also a former Chair of the English Department. Professor Michasiw served on the last Presidential Search Committee.

Roxanne Mykitiuk (*Osgoode*) is an Associate Professor of Law. She is the former Chair of Senate and has served on numerous Senate and Faculty Committees, the Chancellor Search Committee and many pan-University groups.

Dalubuhle Ndlovu (*Undergraduate student, LAPS*) is in his third-year in the Human Rights & Equity Studies program. He is a Senator, the Executive Treasurer of the Student Council of the Faculty of Liberal Arts and Professional Studies, a member of the LAPS Faculty Council and its Executive Committee.

Roopa Trilokekar (*Education*) is an Associate Professor in the Faculty of Education. Professor Trilokekar's scholarship is focused on international education, and areas of her current research interests include government policy in international education and a critical understanding of the study abroad student experience.

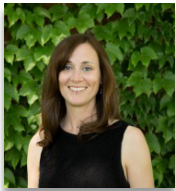
Paul Tsaparis (*Governor and Alumnus*) was appointed to the Board in October 2010 and serves as Chair of the Land and Property Committee and as a member of the Executive Committee, the Governance and Human Resources Committee and the York University Development Corporation Board of Directors . Paul holds an MBA from York and an undergraduate degree in science and economics from the University of Toronto.

Amanda Wassermuhl (*Non-academic staff member/Alumna*) is the Executive Assistant to the Dean of Osgoode Hall Law School and is the Secretary of the Osgoode Faculty Council. Ms Wassermuhl serves as the non-academic staff member on the Board of Governors, appointed in July 2015, and participates on its Academic Resources Committee.

Henry Wu (*Governor*) was appointed to the Board of Governors in December 2010. He serves as Chair of the Academic Resources Committee and is a member of the Executive and Finance and Audit Committees and a Board member of Senate. Mr. Wu is President of Metropolitan Hotels. He holds both MSc and BSc degrees in Electrical Engineering and Computer Science from MIT.



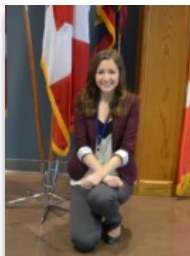
Angela Zeno, Manager, Research and Accounting, has been awarded the prestigious Council of Finance Officers Distinguished Leadership Award.



Two Glendon professors honoured with 2015 Principal's Research Excellence Awards: Sociology [Professor Joanna Robinson](#), emerging scholar category; Psychology [Professor Anne Russon](#), established scholar category.



Lions football coach [Tom Norwell](#) named recipient of the 2015 Gino Fracas Award, presented to the CIS assistant coach of the year.



[Tetyana Klimova](#), an iBA student at Glendon, is one of 16 Canadian scholars to receive the 2015-2016 Killam Fellowship, a prestigious award that provides opportunities for exceptional undergraduate students in Canada to study in the United States.

THIS IS EXCELLENCE

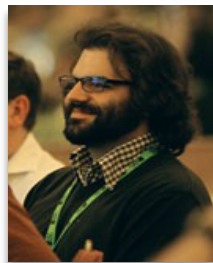
[KUDOS REPORT]



The [Art Gallery of York University](#) (AGYU) has been recognized for innovation in programming and exhibition design by the Ontario Association of Art Galleries (OAG).



[Rhonda Lenton](#), Vice-President Academic and Provost, named one of 2015's top 100 most influential women in Canada by the Women's Executive Network.



Digital Assets [Librarian Nick Ruest](#) is part of a research team awarded a five-year SSHRC Insight grant. The team is developing a web archive of Internet material as a research tool for future historians.



New [Bergeron Centre for Engineering Excellence](#) named one of the top 10 new buildings in Toronto by BlogTO, and won top honours for architectural merit in the Ontario Concrete Awards.



Recent Schulich graduate [Erin Compeau](#) (BBA '14), now Staff Accountant at Deloitte Canada, won the Governor General's Gold Medal and the Ontario Gold Medal as the top writer of the 2015 Common Final Examination (CFE), part of the Chartered Professional Accountants qualification program.

THIS IS EXCELLENCE

[KUDOS REPORT]



Faculty of Education [Professor Stephen Gaetz](#), Director of the Canadian Observatory on Homelessness and the Homeless Hub, named a 2015 Torontonian of the Year by Post City Toronto.



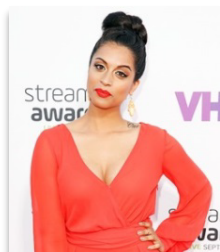
Psychology [Professor Joel Katz](#) is the recipient of a 2016 Outstanding Pain Mentorship Award for his work in the mentorship and training of future pain researchers. The award will be conferred at the annual Canadian Pain Society conference.



Recent AMPD graduate [Maria de Sanctis](#)' film "Cupid" selected by TIFF as one of Top 10 Short films.



Alumnus [Paul Nguyen](#), founder of Jane-Finch.com, received the Meritorious Service Medal from Governor-General David Johnson at Rideau Hall. The honour recognizes Nguyen's efforts to create a vital resource for the Jane-Finch community—a place where information can be shared and neighborhood voices can be heard.



Alumnus [Lilly Singh](#) was named to Forbes' 30 under 30 list and she also ranked as MTV's 3rd best social media star of 2015.

THIS IS EXCELLENCE

[KUDOS REPORT]



Glendon Psychology [Professor Gerald Young](#) to receive a Lifetime Achievement Award from the Traumatic Stress Section of the Canadian Psychological Association (CPA), the highest level of achievement in the field.



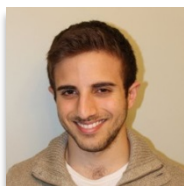
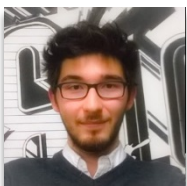
English [Professor Bruce W. Powe](#) has received six nominations for the Media Ecology Association (MEA) Book Awards, set to take place at the University of Bologna in June 2016.



Thanks to an historic \$20 million donation by York alumnus [Victor Phillip Dahdaleh](#), the University will establish The Dahdaleh Institute for Global Health as a leader and catalyst in addressing global health challenges. The Victor Phillip Dahdaleh Building has been named in recognition of this transformational gift.



Schulich students [Sakshi Kanda](#) (MBA candidate, 2017) and [Dajena Collaku](#) (MBA/JD candidate, 2017) have been named recipients of the Women in Capital Markets (WCM) Heather L. Main Memorial Scholarship.



Two York students, [Linar Ismagilov](#) and [Zack Fisch](#), are among the 38 young innovators selected for the 2016 cohort of The Next 36, a prestigious program for the country's promising entrepreneurs.



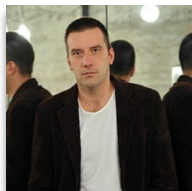
York's [Faculty of Education](#) will receive a provincial grant of \$444,218 over two years from the Ontario government's Technological Teacher Education Collaborative Initiatives Fund. The grant will support the development of an enhanced Bachelor of Education in Technological Education program.



On January 10, 2016 the [Lions men's volleyball team](#) won the Excalibur Classic championship. The Lions defeated the Ryerson Rams to take home the trophy—marking the first time the team has won its home tourney since 1989.



York graduate students received 7 of the 20 inaugural [2015 SSHRC Mandela Scholarships](#)—more than any other university in Canada.



Recent alumnus [Vladimir Paskaljevic](#) won the prestigious Manulife Student Film Award for his short film "Absence is Present."



Chemistry student [Bach Kim Nguyen](#) was a finalist in the Sunnybrook Research Institute research competition.



The Better Hearing in Education for Northern Youth project (BHENV), a collaboration between York Education [Professor Pam Millett](#) and a team of audiologists, educators and community members from Ontario and Nunavut, has been named one of three finalists for the Arctic Inspiration Prize.



The Canadian Mathematical Society (CMS) has presented the 2015 Graham Wright Award for Distinguished Service to Mathematics and Statistics [Professor Tom Salisbury](#).



York has been recognized by CASE in their annual [Accolades Awards](#) for the following communications initiatives:

- Gold for the York University 2015 Spring Convocation Social Media Projection Project.
- Silver for Excellence in News Writing for “Service dog and student to cross convocation stage in matching cap and gown”.
- Bronze for the York Home Page
- An honourable mention award was given for the Faculty of Science Annual Review.



Ten individuals with connections to York are among 69 Canadians to be appointed the Order of Canada. Recipients include: Honorary governor [Helen Vari](#) (LLD [Hons.] '03), honorary degree recipients [Lloyd Axworthy](#) (LLD [Hons.] '15), [Jack Cockwell](#) (LLD [Hons.] '01), [Wade Davis](#) (LLD [Hons.] '14) and [Rohinton Mistry](#) (DLitt [Hons.] '03), and York alumni [Joseph Boyden](#) (BA '91), [Rudy Buttignol](#) (BFA '82), [Barbara Hall](#) (LLB '78), [Fiona Amaryllis Sampson](#) (DJur '05) and [Faye Thomson](#) (BFA '77).



Four York graduates and honorary degree recipients are among 27 new appointees to the Order of Ontario:

- [Isabel Bassett \(MA '73, LLD \[Hons.\] '01\)](#)
- [Wendy Craig \(MA '89, PhD '93\)](#)
- [Anton Kuerti \(D. Litt \[Hons.\] '85\)](#)
- [Madeline Edwards \(BA '79\)](#)



The American Marketing Association (AMA) will feature an MBA course with content created by Schulich School of Business marketing students—the first time for this type of partnership, which was spearheaded by Marketing [Professor Markus Giesler](#).

APPOINTMENTS



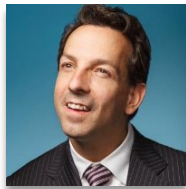
[Professor Angelo Belcastro](#) of the School of Kinesiology and Health Science has been appointed Advisor and Executive Director, Markham Campus, in the Office of the Vice-President Academic & Provost. Professor Belcastro joined York in 2010 and has served as Chair of the School of Kinesiology & Health Science in the Faculty of Health since that time. He has also served as Senate representative to the Board of Governors and as a member of the Senate Executive Committee.



[Samina Sami](#) has been appointed to the position of Executive Director, Community Safety. Sami will lead the Community Safety department and support the University on matters related to campus safety. She comes to York after a 23-year career in public and community service. Most recently, she led initiatives under the provincial Action Plan to Stop Sexual Violence & Harassment while at the Ontario Women's Directorate.



York alumnus [Wendy Cukier](#) (PhD '02) appointed sixth President and Vice-Chancellor of Brock University.



Ontario has appointed Schulich alumnus [Rich Donovan](#) (BBA '98) as the new Chair of the province's Accessibility Standards Advisory Council (ASAC). The Council is responsible for providing high-level strategic advice to the Minister of Economic Development, Employment and Infrastructure on matters related to the implementation of the Accessibility for Ontarians with Disabilities Act, 2005.



York alumnus [Angela Bogdan](#) (BA/BEd '81), appointed Consul General of Canada in Sydney (Australia).

Executive Committee – Report to Senate

At its meeting of January 28, 2016

FOR ACTION

1. Amendments to Senate’s Rules and Procedures

Senate Executive recommends

“that Senate approve amendments to the Rules and Procedures as set out in Appendix A.”

Rationale

Senate rules require that “not less frequently than every three years a Senate Handbook shall be published.” The Handbook was last published in hard copy format and online in 2012. Senate rules also stipulate that:

- Nothing shall be included in the Senate Handbook that purports to be a statute, by-law, rule or regulation of the Senate unless that statute, by-law, rule or regulation has been adopted by express resolution of the Senate.
- No new edition of the Senate Handbook shall be published with any amendments, revisions, alteration, or changes of any kind unless such amendments, revisions, alterations, or changes have been included in the body of a Senate Agenda, and adopted by express resolution of the Senate.

At the outset of the latest amendment exercise, the University Secretariat presented an edited version of the document incorporating rules amendments approved by Senate since 2012, reflecting evolved practices and interpretations, and correcting minor typographical errors. Practices at other Canadian universities were also reviewed during the process of renewal. In a number of cases the Executive Committee modified or added to the revisions. Rationales for changes presented to Senate are set out in both appendices (one a summary of proposed revisions, the other a side-by-side comparison of the current and amended versions of the full document).

Hard copy editions of the document have not been distributed since 2013 and will no longer be produced. It was suggested that a compendium of key procedures be made available in the Senate Chamber, and the Secretariat has agreed to prepare a concise laminated reference.

Executive Committee – Report to Senate

Legislative Path

Reviewed / approved by Senate Executive September 17, October 13, November 17, 2015 and January 2016

Documentation

Appendix A: Summary of changes and rationales

Appendix B (online only): side-by-side

FOR INFORMATION

2. Additions to the Pool of Prospective Degree Candidates

In a confidential report from the Chair of the Sub-Committee on Honorary Degrees and Ceremonials, Professor Stan Tweyman, the Committee received recommendations to add individuals to the pool of prospective recipients of honorary degrees. The Committee concurred with all of the recommendations and, as a result, four new candidates have been deemed eligible for honorary degrees.

3. Call for Honorary Degree Candidates

It is imperative that our pool of prospective honorary degree recipients be as diverse as possible. Senate Executive and the Sub-Committee on Honorary Degrees and Ceremonials earnestly call on the community – including Senators – to help in the process of identifying worthy candidates that reflect the full range of academic activities and create an inclusive pool.

The nomination form can be accessed online at

<http://secretariat.info.yorku.ca/files/HonDegree-Nomination-Form-October-2015-Rev2-Fillable.pdf>

Nominators are also asked to furnish a brief profile of candidates and arrange for one or two letters of additional support.

If you have any questions about the process please contact Robert Everett of the University Secretariat.

As well as submitting your own nominations, please encourage colleagues to take a few moments to nominate worthy individuals

Executive Committee – Report to Senate

4. Markham Centre Campus Academic Planning and Senate

Senate Executive has received and accepted advice from APPRC on Senate's engagement with academic planning for the Markham Centre campus. APPRC will have an ongoing role that will ensure Senate is informed in a timely, transparent and full manner and that Senators have opportunities to participate in meaningful discussions. Markham will be a standing item on APPRC's agendas and updates will be provided in the Committee's monthly reports to Senate. ASCP will have a role as planning unfolds, as will the Executive Committee itself. See APPRC's report for details. Senators are reminded that Faculties will take primary responsibility for the development of programs for the Markham campus. There will be opportunities for Senators to participate in academic planning through their unit and Faculty Council processes.

George Comninel, Chair

Guide to Proposed Changes to Senate Rules and Procedures

Page	Current	Proposed	Rationale
Cover	Title includes the term “Senate Handbook” September 2012	Rules, Procedures and Guidelines January 2016	The term “handbook” is dated. Rules and procedures are no longer published in hard copy formats and this document contains only rules, procedures and guidelines (the few Canadian university Senates that still use the term incorporate other material into their “handbooks”).
4 -5	Headings lack numbers	Minor changes to incorporate numbers into headings	Use capitalized Roman letters for consistency with Sections A-C.
9	Title of “Senate Handbook”	Minor changes to reflect proposed new title. Handbook is published online only.	Changes in A 2 have been made for consistency with the recommended title of the document. The language in A 2. C has been trimmed to eliminate redundancy.
9	d) Any member of the Senate may propose an amendment, revision, alteration, or change to the Senate Handbook. [March 28, 2002]	d) The Executive Committee is responsible for overseeing the production of Senate’s Rules, Procedures and Guidelines and proposed changes are normally reviewed and recommended to Senate by the Executive Committee. However, any member of the Senate may propose an amendment, revision, alteration, or change to Senate’s rules, procedures and guidelines. [March 28, 2002]	This language describes practices that flow out of the Executive Committee’s mandate (see Terms of Reference, 2) without limiting the ability of Senators to propose changes.
10-11	a) The Secretary of Senate is appointed by the President and is responsible for the proper maintenance of Senate’s records and papers . The Secretary attends all meetings of the Senate and prepares minutes of all proceedings. The Secretary prepares all resolutions, reports or other papers which the Senate may direct, and all copies which may be required of any such document or papers , prepares and countersigns all official documents, and generally discharges such other duties as	The Secretary of Senate is appointed by the President and is responsible for the proper maintenance of Senate’s records and papers . The Secretary attends all meetings of the Senate and prepares minutes of all proceedings. The Secretary prepares all resolutions, reports or other papers documents which the Senate may direct, and all copies which may be required of any such document or papers , prepares and countersigns all official documents, and generally discharges such other duties as	The term “papers” is somewhat archaic. “Records” and “documents” are the words generally recognized. Paper is also limiting since the Secretary is responsible for maintaining and making accessible records that are in different formats.

	<p>may be assigned to him/her by the Senate or, when the Senate is not in session, by the Chair. In the case of the absence or illness of the Secretary, an Assistant Secretary shall act as Secretary pro tempore and for such period shall have all the powers of the Secretary. [May 22, 1986]</p>	<p>may be assigned to him/her by the Senate or, when the Senate is not in session, by the Chair. In the case of the absence or illness of the Secretary, an Assistant Secretary shall act as Secretary pro tempore and for such period shall have all the powers of the Secretary. [May 22, 1986]</p>	
12	<p>3. Alternative Meeting Dates and Times</p> <p>From time to time Senate Executive may set an alternate meeting time and day. Meetings that begin at a time other than 3:00 p.m. will end after no more than two hours, unless with the consent of the two-thirds of the Senators present and voting or if the agenda clearly indicates an alternative termination time as determined by the Executive Committee. [March 27, 2003]</p> <p>5. Meeting Agenda and Order of Business</p> <p>a) The agenda of each regular meeting of Senate is set by the Executive Committee and is published or circulated to each member of Senate no later than six days prior to the meeting for which notice is being given. The accidental omission of notice to a member shall not invalidate a meeting which has otherwise been duly convened.</p>	<p>3. Alternative Meeting Dates and Times</p> <p>From time to time Senate Executive may set an alternate meeting time and day. Meetings that begin at a time other than 3:00 p.m. will end after no more than two hours, unless with the consent of the two-thirds of the Senators present and voting or if the agenda clearly indicates an alternative termination time as determined by the Executive Committee. [March 27, 2003]</p> <p>5. Meeting Agenda and Order of Business</p> <p>a) The agenda of each regular meeting of Senate is set by the Executive Committee and is published or circulated to each member of Senate no later than six days prior to the meeting for which notice is being given. The accidental omission of notice to a member shall not invalidate a meeting which has otherwise been duly convened. The agenda page or reports shall identify any additional items which may be dealt with or supplementary documents that will be distributed prior to or at a meeting.</p>	<p>The phrase “from time to time” is not necessary given other language in the rules.</p> <p>This language codifies a longstanding practice and ensures that pressing items of business can be taken up by Senate. Senators should be alerted to any documents that will be distributed.</p>
12	<p>b) Unless Senate Executive exercises its authority to alter the agenda, the items of business considered at a meeting of the Senate will follow this order, without variation, except with the consent of two-thirds of Senators present and voting:</p> <p>Chair’s Remarks Minutes of the Previous Meeting Business Arising from the Minutes Inquiries Communications</p>	<p>b) Unless Senate Executive exercises its authority to alter the agenda, the items of business considered at a meeting of the Senate will follow this order, without variation, except with the consent of two-thirds of Senators present and voting:</p> <p>Chair’s Remarks Business Arising from the Minutes Inquiries and Communications (Colleague’s Report and other items) Communications</p>	<p>Regularly moving 2 items to the consent agenda will create additional time for substantive business. Senators will retain the ability to ask that consent items are dealt with during the meeting. Small amendments to the minutes (such as typos or the omission</p>

	Report of the President Reports of Standing Committees Reports of Special Committees Unfinished Business Other Business for Which Due Notice Has Been Given Other Business [February 28, 1974; amended November 28, 1974; amended October 26, 2006]	Report of the President Reports of Standing Committees Reports of Special Committees Unfinished Business Other Business for Which Due Notice Has Been Given Other Business Consent agenda (Minutes, Board synopsis and other items) [February 28, 1974; amended November 28, 1974; amended October 26, 2006]	of names) may be communicated to the Secretariat).
13	a) On occasions when Senate considers matters relating to specific individuals or to other matters where confidentiality must be observed, the Executive Committee may, in the notice for a meeting, declare part of a meeting to be closed or in camera.	a) On occasions When Senate considers matters relating to specific individuals or to other matters where confidentiality must be observed, the Executive Committee may, in the notice for a meeting, declare part of a meeting to be closed or in camera.	Minor edit to eliminate a redundancy.
15	11. Transaction of Business by Electronic Communications a) In exceptional circumstances, the Executive Committee may authorize the transaction of Senate business by electronic communications. This may include the transmittal of reports or the conducting of votes on Senate business.	a) In exceptional circumstances, the Executive Committee may authorize the transaction of Senate business by electronic communications. This may include the transmittal of reports or the conducting of votes on Senate business. The Executive Committee will provide a rationale for its authorizations.	The new language stipulates an obligation on the part of the Executive Committee.
16	A summary of the actions of the Board of Governors shall be made available to Senate Executive regularly for distribution to Senate.	A summary of the actions of the Board of Governors shall be made available to Senate Executive regularly for distribution to Senate. A synopsis of each meeting of the Board of Governors shall be provided to Senate.	This is a minor modification which uses the terminology to describe the document provided to Senate and the community.
16	V. DEBATES AND VOTES 1. Participation in Debate by Senators and Non-Senators a) Only Senators may participate in the debate on an issue.	V. DEBATES AND VOTES 1. Participation in Discussion and Debate by Senators and Non-Senators a) Only Senators may participate in the debate on an issue in discussions and debates.	This change would correct the limiting and confusing language of the current rule.
17	e) Voting is conducted by a show of name placards, unless Senate has determined in advance another method of registering votes.	e) Unless otherwise specified by the Executive Committee or Senate, Senate has determined in advance another method of registering votes, voting is conducted by a show of name placards,	In practice and precedent the Executive Committee can and does authorize alternative means of voting, but Senate itself retains the ability to determine this as well.
18	2. Speakers Address the Chair	2. Speaking Only When Recognized	This modified language seeks to

	<p>a) All matters coming before Senate are to be addressed to the Chair who will ensure that Senate's business is conducted in an orderly manner consistent with the principles and procedures outlined in this document.</p> <p>b) No item of business is on the floor of Senate unless it has been recognized by the Chair.</p>	<p>No one may speak in Senate until they have been recognized by the Chair.</p> <p>3. Addressing the Chair</p> <p>Remarks must be addressed to the Chair who will ensure that Senate business is conducted in an orderly manner consistent with the principles, rules and procedures in this document.</p> <p>4. Speaking to Items on the Floor</p> <p>Speakers shall confine their remarks to items that are on the floor as determined by the Chair.</p>	<p>clarify the intent of the clause and separates the key elements. A new clause focuses on the related need for Senators (and others permitted to speak) to limit their remarks to items that are on the floor at the time of their interventions.</p> <p>Note that numbering in this section has been altered accordingly.</p>
21	<p>10. Dividing a Motion</p> <p>a) If a motion raises more than one issue for decision, the Chair may, with the agreement of the mover and seconder, divide the motion in a manner which will help Senate deal effectively with the issues.</p>	<p>10. Dividing (or "Severing") a Motion</p> <p>a) If a motion raises more than one issue for decision, the Chair may, with the agreement of the mover and seconder, divide the motion in a manner which will help Senate deal effectively with the issues.</p>	<p>Senate's rules and procedures generally make use of Canadian parliamentary usages, but it can be helpful to provide alternative terminology.</p>
23	<p>6. Procedural Motion</p>	<p>16. Procedural Motions</p>	<p>Modified for consistency.</p>
25	<p>ii) A motion to introduce new business without due notice is in order only if a written copy of the motion is filed with the Chair by the beginning of the meeting so that the Chair may determine if the motion is in order and may inform Senators at the beginning of the meeting as to the business to be considered at the meeting.</p>	<p>ii) A motion to introduce new business without due notice is in order only if a written copy of the motion is filed with the Chair before the meeting commences so that the Chair may determine if the motion is in order and may inform Senators at the beginning of the meeting as to the business to be considered at the meeting.</p>	<p>This language is consistent with other procedures and avoids confusion over the "beginning" of a meeting.</p>
26	<p>l) A motion to permit a non-senator to address Senate is always in order.</p>	<p>i) A motion to permit a non-Senator to address Senate is always in order.</p>	<p>"Senator" is elsewhere and always capitalized.</p>
28	<p>d) On assuming the chair the Vice-Chair shall invite the mover of the motion to provide the reason(s) for the challenge. The Vice-Chair shall then invite the Chair to explain the reason(s) for the ruling.</p> <p>e) There is no debate on a challenge.</p> <p>f) At the conclusion of a vote</p>	<p>d) On assuming the chair the Vice-Chair shall invite the mover of the motion to provide the reason(s) for the challenge. The Vice-Chair shall then invite the Chair to explain the reason(s) for the ruling. No other Senator may speak to a challenge.</p> <p>e) At the conclusion of a vote involving a challenge, the Chair shall resume the chair</p>	<p>This language aims to clarify the procedure and in doing so precludes for the need for e).</p>

	involving a challenge, the Chair shall resume the chair.		
29	<p>1. Establishment of Standing Committees</p> <p>Senate may establish standing committees to assist it in pursuing its mandate. Senate rules apply to standing committees with the following exceptions:</p> <p>a) Consensus: Committees shall strive for consensus within the principles laid out in the preamble to these rules and procedures.</p> <p>b) Quorum: Quorum for Senate committees is a majority of the voting members. Committees may establish a lower quorum for meetings to be held between 31 May and 30 September.</p>	<p>1. Establishment of Standing Committees</p> <p>Senate may establish standing committees to assist it in pursuing its mandate. Senate rules apply to standing committees with the following exceptions:</p> <p>Moved to the Committee section.</p>	These rules apply to all committees, not just special ones and should be highlighted in the appropriate section.
31	<p>1. Membership specified by the York Act</p> <p>i) the Chancellor;</p> <p>ii) the Chair of the Board;</p> <p>iii) the President;</p> <p>iv) the Principal of Glendon [Principal du Glendon];</p> <p>v) the Dean of each Faculty;</p> <p>vi) the University Librarian;</p> <p>vii) the Vice-Presidents of the University;</p> <p>viii) the Chairs of Faculty departments, divisions and</p> <p>ix) schools [minimum of 23 chairs [March 26,2009];</p> <p>x) no fewer than two and not more than four members of the Board; and</p> <p>xi) such numbers of other persons as the Senate may determine, provided that full-time members of the teaching staff shall always constitute a majority of the members of the Senate.</p> <p>2. Membership of Senate as Determined by Resolution of Senate</p>	<p>1. Membership specified by the York Act</p> <p>i) the Chancellor;</p> <p>ii) the Chair of the Board;</p> <p>iii) the President;</p> <p>iv) the Principal of Glendon [Principal du Glendon];</p> <p>v) the Dean of each Faculty;</p> <p>vi) the University Librarian;</p> <p>vii) the Vice-Presidents of the University;</p> <p>viii) the Chairs of Faculty departments, divisions and</p> <p>schools [minimum of 21 chairs];</p> <p>ix) no fewer than two and not more than four members of the Board; and</p> <p>x) such numbers of other persons as the Senate may determine, provided that full-time members of the teaching staff shall always constitute a majority of the members of the Senate.</p> <p>2. Membership of Senate as Determined by Resolution of Senate</p> <p>For the period July 1, 2015 to June 30, 2017 the membership of Senate shall be a maximum of 167 as follows:</p>	Corrected and updated to reflect the creation of Lassonde and Senate rules changes.
32	*These numbers will be adjusted in 2013 to reflect the creation of the Lassonde School of Engineering as of July 1, 2012.	*These numbers will be adjusted in 2013 to reflect the creation of the Lassonde School of Engineering as of July 1, 2012.	Note is not applicable.
32-33	f) Chairs of Committees (Estimated 5)	f) Chairs of Committees (Estimated 5)	Updated to reflect amendment. Changes approved in

	<p>[March 26, 2009; June 28, 2012]</p> <p>2. Designated Alternate Senators and Voting</p> <p>a) Designated alternates may cast a vote only in the absence of the regular member.</p> <p>b) Designated alternates must report to the Chair and Secretary prior to a meeting at which they will attend and vote in the absence of the regular member.</p> <p>c) Unless provision has been made for a designated alternate, elected and ex officio members shall not be entitled to designate a substitute.</p>	<p>[March 26, 2009; June 25, 2015]</p> <p>3. Periodic Review and Publication of Senate Membership Reviews</p> <p>a) Senate Executive shall review changes in structures, faculty complements and student enrolments every two years and seats will be reallocated per rule a) ii as necessary.</p> <p>b) Membership rules shall be published in section B of Senate's Rules, Procedures and Guidelines t. [June 28, 2013]</p> <p>4. Substitutes and Proxies Not Permitted</p> <p>Unless provision has been made for a designated alternate, elected and ex officio members shall not be entitled to designate a substitute or to vote by proxy.</p> <p>5. Designated Alternate Senators and Voting</p> <p>a) The three designated alternates defined in 1 e) above may cast a vote only in the absence of the regular member.</p> <p>b) The three designated alternates defined in 1 e) above must report to the Chair and Secretary prior to a meeting at which they will attend and vote in the absence of the regular member.</p>	<p>2013 require that this information be incorporated into the rules.</p> <p>One of the most frequently asked questions about Senate membership involves substitutes or proxies. The term "designated alternate" applies <u>only</u> to the YUFA, YUSA and CUPE 3903 members. These clauses have been reordered and renumbered to provide greater clarity.</p>
33	b) Students elected shall serve for a period of two years.	b) Students elected shall serve for a period of two years.	<p>The word "elected" is not necessary in this instance. Students are elected or designated for membership by a variety of groups.</p> <p>Renumbering of clauses</p>
35	The term of office for the Academic Colleague shall be two years. [November 28, 1974]. At the request of the Chair of Senate, a member of the Executive Committee may attend meetings in the absence of the Colleague. [Amended October 26, 2006]	<p>Moved in its entirety to a new clause (14) which reads, on p. 36:</p> <p>14. Term of Office for the Academic Colleague</p> <p>The term of office for the Academic Colleague shall be two years. [November 28, 1974]. At the request of the Chair of Senate, a member of the Executive Committee may attend meetings in the absence of the Colleague. [Amended</p>	Differs from other clauses and requires elaboration.

		October 26, 2006] Colleagues relinquish their Faculty Council-elected seats upon election.	The clarification in bold provides clarity in response to a frequently asked question about the status of colleagues.
37.	<p>. Composition of Senate Committees</p> <p>a) The number of faculty seats on committees and legislated sub-committees of Senate is set at seven, except in those cases where Senate decides otherwise.</p> <p>2. Election to Senate Committees</p> <p>a) Senate elects the members of Senate committees that do not have seats designated by Faculty. Faculty Councils nominate candidates for membership on committees that have seats designated for particular Faculties. Faculty Council nominees are not members of committees unless and until the Executive Committee has approved their membership.</p>	<p>1. Composition of Senate Committees</p> <p>a) The number of faculty member seats on committees and legislated sub-committees of Senate is set at seven, except in those cases where Senate decides otherwise.</p> <p>2. Election to Senate Committees</p> <p>a) Senate elects the members of Senate committees that do not have seats designated by Faculty. Faculty Councils nominate candidates for membership on Senate committees that have seats designated for particular Faculties. Faculty Council nominees are not members of committees unless and until the Executive Committee has approved their membership.</p>	<p>Senate style requires use of the term “faculty member.”</p> <p>Correction of typographical error.</p>
38	<p>5. Nomination Process</p> <p>a) Senate Executive is responsible for developing and recommending to Senate slates of candidates for election to Senate committees that are not designated for Faculty membership.</p> <p>b) Additional candidates not included in the recommendations made by the Executive Committee may be nominated by Senators at Senate meetings. Such candidates must be eligible for membership, willing to serve and available at the standing meeting time of the committee. The names of individuals nominated from the floor shall be communicated to the Secretary of Senate in advance of the meeting in order to determine if prospective additional candidates are eligible.</p> <p>c) The Executive Committee shall establish and publish guidelines and procedures for nominations. [April 22, 2010]</p>	<p>5. Nomination Process</p> <p>a) Senate Executive is responsible for developing and recommending to Senate slates of candidates for election to Senate committees that are not designated for Faculty membership.</p> <p>b) Additional candidates not included in the recommendations made by the Executive Committee may be nominated by Senators at Senate meetings. Such candidates must be eligible for membership, willing to serve and available at the standing meeting time of the committee. The names of individuals nominated from the floor in this manner shall be communicated to the Secretary of Senate in advance of the meeting in order to determine if prospective additional candidates are eligible.</p> <p>c) The Executive Committee shall establish and publish guidelines and procedures for nominations. [April 22, 2010] [See Section F, below]</p>	<p>The term “from the floor” is somewhat misleading given the process described.</p>

			Guidelines and procedures are found in the concluding section of the document.
39	. Timing of Elections Committee memberships are established by election in the Winter term. [May 7, 1971]	Normally the process of electing members of all Senate committees shall conclude by July 1.	The end date is not realistic, but committees should be populated since it is not uncommon for business to arise in the summer months.
40	e) In cases where committees are required to function outside the normal lecture session, alternate ex officio members for those committees should be available to ensure that the affairs of the committees are considered and acted upon. The membership of such alternates is to be approved by the Senate Executive Committee. [Amended October 26, 2006]	e) Ex officio members of Senate committees may designate alternates to represent them. They may also request the attendance and participation of others to assist in committee deliberations.	Vice-Presidents and other ex officio members often ask that others attend a meeting on their behalf. This change is conducive to continuity and stipulates the terms under which alternates participate. ASCP's Senate-approved mandate makes explicit provision for "delegates," and this can be extended to other committees (except Appeals, T&P and T&P appeals).
40-41	2. Ratification of Student Membership on Senate Committees Student senators nominate student representatives on Senate committees. The names of the student Senators and the Committee assignments are presented to the Executive Committee for approval. Vacancies are to be filled as soon as possible. [May 24, 1979; amended October 26, 2006]	12. Ratification of Student Membership on Senate Committees Student S enators nominate student representatives on Senate committees. The names of the student Senators and the Committee assignments are presented to the Executive Committee for approval. Vacancies are to be filled as soon as possible. [May 24, 1979; amended October 26, 2006]	Minor edit for consistency in capitalizations.
41	14. Senate Committee Documentation a) Any written communication on any subject coming properly within the cognizance of any standing committee is referred to the Chair of that committee by the Secretary acting under the direction of the Chair of Senate or the committee. (Statutory Rule)	15. Senate Committee C ommunications and Documentation a) Any written communication on any subject coming properly within the cognizance of any standing committee is referred to the Chair of that committee by the Secretary acting under the direction of the Chair of Senate or the committee. (Statutory Rule)	The rule is statutory but the title of the clause is not. C ommunications can be oral in nature.
41	d) Frequent reports must be made to the Executive Committee and to Senate in areas of policy initiation.	d) C ommittees must report to Senate Executive when policy initiatives are underway,	"Frequent" is ill defined as is the phrase "areas of policy initiation." The

			revised text aims at a simpler declaration of onus.
42	<p>Meetings of Senate Committees at which questions of policy are to be considered are open to any member of Senate, who may attend but shall not take part in the proceedings unless invited to do so by 2/3 of the members of the committee present. [May 22, 1975] (Statutory Rule)</p> <p>17. In Camera Meetings</p> <p>Meetings at which matters of policy initiation and policy implementation are considered shall be open to the University community. Committees may move in camera to consider matters where confidentiality must be observed. [November 22, 2004]</p>	<p>17. Sessions Held in Camera / Attendance of Non-Members</p> <ul style="list-style-type: none"> a) When all or part of a committee meeting is held in camera at the direction of the Chair or with the consent of a majority of members either in advance or present and voting, a rationale must be provided b) Meetings of committees are open to Senators on the understanding that they may only speak if invited to do so by the Chair or with the consent of 2/3 of the members present and voting. c) Communications from Senators and other members of the community intended for committees shall be facilitated and brought to the attention of the Chair by the Secretary. d) Committees shall not unreasonably deny requests by Senators to attend and participate. e) Meetings of adjudicative committees at which individual cases are to be decided – including panels -- shall be held in camera. Only members may attend and participate at such meetings unless explicit provision is made for candidates, applicants, appellants and the like to do so. f) Other members of the University community may request to attend meetings. Chairs may invite individuals to attend, and shall make known all such requests to the members of committees. Other members of the community may only speak at meetings if invited to do so by the Chair or with the consent of 2/3 of the members present and voting. g) Only members may attend meetings of sub-committees unless a non-member has been invited to do so. 	<p>Rules about attendance by non-members at meetings and in camera meetings are confusing and even contradictory. Terminology is rather loose (“questions” of policy, policy “initiation” and “implementation”). The distinction between members of Senate and the community are blurred. This clause has been rewritten with a view toward imparting greater clarity, eliminating confusing criteria, and differentiating between adjudicative and policy committees. It covers sub-committees and, in d), places a burden on Committees. Senate committees are not normally open to the “community” at the other universities.</p>
42-43	<p>18. Quorum for Committee Meetings</p> <p>Unless otherwise specified, quorum for Senate committees and sub-committees shall consist of a majority of the directly elected faculty members. Committees</p>	<p>18. Meeting Quorum</p> <p>Unless otherwise specified, quorum for Senate committees and sub-committees shall consist of a majority of the directly elected faculty members. Committees</p>	<p>Correction of an infelicity.</p>

	may establish a lower quorum for meetings to be held between 31 May and 30 September. [May 22, 1986; amended October 26, 2006]	may establish a lower quorum for meetings to be held between 31 May and 30 September. [May 22, 1986; amended October 26, 2006]	
46 and after	<p>ACADEMIC STANDARDS, CURRICULUM AND PEDAGOGY</p> <p>I. COMPOSITION</p> <p>The Committee is composed of the following members:</p> <p>a) Voting Members</p> <p>Seven faculty members elected by Senate One Librarian elected by Senate Two student Senators, normally one undergraduate and one graduate One contract faculty member elected by Senate Chair of Senate Vice-President Academic and Provost (or delegate) Vice-Provost Students University Librarian (or delegate) University Registrar (or delegate)</p>	<p>ACADEMIC STANDARDS, CURRICULUM AND PEDAGOGY</p> <p>I. COMPOSITION</p> <p>The Committee is composed of the following members:</p> <p>a) Voting Members</p> <p>Seven faculty members elected by Senate One Librarian elected by Senate Two student Senators, normally one undergraduate and one graduate One contract faculty member elected by Senate Chair of Senate Vice-President Academic and Provost (or delegate) Vice-Provost Students University Librarian (or delegate) University Registrar (or delegate) President</p>	The President is a voting member.
54	<p>7. Board / Senate Communications</p> <p>A summary of the Board's actions shall be made available to the Senate Executive regularly for distribution to Senate. In addition, the Executive Committee also acts as Senate's liaison with the Board of Governors. In exercising this function, the Committee meets at least twice annually with the Executive Committee of the Board. The Executive Committee of Senate is the body authorized to pass information from Senate to Board and Board to Senate.</p>	<p>7. Board / Senate Communications</p> <p>A summary of the Board's actions shall be made available to the Senate Executive regularly for distribution to Senate. In addition, the Executive Committee also acts as Senate's liaison with the Board of Governors. In exercising this function, the Committee meets at least once annually with the Executive Committee of the Board. The Executive Committee of Senate is the body authorized to pass information from Senate to Board and Board to Senate.</p>	The two committees have not met more than once each year for decades. This rule does not preclude additional meetings.
-65	<p>SECTION F</p> <p>SENATE NOMINATIONS RULES AND PROCEDURES</p> <p>The following are the general procedures and guidelines used by the Senate Executive Committee in the nomination process.</p> <p>Procedures:</p> <p>1. In developing the slate of nominees for vacant positions, the following actions are taken:</p>	<p>SECTION F</p> <p>SENATE NOMINATIONS RULES AND PROCEDURES</p> <p>The following are the general procedures and guidelines used by the Senate Executive Committee in the nomination process.</p> <p>Procedures:</p> <p>1. In developing the slate of nominees for vacant positions, the following actions are taken:</p>	Many of the guidelines set out here date to a time when the University was much smaller.

<ul style="list-style-type: none"> • all faculty members are surveyed for their interest • Faculty Councils, Deans and Principal are asked for suggestions • members of the Senate Executive Committee suggest names • the names of those eligible for sabbatical in the coming two years and those coming off sabbatical are reviewed • the names of those who have served on Senate Committees in the past are reviewed <p>2. Elections are held for all seats on committees except as follows:</p> <ul style="list-style-type: none"> • where seats are designated for small Faculties • where a reasonable effort has failed to find enough candidates for Faculty designated seats for the mid-sized Faculties to construct a ballot • where extraordinary efforts have failed to find enough candidates in the larger Faculties to construct a ballot <p>3. Notwithstanding the above, elections must be held for the following:</p> <ul style="list-style-type: none"> • seats on the Senate Tenure and Promotions Committee • seats on the Tenure Appeals Committee • seats on committees which are non-designated • the position of Academic Colleague • the position of Vice Chair of Senate <p>Guidelines and Criteria:</p> <ol style="list-style-type: none"> 1. The selection of faculty members for nomination to Senate Committees and legislated sub committees will be conducted in such a way as to draw on the various talents of members of all Faculties of the University. 2. No elected faculty member of a Senate Committee or legislated subcommittee shall serve more than two consecutive terms. 3. Notwithstanding the suggestions made or the interest shown by individuals, nominees selected for a 	<ul style="list-style-type: none"> • all faculty members are surveyed for their interest a call for nominations is issued which lists vacancies and provides information about committees and positions • Faculty Councils, Deans and Principal are asked for suggestions • members of the Senate Executive Committee suggest names • the names of those eligible for sabbatical in the coming two years and those coming off sabbatical are reviewed • the names of those who have served on Senate Committees in the past are reviewed <p>2. Elections and Acclamations</p> <p>Senate Executive shall endeavour to identify sufficient numbers of candidates to construct a slate leading to a vote, and encourage Faculty Councils to maximize the number of individuals standing for election to Faculty-designated seats. This is a guiding principle and not a requirement for election processes, which may result in acclamations.</p> <p>Guidelines and Criteria:</p> <ol style="list-style-type: none"> 1. The selection of faculty members for nomination to Senate Committees and legislated sub committees will be conducted in such a way as to draw on the various talents of members of all Faculties of the University. 2. No elected faculty member of a Senate Committee or legislated subcommittee shall serve more than two consecutive terms. Normally, members of Senate committees shall not succeed themselves. (Senate rule) 3. Notwithstanding the suggestions made or the interest shown by individuals, nominees selected for a ballot/acclamation are considered in the context of the following criteria: 	<p>Faculty members have not been surveyed per se but every effort is made to advertise openings through governance listservs and the like.</p> <p>There is no reliable data base available to undertake this step.</p> <p>Many elections result in acclamations. Because most Senate committee members are now designated by Faculty Councils, many of these no longer apply.</p> <p>This is the explicit Senate rule.</p>
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<p>ballot/acclamation are considered in the context of the following criteria:</p> <ul style="list-style-type: none"> • the responsibilities of the position and any specific requirements which can be reasonably anticipated in the coming three year period • the skills, including leadership skills, which the candidates would bring to the position • the experience which the candidates would bring to the position • the current and historical balance among Faculties, in the case of non-designated committees • the current and historical gender balance • the range of skills and experience of other continuing members of the committee • the level of interest of the candidate in the subject matter • the availability of the individual to attend meetings and contribute to the work of the committee • the ability of the individual to participate in the work of the committee through the electronic medium where this is an important and ongoing modality of the Committee <p>4. Normally, members should not succeed themselves on a committee, although for reasons of continuity, special skills, or other exceptional reasons it may be advisable in a particular circumstance to waive this practice. Application of this practice should vary according to the committee. It is mandatory in the case of Tenure and Promotions, advisable in the case of Academic Policy, Planning and Research Committee (and perhaps the Executive Committee) and followed generally where possible.</p> <p>5. In applying the criteria above, a special effort should be made to include younger and less experienced faculty in the work of committees as a means of developing them for further service in the future.</p> <p>6. Leadership ability and relevant experience must be present in those being put forward for senior positions and committees.</p> <p>7. The overall objective of the nomination and election procedure is to produce committees that will exercise well and responsibly the trust that Senate has placed in them.</p>	<ul style="list-style-type: none"> • the responsibilities of the position and any specific requirements which can be reasonably anticipated in the coming three year period • the skills, including leadership skills, which the candidates would bring to the position • the experience which the candidates would bring to the position • the current and historical balance among Faculties, in the case of non-designated committees • the current and historical gender balance • the range of skills and experience of other continuing members of the committee • the level of interest of the candidate in the subject matter • the availability of the individual to attend meetings and contribute to the work of the committee • the ability of the individual to participate in the work of the committee through the electronic medium where this is an important and ongoing modality of the Committee <p>4. Normally, members should not succeed themselves on a committee, although for reasons of continuity, special skills, or other exceptional reasons it may be advisable in a particular circumstance to waive this practice. Application of this practice should vary according to the committee. It is mandatory in the case of Tenure and Promotions, advisable in the case of Academic Policy, Planning and Research Committee (and perhaps the Executive Committee) and followed generally where possible.</p> <p>5. In applying the criteria above, a special effort should be made to include younger and less experienced faculty in the work of committees as a means of developing them for further service in the future.</p> <p>6. Leadership ability and relevant experience must be present in those being put forward for senior positions and committees.</p> <p>7. The overall objective of the nomination and election procedure is to produce committees that will exercise well and responsibly the trust that Senate has placed in them.</p> <p>8. Notwithstanding all of the</p>	
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	<p>8. Notwithstanding all of the practices summarized above, the Executive Committee must exercise its best judgment and do so with the best interests of York University at heart.</p> <p>9. In the final analysis, Senate has the final say: a nomination from the floor of Senate will be accepted for a ballot where the individual nominated has agreed to stand and where he/she is available to meet at the times when the committee concerned conducts its business.</p> <p>Other procedures and guidelines are posted on the Senate Website: http://www.yorku.ca/secretariat/index.html</p>	<p>practices summarized above, the Executive Committee must exercise its best judgment and do so with the best interests of York University at heart.</p> <p>9. In the final analysis, Senate has the final say: a nomination from the floor of Senate additional nominees will be accepted if the individual nominated has agreed to stand, is available to meet at the standing meeting times, and meets criteria.</p> <p>Other procedures and guidelines are posted on the Senate Website: http://www.yorku.ca/secretariat/index.html</p>	<p>This text has been revised to reflect Senate rules concerning additional nominations.</p>
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Academic Standards, Curriculum and Pedagogy Committee Report to Senate

At its meeting of 28 January 2016

For Action (*Unless otherwise stated, all action items are effective FW 2016-2017*)

1. Establishment of an Honours Minor Degree Option in Cognitive Science • Department of Philosophy • Faculty of Liberal Arts & Professional Studies

ASCP recommends,

That Senate approve the establishment of an Honours Minor degree option in Cognitive Science housed in the Department of Philosophy, Faculty of Liberal Arts & Professional Studies.

Rationale

The existing Cognitive Science BA program within the Department of Philosophy is offered as a Specialized Honours degree option. It is an interdisciplinary program that draws on curriculum from four different units in the Faculties of Liberal Arts & Professional Studies, Health and the Lassonde School of Engineering. No other university in Ontario offers a program in Cognitive Science. Enrolments in the Specialized Honours option have steadily increased in recent years, from 40 majors to approximately 100 presently. Students in related disciplinary majors (e.g., Psychology), have expressed interest in pursuing the program as a Minor. Expanding the degree options to include a Minor carries minimal new resources; all courses in support of the Minor exist and are offered either annually or biennially, and the Program Coordinator will provide advising for the additional cohort of Minor students. The Department projects a small intake of 5-10 students in the initial years, growing to an annual cohort of 20 students after 5 years.

The ASCP Committee has confirmed that specific student learning outcomes for the Minor option have been articulated and the requirements mapped to the outcomes to illustrate how they will be achieved, and that the requirements for the new degree option are consistent with the pan-university BA degree programs structure.

The decanal statement conveys strong support for this new degree option, noting its resource-neutral status and its alignment with the Faculty's priority to develop further Minors to enhance opportunities for LA&PS students. The statement is included in the supporting documentation in Appendix A, as are statements of support from related programs.

Approvals: LA&PS Faculty Council 13 November 2015 • ASCP 13 January 2016

Academic Standards, Curriculum and Pedagogy Committee Report to Senate

Notice of Motion

2. Establishment of the Degree of Master of Management • Schulich School of Business / Faculty of Graduate Studies [Notice of Statutory Motion]

It is the intention of the Academic Standards, Curriculum and Pedagogy Committee to make the following recommendation in a statutory motion:

That Senate approve the establishment of the degree of Master of Management.

Rationale

The full proposal and supporting documentation is included in Appendix B. The proposed Master of Management (MSTM) is a professional Master's degree to be housed in the Schulich School of Business. It is structured as a program for graduates of non-business undergraduate degrees to provide them with the necessary skills and knowledge to obtain entry-level management positions in a business or other types of organizations. It is distinct from the MBA and other masters' degree programs in business / management offered by the School of Business, and the new stand-alone degree type is necessary to procure that distinction. Moreover its student learning outcomes are unique and appropriate to the targeted cohort of students, aiming to develop a balance between qualitative and quantitative skills and a foundation in management studies. Most of the curriculum is new and has been designed specifically to support the achievement of the learning outcomes. The program is expected to fill the gap observed in post-graduate management education, and to provide a new career- pathway for non-business undergraduate degree holders.

Three other universities in Ontario offer management degrees at the master's level (as detailed in the proposal), but none are in the GTA. The depth and breadth of faculty expertise at Schulich, coupled with its strong research culture, position the School well to deliver a high quality and enriching program for students. The questions and suggestions raised by the external reviewers were addressed by the proponents and clarifications made to the proposal accordingly. Similarly the proposal was revised following decanal input from LA&PS and a discussion at FGS Faculty Council to clarify the program's distinctiveness from existing graduate programs.

Once the degree type is approved by Senate, a companion resolution to establish the MSTM degree program will come forward for approval.

Approvals: FGS Council 7 January 2016 • ASCP 13 January • APPRC 14 January 2016

Academic Standards, Curriculum and Pedagogy Committee Report to Senate

For Discussion

3. “Academic Forgiveness” Policies: Drafts for Discussion

ASCP has shared with Senate on several occasions its initiative to further the UAP goal of enhancing student success through a set of new and revised academic policies. They are as follows:

1. Establishment of the ***Senate Policy and Guidelines on Withdrawn from Course (W) Option***
2. Changes to the ***Senate Policy on Repeating Passed or Failed Courses for Credit***
3. Establishment of the ***Senate Policy on Course Relief***

The draft policies, with accompanying individual rationales, background and context, are attached as Appendix C. It is planned to introduce the new legislation as a four-year pilot-project, commencing FW 2016-17. Before the policies are finalized, they are being brought forward to Senate for a preliminary discussion. Senators are asked to read the documentation in advance of the meeting and come prepared to share views about the policies.

Consent Agenda

4. Changes to Degree Requirements and Admission Requirements for the Honours Minor in Business • School of Administrative Studies • Faculty of Liberal Arts & Professional Studies

ASCP recommends,

That Senate approve the changes to the program and admission requirements for the Honours Minor degree option in Business housed in the School of Administrative Studies, Faculty of Liberal Arts & Professional Studies.

Rationale

The Minor in Business degree option has been available to students for five years. Student feedback, the program success rate and enrolment data from that time indicated to the School of Administrative Studies that the learning outcomes and requirements of the Minor option needed to be reassessed. Informed by the early experience, the program and admission requirements have been revised to better align them with the student learning outcomes and to address the challenges many students were having with the material. The Minor intends to provide students majoring in another subject area with a basic foundation in the primary disciplines of business (accounting, management, economics, marketing, finance). Rather than relying on some of the same introductory courses required for the Bachelor of Administrative Studies degree programs, courses

Academic Standards, Curriculum and Pedagogy Committee Report to Senate

better suited to achieve the Minor's program goals have been identified. Flowing from the curriculum changes, the admission requirements have been revised to better support the learning outcomes and attract the target group of students for the Minor. The decanal statement confirms the Faculty's support for and confidence in the program changes. The documentation is set out in Appendix D.

Approvals: LA&PS Faculty Council 13 November 2015 • ASCP 13 January 2016

5. Changes to the BA Programs in Italian Studies • Department of Languages, Literatures & Linguistics • Faculty of Liberal Arts & Professional Studies

ASCP recommends,

That Senate approve the following changes to the BA programs in Italian Studies housed in the Department of Languages, Literatures & Linguistics, Faculty of Liberal Arts & Professional Studies:

- a. Closure of the Specialized Honours BA and Honours Double Major Interdisciplinary (Linked) BA degree options; and
- b. Change to degree requirements for the Honours BA program to reduce the number of core credits from 24 to 18; increase the number of upper-level credits from 18 to 24; and remove the requirement for credits in both linguistics and literature categories.

Rationale

The decision to close the Specialized Honours and the Honours Interdisciplinary double-major (linked) degree options stems directly from a decrease in enrolment in both degree options, making them unsustainable. Paring down the degree options has the corollary benefit of making choices for students more clear, and reducing degree complexity.

The proposed changes to the program requirements for the Honours degree option simplify and make them more flexible. By eliminating the specificity at the upper level students offered more choice of courses in language, literature, linguistics and culture (including Italian-Canadian and diasporic studies). In addition, the reduction of the core credit requirement by six credits students will be able to take more specialized courses of their choosing at the upper level. The changes also provide the Department greater flexibility in its course offerings year to year. The students learning outcomes are not changing, and the revised requirements have been satisfactorily mapped to the outcomes. The proposal is attached as Appendix E.

Approvals: LA&PS Faculty Council 3 December 2015 • ASCP 13 January 2016

Academic Standards, Curriculum and Pedagogy Committee Report to Senate

6. Changes to the Gender & Women's Studies Certificates • School of Women's Studies • Faculty of Liberal Arts & Professional Studies / Glendon

ASCP recommends,

That Senate approve the following changes to the Certificates housed in the School of Women's Studies, Faculty of Liberal Arts & Professional Studies / Glendon:

- a. merger of the General Certificate in Gender & Women's Studies and the Advanced Certificate in Gender & Women's Certificate, to be named the *Certificate in Gender and Women's Studies*, and thereby closure of the latter
- b. the revised requirements for the *Certificate in Gender and Women's Studies*, as set out in the supporting documentation, attached as Appendix F.

Rationale

The number of students completing the two General and Advanced Certificates in Gender & Women's Studies do not warrant maintaining both options. The School of Women's Studies has opted to merge the two, close the *Advanced Certificate in Gender & Women's Certificate*, amend the requirements to include a new 1000-level foundations course and re-name it the Gender & Women's Studies Certificate. The changes are expected to increase the certificate completion rates. The revised learning outcomes for the revamped certificate are included in the supporting documentation.

7. Changes to the MAsc Program in Computer Science & Engineering • Graduate Program in Computer Science & Engineering • Faculty of Graduate Studies / Lassonde School of Engineering

ASCP recommends,

That Senate approve the following changes to the MAsc Program in Computer Engineering housed in the graduate program in Computer Science & Engineering:

- a. Change in the degree program name from Computer Engineering to *Electrical & Computer Engineering*
- b. Addition of Electrical Engineering as a field of specialization
- c. Minor change in degree requirements reflecting the addition of electrical engineering as a field of specialization
- d. Minor change in admission requirements to add electrical engineering among the type of eligible honours undergraduate degrees for admission to the MAsc program

See Appendix G for the full proposal.

Academic Standards, Curriculum and Pedagogy Committee Report to Senate

Rationale

The Master of Applied Science program in Computer Engineering encompasses a concrete focus on electrical engineering. It is being proposed to elucidate the electrical engineering component of the program through the following ways: a change in program name to include “electrical” in the title; the addition of “electrical engineering” as a field of specialization; an amendment of the degree requirements to incorporate the recognition of credits in the new field; and a broadening of the admission requirements to include an undergraduate degree in electrical engineering. The suite of changes better reflect the learning outcomes of the degree program and better align with the name of both the graduate program and the anchor department.

Approvals: FGS Council 7 January 2015 • ASCP 13 January 2016

8. Closure of Streams within the BA and BSc Programs in Computer Science • Department of Electrical Engineering & Computer Science • Lassonde School of Engineering

ASCP recommends,

That Senate approve the closure of the three Communications Networks; Intelligent Systems; and Interactive Systems streams within the BA and BSc programs in Computer Science, administratively housed in the Department of Electrical Engineering & Computer Science, Lassonde School of Engineering.

Rationale

The communication networks, intelligent systems and interactive systems streams of the computer science programmes have had very low enrolments (for each stream, a total of fewer than five students in all years). Closing the streams will simplify the degree requirements. Reducing degree complexity is a goal the Senate Committee is encouraging all programs to pursue. Coupled with the enrolment data, the decision to close the streams is prudent.

Approvals: Lassonde Faculty Council 5 January 2016 • ASCP 13 January 2016

9. Change in Requirements for the Dispute Resolution Specialization of the Professional LLM Program • Osgoode Hall Law School / Faculty of Graduate Studies

ASCP recommends,

That Senate approve a change in the requirements for the Dispute Resolution Specialization within the Professional LLM program adding Coursework-Only among the options for completion of the degree requirements, as set out in Appendix H.

Academic Standards, Curriculum and Pedagogy Committee Report to Senate

Rationale

Of the nearly 20 specializations within the Professional LLM program, Dispute Resolution is the only one that does not include *Course-work Only* among the options to complete the degree requirements. In recent years, the course-work only option was added to all of the other specializations. Based on students' interest, it is proposed that the option be extended to the Dispute Resolution specialization, thereby harmonizing the requirements within the program and responding to students' needs.

Approvals: FGS Council 7 January 2015 • ASCP 13 January 2016

10. Change in Name of the Earth Science Stream within the BSc Program in Earth & Atmospheric Science • Department of Earth & Space Science Engineering • Lassonde School of Engineering

ASCP recommends,

That Senate approve the change in name of the stream within the BSc program in Earth & Atmospheric Science from Earth Science to *Geomatics Science*.

Rationale

The proposed new name more accurately reflects the content and learning outcomes of the degree program generally, and the stream specifically. Further, drawing on the results of the AAPR exercise, the unit is strengthening the quality of both the Geomatics Engineering program and the Earth and Atmospheric Science by focusing the curriculum on the desired graduate attributes. Changing the name to align with the learning outcomes supports that strategy.

Approvals: Lassonde Faculty Council 5 January 2016 • ASCP 13 January 2016

For Information

1. Minor Modifications to Curriculum

The following Minor Modifications / proposals were approved:

AMPD

Changes to requirements for the Specialized Honours Bachelor of Design program

Graduate Studies

Changes to admission requirements for PhD program in Social Work

Academic Standards, Curriculum and Pedagogy Committee Report to Senate

Lassonde School of Engineering

Changes to the requirements for the BEng program in Computer Engineering
Changes to the requirements for BEng program in Geomatics Engineering
Changes to the requirements for the BEng degree programs in Computer Engineering,
Electrical Engineering and Software Engineering
Changes to the requirements for the BEng degree program in Electrical Engineering
Changes to the requirements for the admission requirements for the BSc programs in
Earth and Atmospheric Science

Liberal Arts & Professional Studies

Changes to requirements for Honours BA program in Health & Society
Changes to the Professional Certificate in Accounting (SAS)
Changes to the requirements for the Specialized Honours BAS Program, Accounting
Stream
Changes to the requirements for the Sexuality Studies Certificate

*Documentation on any of the above items is available from the University Secretariat
upon request.*

Franck van Breugel, Chair

**York University
Faculty of Liberal Arts and Professional Studies**

**Proposal for the Creation of an
Honours Minor Program in
Cognitive Science
in the Department of Philosophy**

*Prepared by Muhammad Ali Khalidi
Program Coordinator, Cognitive Science*

January 2016

1. Introduction

The Department of Philosophy is proposing to create a minor program in Cognitive Science to commence in the 2016-2017 academic year. The Cognitive Science program is an interdisciplinary undergraduate program, which is housed in the Department of Philosophy but draws on the resources of four other units in three different faculties: Psychology (Health), Linguistics (DLLL, LA&PS), Information Technology (LA&PS), and Computer Science (School of Engineering). The program offers a Specialized Honours BA in Cognitive Science, which provides students with a solid training in this expanding area of knowledge. The Specialized Honours BA in Cognitive Science is now just over a decade old and it has grown to comprise around 100 majors (double the original projection when the program was first proposed). Cognitive Science students have gone on to study a range of subjects at the graduate level and have pursued a variety of different careers.

The Cognitive Science Program at York is unique in Ontario, and rare in Canada, in providing a single multi-disciplinary program of study that integrates the various disciplines and sub-disciplines that study the mind, rather than providing a number of different tracks with different emphases (e.g. Psycholinguistics, Artificial Intelligence, Philosophy of Mind). Moreover, York is a natural home for such a program, since it boasts world-renowned research in the study of cognition, from the investigation of neural mechanisms to theoretical research on the nature of mental processes. The Cognitive Science Program has been very active on campus in organizing a thriving speaker series, as well as regular workshops, conferences, and other events. It has also collaborated with other programs in sponsoring academic events, including the Center for Vision Research and the Neuroscience Graduate Diploma Program, among others. The Program now includes around 50 affiliated faculty members from a range of departments and other faculties, many of them world leaders in their fields, and has forged inter-disciplinary connections with a number of other units on campus. The Cognitive Science Students Association is an active student organization affiliated with Calumet College, which organizes various academic and social events for Cognitive Science majors and others.

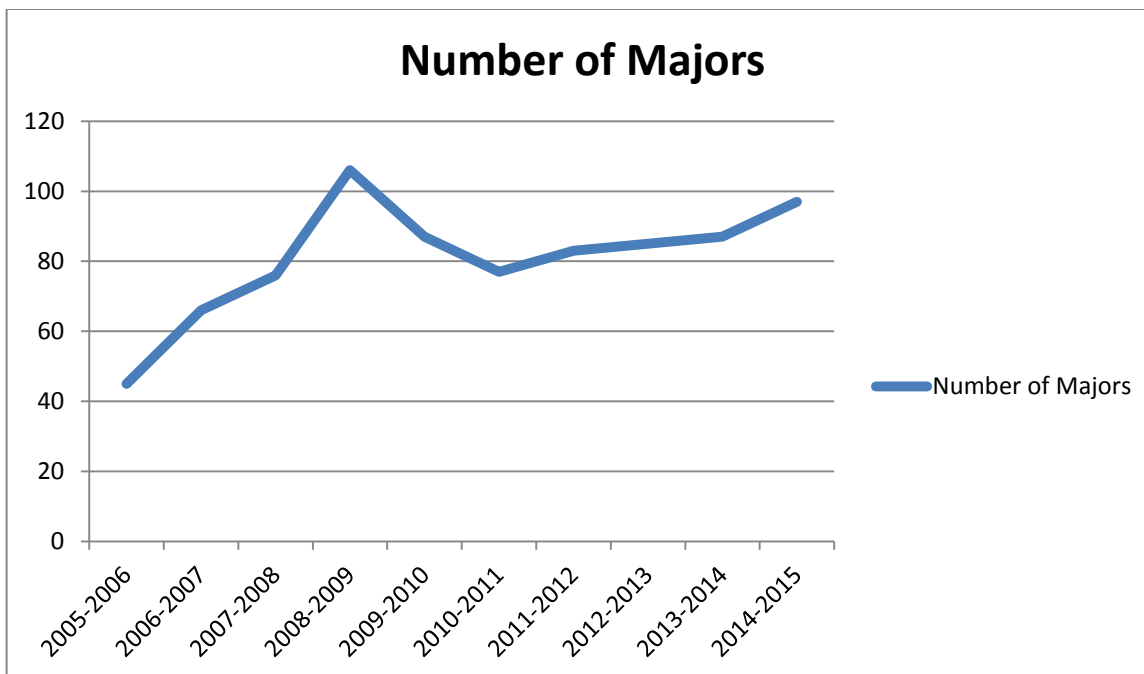
2. General Objectives

The main objective of the minor program would be to provide a basic understanding of the main concepts, methodologies, and debates within the inter-disciplinary area of Cognitive Science. This would be of potential interest to students majoring in one of the component disciplines, who would acquire an enhanced appreciation of the other main disciplines that make up this inter-disciplinary area. For example, Psychology majors would benefit from acquiring a theoretical and conceptual grounding in Philosophy, Linguistics, and other disciplines. Similarly, Philosophy majors would gain exposure to the empirical methods and techniques of Psychology, Neuroscience, and others. At the same time, the minor in Cognitive Science is likely to appeal to students majoring in a variety of other disciplines that would complement their own majors and connect a diverse set of subjects with the study of mental processes. To give just two examples, students majoring in Human Resource Management could gain insight into the decision-making processes of employees and employers, while students majoring in Information Technology would be able to acquire a broader appreciation for human perceptual and cognitive processes in order to better design human-computer interfaces.

3. Need and Demand

The minor program will have no competition in the Greater Toronto Area or at other major universities in Ontario. The University of Toronto does not currently offer a minor in Cognitive Science and Ryerson University offers neither a major nor a minor. Moreover, few other universities in Ontario offer majors in Cognitive Science, much less minors. There is neither a major nor a minor in Cognitive Science at Western, McMaster, or Wilfred Laurier. Although there is a Cognitive Science major (or near equivalent) at Queen's, Waterloo, and Carleton, there is no minor in Cognitive Science at any of these universities.

The number of Cognitive Science majors has grown dramatically over the past decade, from just over 40 to nearly 100 majors. Moreover, demand for this inter-disciplinary area of study shows no signs of abating and will probably grow further given the general public interest in research about the mind and cognitive processes. Based on the steady rise in the number of Cognitive Science majors over the past few years, there is likely to be a parallel rise in the number of minors. Even though there may initially only be a handful of minors, demand is certain to increase as the minor is publicized and word spreads.



Each semester, the Coordinator of the Cognitive Science program fields several inquiries from students about the possibility of enrolling in a minor in Cognitive Science. Moreover, over the past decade, a number of students have undertaken a double major in Cognitive Science and other disciplines. Some have combined a Cognitive Science major with majors in Psychology, Philosophy, and Computer Science, among others. Several of these students have eventually found a double major too demanding and have ended up with just one of the majors rather than both. A minor in Cognitive Science would enable such students to acquire a grounding in Cognitive Science without pursuing a full-fledged major.

4. Program Content and Curriculum

The proposed minor in Cognitive Science is composed entirely of existing courses that are consistently offered on an annual or biennial basis. The minor combines most of the core courses for a Cognitive Science major with a selection of upper-level courses in Philosophy that pertain directly to the study of cognition and the mind (e.g. Philosophy of Psychology, Philosophy of Artificial Intelligence, Philosophy of Neuroscience). It consists of three categories of courses, amounting to a total of 30 credits. Category A consists of 18 credits in required core courses, Category B consists of 6 credits in second- and third-year Linguistics and Philosophy courses, and Category C consists of 6 credits in fourth-year Philosophy seminars. The minor would ideally be pursued over three years, but it could also be completed in two years. (See Appendix 1 for Calendar Copy of the Honours Minor in Cognitive Science.) All prerequisites for upper-level courses in the minor consist in courses already included in the minor, so there is no need to take courses outside the minor requirements in order to complete the minor. As with the major, the minor does not involve a concentration in one of the component disciplines, instead taking an integrative approach that combines the disciplines making up Cognitive Science.

The Honours Minor in Cognitive Science must be pursued jointly with an Honours BA program in the Faculty of Liberal Arts & Professional Studies or any other Faculty. The Honours Minor in Cognitive Science consists of at least 30 credits, distributed as follows:

A. Students must take all of the following courses (18 credits):

LING 1000	6.0	Introduction to Linguistics
PSYC 1010	6.0	Introduction to Psychology
COGS/PHIL 2160	3.0	Minds, Brains, and Machines
PSYC 3260	3.0	Cognition

B. Students must take 6 credits from the following list:

COGS/LING 2800	3.0	Mind and Language
PHIL 2240	3.0	Introduction to the Philosophy of Mind
PHIL 3260	3.0	Philosophy of Psychology
PHIL 3265	3.0	Philosophy of Mind
PHIL 3635	3.0	Philosophy of Neuroscience
COGS/PHIL 3750	3.0	Philosophy of Artificial Intelligence

C. Students must take 6 credits from the following list:

PHIL 4080	3.0	Seminar in the Philosophy of Mind
PHIL 4082	3.0	Philosophy of Cognitive Science
PHIL 4083	3.0	Philosophy of Clinical Psychology
PHIL 4084	3.0	Animals & the Philosophy of Mind
PHIL 4085	3.0	Philosophy of Psychiatry

Course Descriptions

A. Students must take all of the following courses (18 credits):

LING 1000 – Introduction to Linguistics (6.0, offered annually)

This course examines fundamental principles of language structure and interpretation. The focus is on the core areas, specifically phonology, morphology, and syntax, but a brief survey of phonetics, semantics, language acquisition, historical linguistics, and language variation is also offered. Data and analytic exercises from a wide range of the world's languages are used for illustration.

PSYC 1010 – Introduction to Psychology (6.0, offered annually)

A survey of psychology introducing basic terms, concepts and methods. Included are topics such as biological bases of behaviour, learning, perception, motivation, cognition, child development, personality, and abnormal and social psychology.

Note: This course is required for all students who intend to pursue additional courses in psychology at the 2000, 3000 and 4000 levels. Students must pass the course with a minimum grade of C (4.00) in order to pursue further studies in psychology.

COGS/PHIL 2160 – Minds, Brains, and Machines (3.0, offered annually)

An introduction to the study of human cognition and the interdisciplinary field of cognitive science. Questions covered include: What is artificial intelligence? Is it possible that we will someday build computers that think? Does language affect thought? Do we think in language or pictures? How is conscious experience related to the brain?

PSYC 3260 – Cognition (3.0, offered annually)

A survey of higher-order cognitive processes in humans. Topics include attention, memory, problem solving, thinking and language.

B. Students must take 6 credits from the following list:

COGS/LING 2800 – Mind and Language (3.0, offered annually)

This course explores how the structures of human language reflect the architecture of the human mind. Linguistics issues are related to topics in vision, philosophy, and psychology, among others. The course focuses primarily on internalist views of language, as exemplified in the generative tradition.

PHIL 2240 – Introduction to the Philosophy of Mind (3.0, offered annually)

An introduction to metaphysical theories the relationship between the mind and the body. We examine Descartes' mind-body dualism as well as 20th century theories including: behaviourism, the identity theory, machine and causal functionalism, instrumentalism, eliminativism, and emergentism.

PHIL 3260 – Philosophy of Psychology (3.0, offered annually)

An examination of whether psychological research can help to answer traditional philosophical questions. Case studies may include: psychiatric and mental disorders, rational thought, animal cognition, the placebo effect, the nature of concepts, attribution theory, moral psychology, or consciousness.

PHIL 3265 – Philosophy of Mind (3.0, offered annually)

Topics covered include the ontological status of the mind, the nature of mental causation, consciousness and its relation to our status as rational persons equipped with free will. Other possible questions include: Is language necessary for thought? Can some nonhuman animals think? What is the relationship between emotions and rationality?

PHIL 3635 – Philosophy of Neuroscience (3.0, offered biennially)

This course is a critical examination of philosophical problems raised by neuroscientific research, which asks whether such research can help to answer traditional philosophical questions. The course introduces the goals, methods, techniques and theoretical as well as conceptual commitments of neuroscience and examines the field's background assumptions, limitations and pitfalls.

COGS/PHIL 3750 – Philosophy of Artificial Intelligence (3.0, offered annually)

An introduction to philosophical issues in Artificial Intelligence (AI). The goal is for students to be able to gain basic understanding of the cognitive architectures used by AI programmers, and reflect critically on research in AI from a philosophical perspective.

C. Students must take 6 credits from the following list:

PHIL 4080 – Seminar in the Philosophy of Mind (3.0, offered annually)

This course is an intensive examination of one or more of the following topics: mind and body, thinking, intention, emotions, desires, motives, reasons, dispositions, memory, the unconscious and the concept of a person.

PHIL 4082 – Philosophy of Cognitive Science (3.0, offered biennially)

An examination of philosophical issues at the foundations of cognitive science, such as: mental representation, perception, concepts, rationality, memory, intelligence, modularity, evolutionary psychology, extended and embodied cognition, and consciousness.

PHIL 4083 – Philosophy of Clinical Psychology (3.0, offered biennially)

A study of the logic and epistemology of psychoanalysis, psychodynamic psychotherapy, and clinical psychology. Some of the questions explored are: Is psychodynamic psychotherapy empirically testable? How do we know that it works? Is it a science?

PHIL 4084 – Animals and the Philosophy of Mind (3.0, offered biennially)

This course is an examination of the history of animal cognition research, and methodological and conceptual issues related to animal minds.

PHIL 4085 – Philosophy of Psychiatry (3.0, offered annually)

Explores contemporary analytic and existential/phenomenological work to understand: 1) the role of values in psychiatric diagnosis and treatment; 2) the meaning of a mentally disordered person's experiences, beliefs and utterances; 3) conceptual and scientific foundations of psychiatry; 4) ethical issues pertaining to psychiatric research and care

5. Program Structure, Learning Outcomes and Assessment

The minor program is structured in such a way as to be completable in three years by taking 12 credits in the first year, 9 credits in the second year, and 9 credits in the third year. But it could be completed in as few as two years. In the first year of the minor, students would typically complete PSYC 1010 and LING 1000. Then in the second year, they would typically complete

COGS/PHIL 2160 and six credits from category B, while in the third year, they would complete PSYC 3260 and six credits from category C.

The learning outcomes for the minor in Cognitive Science include a basic understanding of some of the main disciplines that study the mind and the different methodologies that they employ. Students are expected to acquire an understanding of the methods used by these disciplines to study different aspects of mental processes and cognition, and gain an appreciation of the ways in which they can be used to illuminate each other. Moreover, students will also be expected to understand some of the difficulties in bridging the gaps between these disciplines and the obstacles that stand in the way of integrating theoretical insights with empirical results, or behavioral data with neurological evidence. At the end of the minor program of study, students should have some ability to analyze critically the main theoretical frameworks for understanding mental phenomena, including the main approaches to the “mind-body problem.” Students are also expected to be able to assess the limitations of some of the main empirical methods for studying cognition and behavior and to be able to critically examine the claims made in empirical studies.

Most courses in the minor will train students in the skills of critical reading and argumentative writing. Some lower-level courses will afford them ample opportunities to write analytic essays, while upper-level courses will also train students in reading original research articles dealing with the mind and cognition. After completing the minor program, students will be expected to be able to read original research on the mind and cognitive processes, and be capable of responding to it in a critical manner.

Students who have completed the Minor in Cognitive Science will achieve the following learning objectives:

1. **Depth and Breadth of Knowledge:** Become familiar with some of the main disciplines that study the mind and cognitive processes, including Psychology, Philosophy, Linguistics, Neuroscience, and Artificial Intelligence.
2. **Knowledge of Methodologies:** Gain an appreciation of the different methodologies used to study the mind and cognitive processes, comprising both theoretical and empirical methods (including observation, experimentation, and computational modeling).
3. **Application of Knowledge:** Acquire an awareness of the possibility of inter-disciplinary collaboration among the different disciplines that study the mind and the ways in which different disciplinary frameworks can illuminate each other in practice and make progress towards understanding cognitive processes.
4. **Awareness of Limits of Knowledge:** Acquire an understanding of the limitations of these methodologies and the obstacles that stand in the way of integrating results achieved using one methodology with those reached using another.
5. **Integration of Knowledge:** Grasp the distinction between different levels of analysis and explanation involved in studying the mind-brain, and comprehend the different relationships that may obtain between these levels of analysis (e.g. reduction, elimination, multiple realization).

6. **Autonomy and Professional Capacity:** Engage critically with recent research on the mind-brain and cognitive processes, including both empirical and theoretical research, resulting in an ability to interpret and grasp the significance of novel research in this inter-disciplinary domain.
7. **Communication Skills:** Communicate their critical understanding of the mind-brain and cognitive processes in analytic essays, oral presentations, and by other means.

The chart below summarizes the alignment between the above learning objectives and the courses offered in the minor program:

Learning Objective	Courses
1. Depth and Breadth of Knowledge	LING 1000, COGS/LING 2800, PSYC 1010, COGS/PHIL 2160, PHIL 2240, PSYC 3260
2. Knowledge of Methodologies	LING 1000, COGS/LING 2800, PSYC 1010, COGS/PHIL 2160, PSYC 3260, PHIL 3635, COGS/PHIL 3750
3. Application of Knowledge	PHIL 3260, PHIL 3635, COGS/PHIL 3750, PHIL 4080, PHIL 4082, PHIL 4083, PHIL 4084, PHIL 4085
4. Awareness of Limits of Knowledge	PHIL 3260 PHIL 3635, COGS/PHIL 3750, PHIL 4080, PHIL 4082, PHIL 4083, PHIL 4084, PHIL 4085
5. Integration of Knowledge	PHIL 3260, PHIL 3635, PHIL 4082, PHIL 4083, PHIL 4084, PHIL 4085
6. Autonomy and Professional Capacity	PHIL 4080, PHIL 4082, PHIL 4083, PHIL 4084, PHIL 4085
7. Communication Skills	PHIL 2240, PHIL 3260, PHIL 3265, PHIL 4080, PHIL 4082, PHIL 4083, PHIL 4084, PHIL 4085

6. Admission Requirements

There will be no admission requirements for the minor, but students enrolled in the minor will be expected to maintain a GPA of 5.0 in their minor courses, in line with the requirements for Specialized Honours majors.

7. Resources

This minor will require no new resources. Most of the courses listed are offered on an annual basis and some are offered on a bi-annual basis, usually by full-time faculty members, and occasionally by CLAs and contract faculty. Moreover, advising for the Minor program will be handled by the Coordinator of the Cognitive Science program, who already handles advising for all Cognitive Science majors and the minors will not constitute a significant additional burden.

There are at least 7 faculty members in Philosophy who teach the Philosophy courses listed on a regular basis:

Faculty member	Home Unit	Relevant Area of Specialization
Kristin Andrews	Philosophy	Phil of Cognitive Science
Jacob Beck	Philosophy	Phil of Cognitive Science
Verena Gottschling	Philosophy	Phil of Cognitive Science
Brian Huss	Philosophy	Phil of Cognitive Science
David Jopling	Philosophy	Phil of Psychiatry
Muhammad Ali Khalidi	Philosophy	Phil of Cognitive Science
Duff Waring	Philosophy	Phil of Psychiatry

The non-COGS or PHIL courses listed among the required courses (PSYC 1010, PSYC 3260, LING 1000) are taught very regularly, generally in multiple sections.

No additional library resources will be required for the minor, beyond those already provided for the major (see Appendix 5 for Library statement).

8. Enrolment Projections

Based on current interest and the number of majors, we project an enrollment of 5-10 students per year in the first 3 years, rising to a target of around 20 students per year after 5 years, achieving a steady state of a total of 60-80 minors after around 10 years (see Figure 1). These numbers are admittedly modest, but the target may well be exceeded in future years, given that the number of majors is now double the original target. The minor may also prove to be a gateway to the major for students who come to university without a clear idea of Cognitive Science.

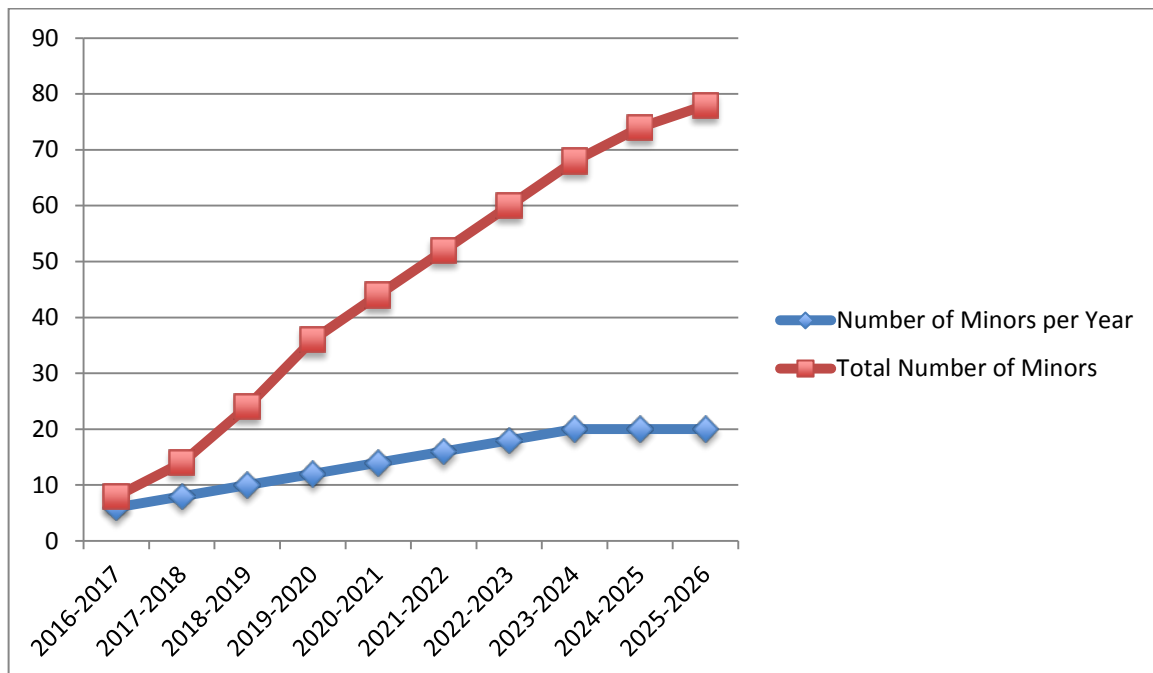


Figure 1. Projected Enrollments in Cognitive Science Minor 2016-2026

Appendix 2: Approval of Curriculum Committee, Department of Philosophy



5 October 2015

FACULTY OF
LIBERAL ARTS &
PROFESSIONAL STUDIES

Department of
Philosophy

4700 KEELE ST.
TORONTO ON
CANADA M3J 1P3
T 416 736 5113
F 416 736 5114

**Re: Proposal for special minor in Cognitive Science, offered by the
Department of Philosophy**

Dear Committee on Curriculum, Curricular Policy and Standards:

I am writing in my capacity as Chair of the Curriculum Committee in the Department of Philosophy to confirm that the Curriculum Committee has approved the proposal for a special minor in Cognitive Science. A vote was conducted over e-mail, and concluded on August 7, 2015. The committee voted unanimously in favour of the proposal.

Sincerely,

Michael Giudice
Associate Professor and Undergraduate Program Director
Department of Philosophy
York University
4700 Keele Street
Toronto, ON
M3J 1P3
giudice@yorku.ca
416-736-2100 x77556

Appendix 3: Approval of Undergraduate Program Directors

Hi Muhammad

I've looked at the minor requirements and the two psychology courses are fine to list. I do think it would be important for your students to know that they must achieve a minimum grade of C in 1010 in order to take any upper level courses including 3260. Second we are currently conducting a review of our undergraduate courses and we have a proposal to move 3260 from the 3000 level to the 2000 level. This switch would better align the course with the actual contents and also with common practice at other universities. Not sure if this will have implications for your programs.

Jennifer Connolly
UPD, Psychology

Dear Muhammad Ali,

I have read the proposal regarding the minor in Cognitive Science and I fully approve of it.

Best regards,

GABRIELA ALBOIU, PhD
Director, Undergraduate Program in Linguistics
Department of Languages, Literatures, and Linguistics

Memo

To: Whom It May Concern

From: Kim Michasiw,
Vice Dean

Date: October 26, 2015

Subject: Approval of a New Minor in Philosophy: Cognitive Science

On behalf of Ananya Mukherjee-Reed, Dean of the Faculty of Liberal Arts & Professional Studies, I have reviewed the proposal from the Department of Philosophy to create a Minor option for its existing interdisciplinary program in Cognitive Science (COGS).

The proposal's proponents make a compelling case for the need for and value of the option. A Minor in Cognitive Science is in alignment with LA&PS's strategic plan, which seeks the greater development of Minors, and encourages the development of programs that link with and add value to existing Majors. The program also aligns well with the wide range of initiatives concerning cognition within the Faculty and across York. It also helps to foreground an interdisciplinary program that, while more successful in term of enrolments than was envisioned when it was launched, is less well known among students than it should be given its remarkably high quality and its knotting of philosophy, psychology, information technology, and computer science. A Minor in COGS would pair very well with a major program in any of those disciplines and with other thriving programs in LA&PS: the socio-legal cluster, Human Resources Management, Social Work, Marketing, &c.

Though I am leery of any new curricular initiative that claims to have no implications for resources, this proposal's explicit model of limited enrolment, core courses that are already offered in multiple sections, and an acutely limited number of courses on the elective list makes a persuasive case for limited resource impact, even if the program is as successful as it wishes to be. It seems to me likely that, if the program is as successful as the proposal suggests, an additional section or two may be required in the PHIL 408x series. As LA&PS has identified, almost from its inception, COGS as an area for investment and growth, an additional section or two is a cost the Faculty is willing to bear. (Additional 4000-level students will also support a greater diversity of upper-year offerings, which will be a benefit to the experience of the program's majors.)

As the proposal draws upon and serves to augment existing academic strengths, as it will draw attention to an existing high-quality program, and its resource implications are modest, I deem it very much worthy of support, and trust others will as well.



YORK UNIVERSITY
Schulich School of Business

Proposal for a Master of Management Degree

September 2015
Rev. December 15, 2015

Task Force Members:

Professors Tom Beechy (Chair), Ashwin Joshi, Kiridaran Kanagaretnam and Kevin Tasa
The TF thanks the many members of the Schulich community who have collaborated on and supported the development of this proposal. Thanks also to the members of the YorkU community who have provided invaluable input into an earlier version of the proposal.

1. Introduction

1.1 Brief Statement of the Program

The proposed Master of Management (MSTM) program is designed to address an unfilled need in post-graduate management education. This need is to prepare graduates from non-business academic fields to seek and obtain meaningful management employment.

Over recent years, several leading schools of business in Europe, Canada, and the United States have introduced one-year management programs that are designed to prepare graduates of undergraduate honours degrees with the preparation that they need to obtain entry-level management positions in business, government, or non-profit organizations. This new type of degree is normally designated as Master of Management (MSTM) or a variation thereof. This designation is used to avoid confusion with Master of Business Administration (MBA) programs that are offered by hundreds of universities around the world.

The general purpose of a Master of Management program is to provide a widely-based management education, rather than allow students to specialize through a selection of fields. Thus, this proposal contains no request to establish any fields of study.

1.2 Field of Study

This is a professional degree program. There is no field of study other than General Management. No in-depth studies in specific disciplines are offered.

1.3 Method Used to Develop the Program

The program has been designed by a task force established by the Dean of the Schulich School of Business. The task force obtained input from all relevant subject matter disciplines within Schulich, as well as from prospective students and from potential employers via the Schulich Career Development Centre.

The MSTM will be governed by a Program Committee, which will be a standing committee of the Schulich Faculty Council. The task of the Program Committee is to monitor the program and to recommend changes in the future as the program is running if and when such changes would enhance the program, in keeping with Schulich's policy of continuous improvement.

1.4 Faculty in which the Program is Housed

The program will be housed in the Schulich School of Business, along with and parallel to the six other Schulich masters programs.

2. General Objectives of the Program

2.1 Brief overview

The Schulich School of Business proposes to establish a Master of Management (MSTM)

program to prepare students with the necessary skills and knowledge to obtain entry-level management positions in a business or other types of organizations (e.g., nonprofit organizations, governmental bodies, or entrepreneurial start-ups) upon graduation. The overall objective of the program is as follows:

The Master of Management program provides general management education with a special focus on developing problem solving, team work and communication skills, and with close attention to interpersonal skills without sacrificing core knowledge in the major functional areas of management.

The program is designed for students who have recently graduated from an honours non-business program such as science, engineering, liberal arts and applied arts. We define the aspired-to profile of this program's graduate as follows:

The graduate from the Master of Management program is:

- Bright and curious,
- Exhibits leadership and/or entrepreneurial qualities,
- Is a good communicator, and
- Is well versed in the broad field of management, complementing the graduate's skills and capabilities acquired in his/her prior (undergraduate) field of study.

Those holding a degree in business or management will not be eligible to enter the Master of Management program.

2.2 Alignment with University and Faculty missions

This proposed Schulich Master of Management program is specifically designed to provide pre-professional managerial preparation to honours undergraduate students, thereby enabling them to move into employment with increased prospects of advancement. The program will be available to graduates of all recognized universities worldwide, thereby enhancing achievement of York University's internationalization objective. This program will also provide a net addition to the University's Masters complement, thus helping the university address its goal of enhanced graduate studies. The program's design is based on expected learning outcomes and in-class as well as community-involved experiential education; as such, the University's goals of pedagogical innovation and a high quality student experience are being addressed. Finally, the University's Strategic Mandate Agreement identifies business as an area of both strength and growth. This new program aims to contribute to the achievement of this growth at the graduate level.

The Schulich School of Business is recognized world-wide as a leader in management education. The proposed Master of Management program not only draws from existing expertise in preparing students for management positions, but also builds upon that educational and professional expertise by providing an avenue for candidates who are inexperienced in management to acquire and hone essential skills for managing any type of enterprise

Similarly, the Schulich School's academic plan calls for the School to be global, innovative, and diverse. The Master of Management program exhibits all of these attributes. The program introduces graduate level management education for individuals who are academically highly qualified but lack organizational knowledge and experience, and offers this preparation to a diverse group of students of widely varying backgrounds and nationalities.

3 . Need and Demand

3.1 Similar Programs Offered Elsewhere

We have identified ten programs in North America that are similar to the proposed Schulich MSTM program—six in Canada and four in the USA, as shown in **Appendix A**. Appendix A also includes a second group of three Canadian programs (shaded rows) that have similar names but are research-oriented rather than management-oriented. We have included these three programs in Appendix A in order to demonstrate the distinction.

The Canadian programs vary in length from 4 months to 16 months. The six Canadian programs have objectives that are similar to the proposed Schulich MSTM program, although the degree names vary somewhat. The shortest program, at Queen's University, is a one-term Graduate Diploma rather than a masters degree. The longest program is 16 months, while the other three are within the 3-term framework as is being proposed for the Schulich program.

Three major U.S. universities (U. Michigan, Northwestern, and Duke) all have programs that are very similar to each other: (1) a length of ten months over three terms (quarter system); (2) almost entirely based on required coursework; and (3) very few if any electives. For example, Northwestern's Kellogg program provides for three electives to be chosen from a list of only four.

In Ontario, three universities (Wilfrid Laurier University, Western University and the University of Windsor) offer Master of (Science in) Management programs that contain a general management core, but then require students to specialize, which the Schulich MSTM program does not. WLU's MSC program is 12 months in duration while the programs at WU and UW are more akin to MBA programs requiring four terms of required studies.

The program has been designed from the ground up, based on the program's expected learning outcomes. Unlike many apparently-similar programs, we have designed approaches that exclude technical material that is appropriate only for those who already have substantial experience or training in management issues and instead focus on the skills students will need upon entering the workforce in any type of organization, or as entrepreneurs.¹

However, other qualitative and quantitative courses must be designed with cognizance of ways in which MSTM students' backgrounds will differ from MBAs' and thereby based on realistic

learning outcomes for this student group. As the following section demonstrates, there has been a rising number of calls for entry-level management recruits who have strong communication and teamwork skills while also possessing an understanding of how enterprises and other organizations actually function.

3.2 Need and Demand

“At a meeting organized by the Conference Board of Canada, academic leaders listened to what people who hire university graduates often find missing in the candidates they interview. From IBM to city managers, and from pipeline companies to NGOs, the refrain was the same: They wanted (and were not finding) people who can communicate effectively and persuasively, people who can collaborate across departments to solve problems, people with emotional intelligence who can transcend age and cultural differences and who possess the resilience to embrace failure as a learning experience.”
[*The Globe and Mail*, 12 May 2014]

The Schulich Master of Management program is designed to address “the problems young adults are having in finding career-building jobs” [Rob Carrick, *The Globe and Mail*, 24 August 2015]. Modern management is complex. Entry into any management position requires the applicant to understand how organizations function in both quantitative and qualitative dimensions, as well as understand the importance of teamwork and group dynamics. Entry positions into management require the applicant to understand the multiple dimensions of management, whether in a multi-national business enterprise, a small start-up, a non-profit organization, or a governmental unit. Furthermore, such an individual must understand her or his responsibilities to the wider public, including ethical considerations and factors affecting social, environmental and economic sustainability. Such understanding is also essential for effective entrepreneurship.

For most of the history of management/business schools, masters-level graduate education has focused almost exclusively on the Master of Business Administration (MBA). Originally, the MBA provided management education for students entering directly after completing their undergraduate studies. As MBA programs evolved and enrolment grew, high-quality programs began to change their admission criteria to require work experience, usually requiring a minimum of two or three years. As a result, all high-quality management schools now require extensive and significant work experience. For example, the average years of work experience of Schulich MBA entrants has risen from almost zero to more than six years over recent decades. As a result, honours BA and BSc graduates who have little or no work experience now have very limited opportunities to acquire an understanding of the complexities of modern management at the very time that all types of organizations are increasingly expecting new entrants to understand how organizations function.

MBA programs have become inaccessible for those without substantial experience in the workplace, and thus the need for entry-level preparation has become acute. Without having some prior academic preparation in management, new job entrants are likely to end up in positions of narrow scope with limited opportunities for advancement or personal growth. The

proposed Schulich Master of Management program will give graduates a clear advantage when seeking employment, regardless of the type of organization they wish to enter.

Schulich is a well-developed broad-based school of management and has the academic breadth to offer preparation in all areas of management, including business-government relations. This program will have the supplemental advantage of enabling graduates, after a few years' full time employment, to gain additional skills in one or two functional areas by enrolling in an 'accelerated' MBA, such as Schulich's 8-month program wherein students with prior education in business can enter the MBA at the beginning of Year 2.

4. Program Content and Curriculum

4.1 Program Requirements

The program will be three terms in length, beginning in the Fall Term. The program will be full-time only, as this is a professional program, not a research-based program. It is designed to enable students to obtain meaningful employment that can lead to future careers in management of any type of organization or enterprise

The selection of courses for the program is similar to that in most general management degrees: (1) courses that develop the students' qualitative and quantitative skills, and (2) courses that lay the foundation of management studies.

Some topics are common to all management programs, particularly the foundation of management courses. Indeed, three such courses from the MBA program are included in the Master of Management (but in class separate sections) due to their appropriateness to both MBA and MSTM programs.

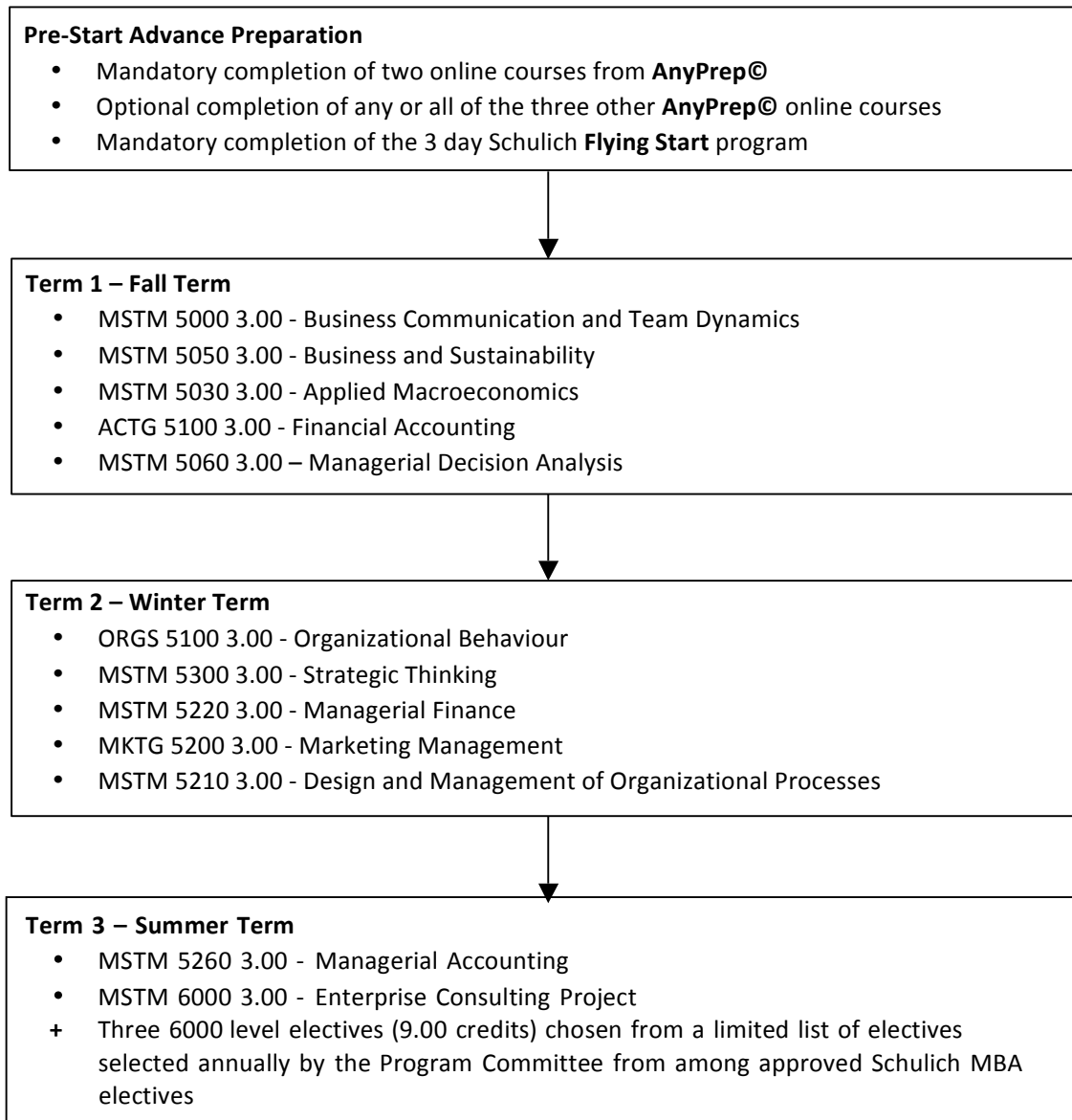
However, the substantial majority of the courses in this proposed program have been designed specifically and exclusively for this new program, are unique to the MSTM program, and have been derived directly from the program's expected learning outcomes and their emphasis on developing strong communication and teamwork skills.

The individual courses have been sequenced with two primary criteria in mind: (1) the progressive development of students' critical thinking and communication skills, and (2) a balancing of quantitative and qualitative courses in each term.

4.2 Courses

The program consists of twelve required courses and three electives. Each course will be three credits, for a program total of 45 credits. **Figure 1** presents an overview of the program structure. Course descriptions are provided in **Appendix B**. Of the twelve required courses, only three are existing masters-level courses—the other nine are unique to the Master of Management.

Figure 1 Master of Management Program Structure



The program has been designed from the ground up, based on the program’s expected learning outcomes. Unlike many apparently-similar programs, we have designed approaches that exclude technical material that is appropriate only for those who already have substantial experience or training in management issues and instead focus on the skills students will need upon entering the workforce in any type of organization, or as entrepreneurs.¹ Although some topics are common to all management programs, the way in which those topics are experienced by the students must depend on both the student’s backgrounds and on achievable learning

outcomes.

All Masters of Management courses will be taught in separate MSTM sections, including those courses that, on the surface, may appear to be similar to MBA courses. MSTM students will not be mixed with students in other Schulich degree programs, either graduate (e.g., MBA) or undergraduate honours (BBA or iBBA). This will avoid conflict in learning objectives between differing programs and permit course directors to tailor course content to suit the needs of pre-professional students.

As indicated in **Figure 1**, the Master of Management will require three terms of full-time attendance, preceded by a mandatory pre-start program. The pre-start program will give the entering students some common ground for moving forward together, since they will be entering the program from widely varying disciplines and with varying competencies. The pre-start program has two components:

1. Satisfactory completion of online course modules in *Accounting* and in *Mathematics*. These courses are prepared by **AnyPrep.com**® and contain quizzes at the end of each course module that are graded (by the supplier) to test the student's understanding of the course content. **AnyPrep.com**® also offers courses in Finance, Economics, and Statistics, but these are optional rather than compulsory for students starting the Master of Management coursework.
2. Completion of Schulich's **Flying Start** program, a 4-day on-campus module originally developed for and by the Schulich MBA program. Half of this program is on the use of Excel and half deals with approaches to case analysis. It is expected that very few entering students will have had any experience with analyzing situations in a team case setting, which is an essential skill for all Schulich programs as well as for success in management.

The program will begin in September of each year, in accordance with York University's normal class schedule. We do not foresee admissions at other points. The program will be full-time only. The expected maximum enrolment for the first offering is 55 students; the program would not be run for fewer than 20 students.

This enrolment target is reasonable and achievable, as evidenced by the success of Schulich's Master of Accounting, Master of Finance, and Master of Business Analytics, all of which achieved their enrolment targets in Year 1. All three of these programs are three terms in length and, like the proposed MSTM, are directed at recently graduated honours BA/BSc students. Schulich has been able to meet its originally anticipated enrolment targets for these programs.

The expected future enrolment target is for three sections of about 50 students per section—a total enrolment of 150 per year at steady state. We expect the increase in MSTM enrolment to be largely offset by a decrease in MBA enrolment as the MBA moves to fewer sections with more highly experienced students. Currently, the MBA alone offers more than 300 sections of 3.00 credit courses per year. The 15 courses offered by the MSTM constitute a mere 5% of this

number.

As with Schulich's other one-year Masters degree programs, students will not normally be permitted to reduce their course load in any one term. If a student in good standing is unable to complete a term due to health or other reasons, that student may apply for leave of absence and delay completion of the program until the following year's offering.

The program is not open to students who already hold a degree in business or management, and therefore the coursework will not cover topics or issues that the students have already studied. Nevertheless, there may be a few students who already have studied a particular topic (e.g., marketing or finance) at an appropriate level during her or his undergraduate studies. Such a student may apply for advanced standing in that course, thereby reducing the course load to four courses for that one term.

Management studies require interpersonal and analytic skills that may differ significantly from a student's previous academic experiences. These differences will occasionally give rise to the need to provide individual guidance to students on their journey through the program. Schulich's Division of Student Services is well equipped to provide guidance and supplemental assistance for students in all Schulich programs if and when needed. Schulich maintains a supportive environment to assist students who are experiencing difficulties. As well, York University maintains significant central resources to assist and support students who are experiencing academic or personal problems that are adversely affecting their academic performance.

4.3 Course Level

All courses are graduate-level courses, including electives.

4.4 Calendar copy

The calendar copy is provided in **Appendix C**.

5. Program Learning Outcomes and Assessment

5.1 Learning Outcomes

The program's expected learning outcomes are detailed in **Appendix D**. The primary program objectives are to provide students with:

- Knowledge of the major disciplines of management and how these various disciplines intersect.
- An ability to work effectively in groups and teams, and to effectively communicate analyses, outcomes and conclusions to a range of audiences.
- An understanding of the obligation to act in a socially and ethically responsible manner at all times.
- An understanding of how to manage organizational resources effectively and efficiently.

- An appreciation of the relationship between an organization and its social and natural environment.
- An ability to select the appropriate methods of analysis for evaluating management issues and problems.
- An ability to apply quantitative and qualitative methods to solve management problems.
- An appreciation of risk, uncertainty and ambiguity and how these might influence analyses, conclusions, recommendations and interpretations.

5.2 Achieving the Program Learning Objectives

When consulting with business organizations and with career placement consultants, we received the clear message that a primary key to management effectiveness is the ability to communicate clearly and effectively and to work well with other people in teams. Schulich has always emphasized teamwork in its courses, both graduate and undergraduate. The Master of Management program is designed to place an emphasis on teamwork and communication skills from the beginning of the program (e.g., “Business Communication and Team Dynamics” in the first term) through to the final experiential course, the “Enterprise Consulting Project”. Most other courses also will contain substantial experiential learning, as effective management is, by definition, a team function. The final term of the program includes a strongly experiential component (the Enterprise Consulting Project) wherein students in small groups will work directly with an organization to help them solve an operational or management function within the organization.

As the coursework will require a significant amount of teamwork, an important operational aspect will be Schulich’s management of potential problems arising from the team process. Schulich has five decades of experience with dealing with difficulties experienced by student teams (in both graduate and undergraduate programs) and is well equipped to manage and solve such issues as they arise.

5.3 Assessing Student Achievement

The expected learning outcomes (**Appendix C**) are supported via a structure that develops students’ skills in each of the broad areas of management such as finance, marketing, data analysis, operations management, etc. within the broader institutional and environmental context of the organization, whether the organization is a business, a non-profit organization, or a governmental unit. While learning to apply these skills, students also learn to be open-minded and yet critical, and to diagnose, analyze and exercise judgment relating to a management-related issue.

While courses in specific disciplines will develop students’ analytic and judgment abilities in each discipline, other more broadly-based courses will enable the student to apply those abilities within the broader context of management and the organization’s needs.

Abstract knowledge is not the goal. The goal of the program is to enable students to apply newly-acquired knowledge and skills in real-world contexts. Experiential learning is built into the

program via group-based case studies and analyses, culminating in Term 3 with the Enterprise Consulting Project wherein the students form into teams of four to six and each team works in cooperation with an organization in the Toronto area on a practical application to solve a multi-dimensional problem being faced by the group's organization. The organization can be an on-going business, a nonprofit organization, or an entrepreneurial start-up.

The grading and assessment process will be the same as that used in other Schulich masters programs. In each course, a student's final assessment will be a grade on a nine-point scale (A+ to F); the overall course grade is based on the student's performance on the various elements of the course, including written assignments, case analyses, team work, presentations, examinations (mid-term tests and final examinations) and her or his contribution to class participation and learning.

Similarly, the assessment of each student's eligibility to remain in the program, as well as to graduate, will be the same as for other Schulich masters programs. In particular, the following promotion standards apply:

1. Master of Management students will be reviewed upon completion of each term.
2. To maintain their standing in the program, all students must maintain a GPA of at least 4.20.
3. Students who receive a grade of F in more than 3.00 credit- hours of coursework will be withdrawn.
4. Students who fail a required course must retake it. Students who fail an elective course may retake it, or may elect to take another course. Students who re-take a failed course and receive a second failing grade will be debarred.
5. Students may take more than the minimum number of electives.
6. Grades for all courses taken will remain on the official York University transcript
7. The Senate policy on repeating courses applies to this program.

Graduation Requirements:

1. Successful completion of all courses, including 36 credits of core courses and 9 credits of elective courses
2. A grade point average of at least 4.40 (B-)
3. Students with a GPA of 6.95 (A-) or above will be placed on the Dean's Honour List upon graduation.

5.4 Normal Program Length

The normal program length is three terms of full time study, as indicated in **Figure 1**. A course load of five courses per term is normal for all full-time students in Schulich masters programs and is readily achievable for the vast majority of students. The course load is the same as exists in all the similar professional master of management non-research programs in other Canadian and USA universities, as shown in **Appendix A**.

5.5 Delivery Modes

The program is course-based, not research-based. Therefore the delivery modes are via

structured course work. However, the nature of the coursework varies, depending on the expected learning outcomes for each course. Students will engage in various types of experiential learning throughout the program, including case analysis and discussion, team work, as well as outreach and assistance to external organizations as part of their final term studies.

6. Admission Requirements

6.1 Program Admission Requirements

The minimum admission requirements are as follows:

- An undergraduate degree from a recognized university in a non-business field of study (e.g., humanities; science; social science; engineering; fine arts; mathematics).
- A cumulative grade average of B+ or higher over the final two years of full-time study or the equivalent thereof.
- High competency in oral and written English. Applicants whose native language is not English or who have not studied for at least two years in an English-language university must obtain satisfactory scores on an acceptable English language test such as IELTS or TOEFL. In special circumstances, admission to Schulich may be conditional upon taking an intensive English language course.
- A supplementary application form that shows strong evidence of leadership and/or entrepreneurial ability.
- Two letters of recommendation, at least one of which must be from a professor.
- Work experience is neither required nor expected. Admission is restricted to applicants who have two years or less of work experience. Those with two or more years of full-time work experience are encouraged to apply for admission to the Schulich MBA rather than the Master of Management.

Applicants holding an undergraduate degree in business are not eligible for the Master of Management program but may apply for the Schulich accelerated MBA once they have acquired the work experience that is necessary for MBA admission.

The admission requirements are similar to those for Schulich's other one-year masters programs (i.e., the MFIN, MACC, MBAN and MREI) except that there is no requirement for GMAT or GRE scores. As this program is intended for high-achieving graduates in non-business programs, their strong academic performance will attest to their capabilities.

The admission requirements also differ from the MBA in that no work experience is required. Indeed, potential applicants who have two or more years of work experience will be encouraged to apply for the MBA instead.

Applicants who have completed a minor or certificate worth at least 24 credits in a particular business area may be considered for advanced standing, with the following provisions:

- A petition for Advanced Standing must be made before commencement of the program. A congruence of at least 80% of the core course's learning outcomes must exist.
- Advanced Standing can be granted only for core courses.
- The applicant must have been awarded a grade of at least B on the course(s) for which Advanced Standing is requested.
- As this program is cohort-based and highly experiential, a maximum of 3.00 credits of Advanced Standing may be granted to any one applicant for a core course.
- Advanced Standing reduces the student's course load in the semester during which the relevant core course is taught in the MSTM program.

6.2 Alternative Requirements

The program has no alternative admission requirements.

7. Resources

7.1 Areas of Faculty Strength and Expertise

One of Schulich's greatest strengths is the wide breadth of knowledge and experience of its faculty, which includes specialists in all areas of management in every type of organization as well as those who are experienced with the broader strategic overview that is necessary for successful management in both public and private realms. As well, Schulich is one of the very few business schools that has experts in areas such as sustainability, ethics, government, health care, voluntary organizations, and business and the environment, to cite a few.

The resources for this program will be drawn from the general resource base of the Schulich School. Although fifteen three-credit courses will be required for each entering cohort of 50 students, it is expected that financing for these courses will be derived largely from the additional revenue thereby generated. Beyond course teaching, additional resources necessary to support the program will include the relatively small cost of providing the pre-start online courses and the *Flying Start* program for this group. This pre-semester program and the two AnyPrep courses will be provided to students at no additional cost.

An additional resource may be necessary in the Career Development Centre to assist MSTM students in finding entry-level management positions, and one in Student Services and International Relations to complement capacities in terms of admissions and advising.

No additional library resources will be needed, as the resources currently available to support Schulich's existing programs (apart from classroom space) will also be more than adequate to support the Master of Management program.

Like Schulich's Strategy Field Study, the Enterprise Consulting Project will be supported by a faculty member responsible for approving projects proposed by the student groups, and for guiding them through the projects. Secretarial support may be provided by the '601 office'. The teaching resources for the Enterprise Consulting Project have been reflected in the budget

model for the program.

The teaching staff will be drawn from the regular Schulich teaching staff, both tenure-stream and sessional. A list of faculty members is contained in **Appendix E**. In the short-term and assuming a single cohort in the first year of operations, the Faculty will be able to accommodate the extra 15 courses by offering fewer sections of MBA electives, as well as a combination of overload and additional contract teaching. On this basis, the program will break even with a class of at least 18 students. In the long term, at a program size of three cohorts, the Faculty may need to hire two or three additional tenure stream faculty members, assuming the current ratio of tenure stream to non-tenure stream faculty and a continuation of current trends in other programs. Solely the expected tuition revenues will be able to more than offset the additional cost of academic staffing and any other direct costs. The revenues will also be able to easily accommodate Faculty-level and University-level overhead costs.

7.2 Role of Retired and Contract Instructors

Contract instructors play an essential role in the Schulich School of Business. All of our contract instructors are well-experienced in their respective fields and in confronting the day-to-day realities of managing within organizations. They bring their real-world experience into the classroom and apply them to course instruction, case analyses, assignments, projects, presentations, and students' experiential learning in the 'real world' of management.

Similarly, retired professors also are valuable teaching resources due to their long experience and insight but are not expected to play a major teaching role.

7.3 Laboratory Facilities/Equipment

No research equipment or facilities will be required to support this program. As well, no research support is necessary as the MSTM is not a research-based program.

7.4 Space

Laboratory space is not needed for this program. MSTM students will share the classrooms, library, common areas, and food services that are enjoyed by all Schulich students. Classroom space is at a premium in the Faculty. The University is in the process of planning and building a new addition to the Schulich building, which will provide additional classroom space hopefully starting in Fall 2017. In the meantime, the Office of the Associate Dean Academic will work with the Registrar's Office to find teaching space outside the Schulich building. The Associate Dean intends to have first-year undergraduate students take some of their courses in classrooms not housed in the Schulich building.

7.5 Support Services

The primary support services will be the library, information technology, career services and student services. The latter three are already directly provided by the Faculty to the students in Schulich's nine existing degree programs. We anticipate hiring one additional career advisor and one additional student services advisor to accommodate the additional load generated once this program expands. This personnel has been reflected in the budget referred to above.

7.6 Financial Support and Supervisory Capacity

As this is not a research-based program, no special financial support will be provided other than the financial aid and scholarships that are generally available to Schulich masters-level students. Similarly, there is no need for research supervisors.

8. Support Statements and Consultations

Please see the Dean's resource statement (**Appendix F**) and the librarian's statement (**Appendix G**). Further support statements, including the provost's initial support letter, are contained in **Appendix H**.

Even though this program does not overlap with any other graduate management programs within Schulich or beyond, the Schulich Associate Dean Academic has undertaken consultations with other Faculties. The proposal was shared, with a request for feedback, with associate or vice deans in the following faculties: Graduate Studies, Health and Lassonde (September 14), Liberal Arts & Professional Studies (Sept. 9 & Sept. 14; reminders on Nov. 25 and Dec. 9), Science (September 14) and Glendon (Oct. 9). A meeting was convened with representatives of Senate ASCP, YUQAP, FGS and LA&PS on October 1 to identify any potential concerns with the proposal. The program proposal has been edited to address any feedback provided at that meeting.

APPENDIX A
Master of Management Programs in Canada and
U.S.A.

University	Degree granted	Duration	General approach	Specializations
CANADA				
Wilfrid Laurier U.	MSc in Management	12 months	Specialized studies in one of two fields; 4 or 7 req'd courses + major research project in Term 3	<ul style="list-style-type: none"> • Organizational behaviour/human resource management (4 req'd courses + 1 elective) • Supply chain management (7 req'd courses)
Royal Roads U.	Master of Global Management	12 months	12 courses + Global Management Project; no electives; Optional 6-month internship	None
U. of British Columbia	Master of Management	14 months	22 req'd modules incl. <i>Community Business Project</i> ; no electives	None
Western University	MSc in Management	16 months	Coursework + extensive teamwork; 3 options within Int'l Bus program, electives available in all options	<ul style="list-style-type: none"> • International Business • Data Analytics; • Entrepreneurship and Innovation
U. of Windsor	Master of Management	16 months	Coursework + optional team-based corporate project	<ul style="list-style-type: none"> • Human resources management • International accounting & finance • Logistics & supply chain management; • Manufacturing management
Queen's U.	Grad Diploma In Business	4 months	Coursework – 8 required short courses	None

Queen's U.*	MSc in Management	12 months	Research-focused courses + major research project; a pre-PhD program	8 specializations
Ryerson U.*	MSc in Management	16 months	Research courses + supervised thesis—for a research career in industry or academia	12 specializations
Brock U.*	MSc in Management	20 months (5 terms)	Research-oriented courses + required thesis; a pre-PhD program	Accounting , Finance, Management Science, Marketing (all depending on demand)
UNITED STATES				
Northwestern U.	MSc in Management Studies	10 months	Coursework, very limited electives	None
U. of Michigan	Master of Management	10 months	Coursework, very limited electives	None
Duke U.	Master of Management Studies: Foundations of Business (MMS:FOB)	10 months	Coursework, no electives	None
U. of Phoenix	Master of Management	Unspecified	14 courses, no electives	Consulting (no quantitative courses)

* Shaded cells indicate research-oriented programs, the objectives of which are very different from those for the proposed Master of Management.

Appendix B

Master of Management Course Structure

Required Courses (36.00 credits)

(All courses are 3.00 credits)

ADVANCE PREPARATION (admitted and confirmed entrants)

1. Satisfactory completion of **AnyPrep.com**® online video courses prior to arrival:

Required:

Accounting
Mathematics

Optional (but recommended):

Economics
Finance
Statistics

2. Schulich “**Flying Start**” program (four days on site at Schulich prior to the start of Term 1)

TERM 1

SB/MSTM 5000 3.00 Business Communication and Team Dynamics¹

This course provides students with the opportunity to hone important management and leadership competencies in the areas of communication and team building. Since contemporary business environments have moved to flatter, team-based structures, managers must be able to communicate clearly and persuasively to facilitate creative collaboration. The ability to think strategically about all forms of communication with diverse audiences is essential for professional advancement. As well, the ability to understand how groups and teams function, and the factors causing team success or failure, is essential in the modern workplace. Therefore, the aim of this course is to develop knowledge of effective oral and written communication techniques and to demonstrate how such communication skills intersect with positive team strategies and practices, such as problem-solving and decision-making. The course uses a workshop format that relies heavily on in-class experiential learning, including small group exploration, class discussions, self-assessments and peer feedback, to develop skills in communication and the management of team dynamics.

SB/MSTM 5050 3.00 Business and Sustainability¹

Sustainability has emerged as a new area for contemporary managers. It occurs either as a challenge to existing practices and the bottom line, or as a source of considerable new business opportunities. This course explores the ways organizations can respond to increasing expectations on delivering sustainable performance at the economic, social and environmental level. Managers need to understand how business interfaces with a diverse group of stakeholders, including government and civil society, in their response to growing demands for sustainable practices. In this course students will be challenged to think critically about the role of business in creating a sustainable world. Students will gain a solid understanding of the different ways in which companies can respond to growing pressures to adopt sustainability and will study basic strategic ways of how companies can lead the way forward by developing practical solutions to some of society's most challenging problems.

¹ New Course

SB/MSTM 5030 3.00 Applied Macroeconomics¹

This course provides students with an overview of the aggregative performance of the economy with emphasis on policy application and implications for business. Particular attention will be paid to the role of the financial sector in the overall macro-economy. It begins by reviewing various financial instruments and markets, with a focus on their economic function. The course then examines the challenges to monetary and fiscal policy that arise because of macro-financial linkages. Further, a number of analytical tools are developed to determine the exchange rate and to examine economic policy implications of capital markets integration under alternative currency systems.

SB/ACTG 5100 3.00 Financial Accounting

Financial accounting comprises the systems for accumulating, classifying, recording, and summarizing financial information concerning an enterprise's activities. Summarized information is communicated to external users via periodic financial statements. External users include investors, lenders, employees, taxation authorities, and regulators. On the surface, financial statements appear to be objective measures of the organization's effectiveness. However, the reported numbers are the result management's often subjective measurement estimates and classification decisions. This course examines the underlying assumptions and decision usefulness of financial statements as prepared for external users. Interpretation of financial statements is emphasized rather than their preparation. The course uses examples from several companies as the basis for discussion and critical analysis. Cases will be used to demonstrate the underlying issues involved in financial reporting.

SB/MSTM 5060 3.00 Managerial Decision Analysis¹

This course leads students through the problem analysis and decision-making process using a general managerial decision framework. The course focuses on various basic decision making fundamentals, including a fundamental (root) cause problem analysis; data collection, types of data and sources, triangulation and reliability analysis; analyzing the problem from various perspectives (framing / reframing); decision trees and decision tables (including multi criteria decision making) and risk and sensitivity analysis. The course will introduce the student to types of decisions often faced by functional managers in areas such Finance, Accounting, Operations and Strategy. An emphasis will be placed on establishing an integrative and encompassing way of analyzing a wide variety of decision problems that managers (and others) face every day.

TERM 2**SB/ORGS 5100 3.00 Organizational Behaviour**

The purpose of this course is to develop a knowledge base from which students can develop organizational competence. It examines the relationships between organizational performance and the behaviour of individuals, groups and overall organizations. In the process, emphasis is given to the importance of interpersonal issues and to issues arising from technological change, workforce diversity, ethical challenges and internationalization.

SB/MSTM 5300 3.00 Strategic Thinking¹

This course provides an in-depth coverage of the tools and frameworks that are useful in managerial decision making at both the micro (or tactical) level and at the macro (or strategic level). Additionally, the course focuses on the development of communication skills across written and oral mediums. The course is intended to exercise and develop analytical skills, quantitative skills, attention to detail, presentation skills, teamwork skills, and an ability to work in high pressure and time sensitive

environments.

SB/MSTM 5220 3.00 Managerial Finance¹

Students learn about investment and financing in this core course. 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.

SB/MKTG 5200 3.00 Marketing Management

This course familiarizes students with the major marketing concepts (buyer behaviour, segmentation, targeting, positioning, product/service development and management, pricing, distribution, communication). It stresses the application of these concepts to profit, not-for-profit, large, small, new, mature, service, product-based, domestic and international organizations. It also develops specific skills such as problem-solving, verbal presentation, business writing and group work.

SB/MSTM 5210 3.00 Design and Management of Organizational Processes¹

Organizations, whether in manufacturing, service, nonprofit or public sectors are composed of bundles of processes that must accomplish tasks and work together effectively and efficiently. People, materials and information must be configured into responsive supply networks within and between organizations to create value for key stakeholders such as customers. In this course we cover some of the basic yet powerful ideas from operations management on how to improve quality, use fewer resources and be flexible in the face of rapid and sudden change. The focus is on not only on basic tools and techniques for getting work done, such as project management, but also the on key trade-offs that managers must make when designing internal processes and supply chains. We examine how we can harness emerging technologies such as information technology and cope responsibly with other emerging changes in the marketplace and in society.

TERM 3

REQUIRED:

SB/MSTM 5260 3.00 Managerial Accounting¹

Managers need tailor-made accounting measurements for decisions affecting their organizations' specific operational and strategic needs. Financial reports prepared for external users on the basis of Generally Accepted Accounting Principles have little usefulness for internal management. In this course, students will learn to develop measurements tailored for internal decisions such as managing costs, pricing special orders, determining service levels, and evaluating performance.

SB/MSTM 6000 3.00 Enterprise Consulting Project¹

The Enterprise Consulting Project (ECP) combines academic learning with practical experience. In March-April, prior to the end of Term 2, students will form themselves into groups of four to six students per group, mixing different academic and personal backgrounds. Each group will be responsible for finding an organization in the Toronto area that agrees to participate. The organization can be an on-going business, a start-up, or a nonprofit or community organization. From May through July, each student group will engage in a collaborative work project that will be negotiated between the student group and the organization's management, to be approved by the course director. The project will require students

to apply classroom knowledge to real world management issues. During the ECP, students will use the management foundations studied in the first two terms of the Master of Management program to develop actionable recommendations for the client organization.

ELECTIVES (choose 9.00 credits):

Each year, the Program Committee will prepare a list of electives deemed appropriate for the then-current MSTM student cohort from among the courses already approved for Schulich masters programs; the courses will be taught in dedicated MSTM sections. The number of electives offered to each cohort may be expanded as MSTM enrolment increases. Elective offerings will be subject to revision annually by the Program Committee.

A potential sample list for the first student cohort (for elective enrolment in Summer Term 2017) might be as follows:

Elective Course Descriptions²

SB/ENTR 6605 3.00 Entrepreneurship and New Firm Creation

This course explores various dimensions of the creation of new ventures, including family enterprises. It is concerned with content and process questions as well as with formulation and implementation issues that relate to conceptualizing, developing and managing successful new ventures. The course examines the nature of entrepreneurs and what they do. It identifies the nature of opportunities and considers how new venture ideas can successfully be screened. The course provides the opportunity to develop a cohesive and effective business plan for a start-up venture.

SB/ENTR 6655 3.00 Social Entrepreneurship

This course introduces students to the field of social entrepreneurship. Students will be exposed to the theory of social entrepreneurship – starting and running a business venture that advances social and/or environmental good – and the opportunities and constraints it presents. Students will have the opportunity to create a business plan for a social venture and pitch it to a panel of social investors.

SB/IBUS 6410 3.00 Introduction to International Business

This course examines issues and problems which arise when business operations or institutions transcend national boundaries and become international and multinational in scope and character. Adaptations of the basic managerial functions in different countries are emphasized. This framework is applied to current trade patterns and manufacturing costs in Canada, including government policy options and the implications for corporate strategies.

SB/FINE 6200 3.00 Investments

This course surveys major investment problems. Factors affecting the term structure and risk structure of yields on financial claims are identified and analyzed. The course focuses on the development of principles of personal and institutional portfolio management; modern capital asset pricing theory; valuation discussions on Canadian models for common stock prices. The institutional structure of the investment markets in Canada is viewed, with special emphasis on the role of security exchanges

² Only courses pre-selected by 20 or more students will be scheduled for registration

and the impact of institutional investors. Emphasis is placed on the efficiency of financial asset markets in adjusting to information entering the marketplace.

SB/MKTG 6226 3.00 Social Media for Marketing and Management

Social media is changing society, changing the nature of marketing, and changing the way that business is conducted and managed. In this course, students explore the role of social media in the life of the marketer and business manager. It begins with a detailed understanding of the origins, forms, and uses of social media. It expands into an examination and hands-on of the methods for researching and understanding social media. The course then overviews the various uses and forms of social media, ranging from web-pages, forums, and blogs to social networking sites, Twitter, wikis and mobile. The course features an applied student project that brings to life the potential and pitfalls of this new marketing and management communications form.

SB/ORGS 6560 3.00 Negotiations

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

Appendix C

Master of Management Calendar Copy

Program Overview

The Schulich Master of Management program is designed to enable new graduates of non-business programs to obtain additional competencies that are valued by organizations and thus facilitate employment. In only eleven months of full time study, this 45 credit program will allow students to develop skills needed for managing in and solving problems for any kind of organization, whether business, nonprofit, or governmental, and in any field, be it engineering, health, science, social services, technology, etc. The program will allow students to develop knowledge of the methods used in diverse organizational roles and an understanding of how organizations function.

In particular, the program will give students:

- Knowledge of the major disciplines of management and how these various disciplines intersect.
- An ability to select the appropriate methods of analysis for evaluating management issues and problems using qualitative and quantitative data and taking into account risk, uncertainty and ambiguity.
- An ability to work effectively in groups and teams, and to effectively communicate analyses, outcomes and conclusions to a range of audiences.
- An understanding of the obligation to act in a socially and ethically responsible manner at all times.

The Master of Management's courses combine theoretical knowledge with practical application. The program is highly experiential, culminating with electives and an Enterprise Consulting Project in Term 3.

Admission Requirements

The minimum admission requirements are as follows:

- An undergraduate degree from a recognized university in a non-business field of study.
- A cumulative grade point average of B+ or higher over the final two years of full-time study or the equivalent thereof.
- High competency in oral and written English. Applicants whose native language is not English or who have not studied for at least two years in an English-language university must obtain satisfactory scores on an acceptable English language test such as IELTS or TOEFL.
- Two letters of recommendation, at least one of which must be from a professor.
- Less than two years of full time work experience. Those with more work experience are encouraged to apply for admission to the Schulich MBA.
- A supplementary application that shows strong evidence of leadership ability.

Applicants who have completed a minor or certificate worth at least 24 credits in a particular business discipline may apply for a maximum of 3.00 credits of advanced standing.

Applicants holding an undergraduate degree in business are not eligible for the Master of Management program but may apply for the Schulich accelerated MBA once they have acquired the work experience that is necessary for MBA admission.

APPENDIX D Expected Learning Outcomes

The MM degree is awarded to a student who has demonstrated:

Level 1 (L1) = *Knowledge* (ability to recall) and *Comprehension* (ability to grasp the meaning of)

Level 2 (L2) = *Application* (ability to use learned material in new situations)

Level 3 (L3) = *Analysis* (ability to break down into components), *Synthesis* (ability to put parts together into a new whole), and *Evaluation* (ability to judge the value of materials)

PROGRAM EXPECTED LEARNING OUTCOMES	MSTM 5000	MSTM 5050	MSTM 5100	ACTG 5100	MSTM 5300	ORGS 5100	MSTM 5600	MSTM 6100	MKTG 5200	MSTM 5210	MSTM 6220	MSTM 6700
1. Depth and Breadth of Knowledge												
a) detailed knowledge of major disciplines used in management.				L1	L1	L1	L1	L1	L1	L1	L2	L2
b) an understanding of how various disciplines of management intersect.				L1	L2	L2	L2	L1	L2	L2	L2	L2
c) an ability to gather, review, evaluate, and interpret information pertaining to a management or management-environment issue.		L2	L1	L2	L2	L1	L2	L2	L2	L2	L2	L3
d) an understanding of how to manage organizational resources effectively and efficiently.		L1		L1	L1	L1	L2	L1	L2	L1	L1	L2
e) an understanding of the relationship between management and the environment, the role of sustainability in management practices, and the ethical responsibilities of managements and managers.		L2	L1	L1	L2	L1	L2		L2	L1		L1
2. Knowledge of Methodologies												

a) an ability to summarize theories and methods of analysis that are used for evaluating management problems.		L1	L1		L1		L2		L1	L2	L2	L1
b) an ability to contrast the theories and analytical methods that apply across management disciplines and that can be used to develop appropriate responses to both current and emerging issues.					L2		L2		L1	L2	L2	L2
c) an ability to select the appropriate theories and methods of analysis to solve management problems.	L1	L1			L2		L2		L1	L2	L1	L2
d) an ability to recognize situations in which standard methods of analysis are not appropriate and devise appropriate innovative approaches.	L1	L1		L1	L1	L1	L2		L1	L2		L2
3. Application of Knowledge												
a) an ability to apply appropriate analytical skills to numerical data and to understand and interpret the results of the analysis.		L2	L1	L2	L2		L3	L2	L1	L2	L2	L2
b) an ability to apply management concepts to make effective operating decisions.		L1		L1	L2	L1	L3	L1	L2	L1	L2	L2
c) an ability to differentiate between relevant and irrelevant information and to diagnose, analyze, and judge a management-related problem or issue including cross-discipline issues.		L2	L1	L2	L2	L1	L3	L2	L1	L2	L3	L2
d) an ability to differentiate between quantitative and qualitative information within the context of research.		L2	L1	L2	L2	L1	L3	L2	L2	L2	L2	L2
e) an understanding of how to utilize management technology when analyzing an issue or problem.	L1	L1			L2		L2		L1	L2		L2
f) an ability to appraise administrative theories to develop strategy for making management decisions and solving management problems.	L1	L1			L2		L3		L1	L1	L2	L2
g) an ability to apply critical thinking and analytical skills to complex problems and issues, including those within a specific discipline and those that cross discipline boundaries.	L2	L2	L1	L1	L2	L1	L3	L2	L1	L2	L2	L2

h) an ability to evaluate how actionable conclusions and recommendations satisfy the needs of the various stakeholders.	L2	L1		L1	L2	L1	L2		L1	L2	L1	L3
4. Communication Skills												
a) an ability to work effectively in groups and teams, both within a discipline and across disciplines.	L2	L2		L2	L2	L1	L2		L1	L1	L2	L3
b) an ability to communicate information, analyses, and recommendations effectively to a range of audiences, both orally and in writing.	L2	L2	L1	L2	L2	L1	L2	L1	L1	L2	L2	L3
5. Awareness of Limits of Knowledge												
a) an understanding of the limitations of acquired knowledge and abilities, and an appreciation of the uncertainty, ambiguity, and limits to knowledge and how this might influence analyses, conclusions, recommendations and interpretations.	L1	L1	L1	L1	L1	L1	L2	L1	L1	L2	L1	L2
b) personal self-awareness, the ability to challenge personal mental models, and an understanding of one's own actions on others.	L2	L2		L1	L1	L2	L2	L1	L1	L1	L1	L1
c) an appreciation of risk, uncertainty, and ambiguity, and how these might influence analyses, conclusions, recommendations and interpretations.	L1	L1	L1	L2	L2	L1	L2	L2	L1	L2	L2	L2
6. Autonomy and Professional Capacity												
a) an ability to function professionally and effectively in employment, community involvement, and other activities.	L2	L2		L1	L2	L2	L1	L1	L1	L1	L1	L2
b) an ability to transfer skills effectively to new situations and environments.	L2	L1		L1	L2	L2	L1	L1	L1	L2	L1	L2
c) an understanding of how to drive his/her learning in changing circumstances and an ability to conduct independent research.	L2	L2		L1	L2	L2	L1	L1	L1	L1	L1	L2
d) an understanding of the obligation to act in a socially and ethically responsible manner at all times.	L1	L3	L1	L1	L1	L1	L1	L1	L1	L1	L1	L3

APPENDIX E

Faculty Members – Schulich School of Business

Surname	Given Name	Rank	Fields						
			Accounting	Economics	Finance	Marketing	OMIS	ORGS	Strategic Management
Annisette	Marcia	Associate	x						
Aulakh	Preetmohinder	Professor							x
Auster	Ellen	Professor							x
Belk	Russell	Professor				x			
Bell	Chris	Associate						x	
Bhanich Supapol	Atipol	Associate		x					
Biehl	Markus	Associate					x		
Campbell	Alexandra	Associate				x			
Cao	Melanie	Associate			x				
Chung	Janne	Associate	x						
Cook	Wade	Professor					x		
Crane	Andrew	Professor							x
Cumming	Douglas	Professor				x			
Darke	Peter	Professor				x			
Darroch	James	Associate							x
deCarufel	Andre	Associate						x	
Deutsch	Yuval	Associate							x
Dong	Ming	Associate			x				
Eberlein	Buckard	Associate							x
Everett	Jeffrey	Professor	x						
Farjoun	Moshe	Professor							x
Fischer	Eileen	Professor				x			
Gainer	Brenda	Associate				x			
Giesler	Markus	Associate				x			
Graham	Cameron	Associate	x						
Henriques	Irene	Professor		x					
Horvath	Dezso	Professor							x
Hsu	Sylvia	Associate	x						
Irving	Richard	Associate					x		
Johnston	David	Associate					x		
Joshi	Ashwin	Associate				x			
Kamstra	Mark	Professor			x				

Kanagaretnam	Kiridaran	Professor	x						
Karambayya	Rekha	Associate						x	
Kecskes	Ambrus	Associate			x				
Kim	Henry	Associate					x		
Kipping	Matthias	Professor				x			x
Kistruck	Geoffrey	Associate							
Kozinets	Robert	Professor				x			
Kristal	Murat	Associate					x		
Larkin	Yelena	Assistant			x				
Lazar	Fred	Associate		x					
Levesque	Moren	Professor					x		
Li	Stan	Professor							x
Li	Zepeng	Assistant					x		
Madhok	Anoop	Professor							x
Matten	Dirk	Professor							x
Mawani	Amin	Associate	x						
McClellan	Ronald	Assistant					x		
McKellar	James	Professor					x		
McMillan	Charles	Professor							x
Milevsky	Moshe	Associate			x				
Morgan	Gareth	Professor						x	
Neu	Dean	Professor	x						
Ng	Lilian	Professor			x				
Noseworthy	Theodore	Associate				x			
Oliver	Christine	Professor						x	
Pan	Yigang	Professor				x			
Peridis	Theodoros	Associate							x
Prisman	Eliezer	Professor			x				
Qu	Sandy Qian	Assistant	x						
Rice	Marshall	Associate				x			
Roberts	Gordon	Professor			x				
Rosin	Hazel	Associate						x	
Sadorsky	Perry	Associate		x					
Sheremata	Willow	Associate							x
Shum	Pauline	Professor			x				
Sirsi	Ajay	Associate				x			
Tan	Hongping	Associate			x				
Tan	Justin	Professor							x
Tasa	Kevin	Associate						x	
Thorne	Linda	Professor	x						

Tian	Yisong	Professor			x				
Trivedi	Viswanath	Associate	x						
Valente	Mike	Associate						x	
Weiss	Stephen	Associate							x
Wesson	Thomas	Associate							x
Wright	Lorna	Associate						x	
Yeomans	J. Scott	Professor					x		
Zietsma	Charlene	Associate						x	
Zwick	Detlev	Assistant				x			
Adams	Jean	CLA						x	
Holzinger	Ingo	CLA						x	
Hussain	Sherena	CLA		x					
Middleton	Alan	CLA				x			
Waitzer	Edward	CLA							x
Weitzner	David	CLA							x
Beechy	Tom	Professor Emeritus	x						
Cragg	A. Wes	Professor Emeritus							x
Macdonald	Ian H.	Professor Emeritus							x
Westney	Eleanor	Professor Emerita						x	
Wolf	Bernard	Professor Emeritus		x					
Zemans	Joyce	Professor Emerita							x
Berengut	Rhona	Sessional Lecturer						x	
Chiykowski	Greg	Sessional Lecturer			x				
Chiykowski	Karen	Sessional Lecturer			x				
Clark	Jane-Michele	Sessional Lecturer				x			
Conklin	David	Sessional Lecturer							x
Farrell	Elizabeth	Sessional Lecturer	x						
Friedman	Steven	Sessional Lecturer						x	
Ginsberg	Laurence	Sessional Lecturer							x
Kuzmicki	Andre	Sessional Lecturer					x		
Kong	Douglas	Sessional Lecturer	x						
Lakats	Linda	Sessional Lecturer					x		
MacDonald	Peter	Sessional Lecturer							x
Ord	Steve	Sessional Lecturer				x			
Tolias	Theodore	Sessional Lecturer		x					
Zandi	Farrokh	Sessional Lecturer		x					



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Appendix F Statement of Support - Anchor Dean

Memo

To: Rhonda Lenton, VP Academic & Provost
cc: Sarah Whitaker (FGS) and Cheryl Underhill (Senate ASCP)
From: Dezső J. Horvath, Dean, Schulich School of Business
Date: October 7, 2015
Subject: **Master of Management – Dean’s Statement of Support**

I would like to enthusiastically express my full support for the proposed Master of Management (MSTM) program. This 12-month program will enable students graduating from non-business honours degree programs to obtain critical skills for success in any type of organization they may choose to join upon graduation from the MSTM. It is well known that the graduates of liberal arts and science programs are well suited to management positions because, during their university experience, they have acquired analytical and cognitive skills that are essential for contributing to organizational performance and to society. Liberal arts graduates who have also acquired management skills are known to be unusually high performers in management and professional roles.

Currently, general management programs such as the MBA are not accessible to recent University graduates because most programs require significant work experience for entry. As a result, recent graduates are largely left on their own to discover the necessary skills for personal growth within an organization and thus enhancing their ability to make valuable contributions to society.

In recognition of this societal need, many management schools in Europe, including the highly prestigious London Business School, have established one-year programs for recent graduates; these programs usually are entitled Master of Management. The advent of Master of Management programs has spread from Europe to North America as an increasing number of schools are recognizing the need for preparing recent graduates of non-business programs to seek positions leading to management in any type of organization.

With its wide competence in all areas of management, the Schulich School is very well positioned to help fill this need. The Schulich School is highly capable of delivering quality education and experiential skills that can support recent non-business graduates in making a contribution to society through organizations of various types.

The Schulich School has the resources in place to offer this program. A single cohort can be added without major resource implications in terms of either faculty or staff. As the program grows from an initial single cohort (minimum 20 students; target: 50 students) to an estimated steady state capacity of three cohorts (150 students), additional resources will be added organically using existing mechanisms. The program budget shows that it will easily support such additions. At the moment, however, the tightest constraint is lecture space. Our Associate Dean Academic will proactively manage this element, potentially in collaboration with the Registrar’s Office.

In conclusion, I wish to express my full support for this program and its innovative design. I am certain that its implementation will be very effective and a success for York University and its students.

Appendix G

Support Statement - University Librarian




YORK UNIVERSITY
LIBRARIES

Office of the
University Librarian

516 Scott Library
4700 Keele Street
Toronto ON
Canada M3J 1P3
Tel 416 736 5601
Fax 416 736 5451
www.library.yorku.ca

MEMORANDUM

To: Dr. Markus Biehl
Associate Dean, Academic, Schulich School of Business

From: Joy Kirchner, University Librarian 

Date: September 30, 2015.

Subject: Library Statement of Support for the Proposed Master of Management (MSTM) Degree, Schulich School of Business

York University Libraries are well positioned to provide strong support for the Master of Management (MSTM) degree proposal by the Schulich School of Business. The resources held by the Peter F. Bronfman Library are amongst the best in the world and are complemented by holdings found in the other library locations, particularly Scott Library and also in the Osgoode Hall Law School Library. The students and faculty have access to an excellent collection of journals (print and electronic), a growing monograph collection, as well as an exhaustive array of electronic resources such as government statistical data bases, geospatial files, and economic and business databases. This collection building is informed by continual monitoring of faculty research interests and changes in the curriculum to ensure that the breadth and depth of the collection reflects the interests and needs of the School and the wider York University community.

Students in the Schulich School of Business have been extremely well served by the outreach activities and expertise of all of the librarians and committed staff in Bronfman. In addition to continuing to build extensive collections for teaching, learning, and research in the field, targeted library instruction has bolstered the research skills of current students and will do so for future students as well. Research assistance continues to be offered both in the libraries and online, and students may use the librarian consultation service which is available by appointment.

In conclusion, the Libraries can provide strong support for this proposed MSTM degree. In anticipation of a positive outcome, we very much look forward to continuing to build collections and services to support curricula and research in this area.

cc: Sophie Bury, Head, Peter F. Bronfman Library
Catherine Davidson, Associate University Librarian, Collections and Research



FACULTY OF SCIENCE

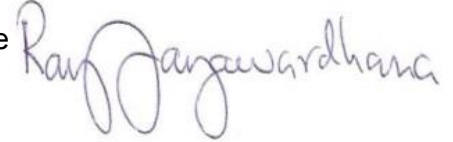
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Memorandum

To: Markus Biehl, Associate Dean, Academic, Schulich School of Business

From: Ray Jayawardhana, Dean, Faculty of Science



Date: October 9, 2015

Subject: Letter of Support - Master of Management Degree Proposal

The Faculty of Science commends the Schulich School of Business on its proposal for a Master of Management degree targeted to graduates of an undergraduate honours program.

We are highly supportive of this program and expect that many students graduating from science programs would find it a very attractive next step for their career aspirations.

In the expectation that the program will gain approval I can offer the support of the Faculty of Science in promoting it to prospective students.

cc: Dezső Horváth, Dean, Schulich School of Business
Peter Cribb, Associate Dean Students, Faculty of Science





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October 29th, 2015

Dear Dezsö Horváth,

Glendon College is pleased to support the proposal for a Master of Management Degree at the Schulich School of Business. Not only will this program address an unmet need identified in the marketplace, it also aligns with the University's mission of enhancing graduate studies and internationalization, and will further contribute to raising its prestige. Glendon has a particular interest in the successful completion of this program as it educates liberal arts graduates who could greatly benefit from complementing their education with the hard skills that are in demand in the marketplace. Glendon is also planning to develop a program in partnership with a French business school that combines the liberal arts with a business program. The proposed program in management could be a natural continuation of this program. Moreover, the program's international focus is an excellent fit with Glendon's own commitment to internationalization, as stated in its Academic Plan.


There is no doubt that the Schulich School of Business has the vision, means and expertise to bring this project to fruition. In this context, Glendon College fully supports this proposal.

Sincerely,

Donald Ipperciel
Principal, Glendon College



Memorandum

To: Rebecca Pillai Riddell, Chair, Senate APPRC
From: Rhonda Lenton, Provost 
Date: November 2, 2015
Subject: Proposal for Master of Management (MSTM) Degree



I have undertaken an initial review of the proposal from the Schulich School of Business to establish a Master of Management (MSTM) program. It is my intention to provide a more detailed statement with regard to this proposal, including its resource implications, following receipt of the external reviewers' report, SSB's response, and the final version of the proposal incorporating any revisions to take account of the reviewers' comments. At this stage, however, let me signal that I am satisfied that this proposal is ready to go forward for consideration by the external reviewers.

The proposal for this degree program has been developed to address an unmet need in management education, that is, to prepare graduates of non-business undergraduate programs for management positions in private, public or non-profit settings. This addition to the School's Masters level programs supports institutional priorities in relation to the expansion of graduate and professional programs and enrolments and builds on Schulich's broad and deep expertise in the field of management. I am satisfied that the proposal sets out the case for the program in terms of demand, its contributions to our institutional objectives, its distinctiveness, its curriculum and structure, and the learning outcomes it is intended to promote.

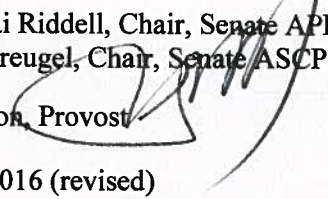
The program will add to the array of excellent programs offered by the Schulich School of Business, and the proposal enjoys strong support from the Dean of the School.

I look forward to seeing the reviewers' assessments of the proposal.

Cc: Dean D. Horvath
A. Pitt

Memorandum

To: Rebecca Pillai Riddell, Chair, Senate APPRC
Franck van Breugel, Chair, Senate ASCP

From: Rhonda Lenton, Provost 

Date: January 13, 2016 (revised)

Subject: Proposal for Master of Management (MSTM), Schulich
School of Business



I have reviewed the (revised, December 2015) proposal from the Schulich School of Business to establish a Master of Management (MSTM) program, together with the report of the external reviewers on the October 2015 proposal and Schulich's response to that report.

As I indicated in my earlier communication with regard to this proposal, it has been developed to address an identified and currently unmet need in management education that complements the other specialized programs that have been developed by Schulich over the last number of years. The program builds on Schulich's reputation for excellence in business programming and its expertise in the field of management.

The referees have commented on a number of aspects of the program as presented in the initial proposal, including several matters relating to the design of the curriculum, for example course content and sequencing, which Schulich has addressed in some detail in its response and the revised proposal. They have also commented on the need to clearly situate the program within the range of qualifications available to students and to ensure that its distinctive role is clearly articulated. As a result, I am pleased to see that the role of this program has been more explicitly set out in the revised proposal.

Resources, including faculty and staff, are in place to introduce this program. Current faculty are well qualified to teach the courses comprising the program. The proposal indicates that resources will be provided from revenues generated and some reduction in the number of elective sections offered in the MBA program; and Dean Horvath has described in his letter of support plans for provision of additional resources as the program grows. The Dean's letter refers to plans for an initial single cohort of 20 students with a target of 50, growing to a steady state capacity of 150 students (three cohorts).

Consultations with other relevant Faculties were undertaken and confirmations received in support of the program. Some questions were recently raised by Dean Mukherjee-Reed of the Faculty of Liberal Arts & Professional Studies in regards to the name, size and target audience of the program, which I believe were satisfactorily addressed at FGS Faculty Council. Some general concerns were also raised regarding opportunities for faculty in the School of Administrative Studies in LA&PS to participate in graduate education, in response to which it is my intention to meet with the Deans of the relevant Faculties to provide guidance in relation to addressing these general concerns.

With these comments, I am pleased to record my support for the Schulich Master of Management proposal.

Cc: Dean D. Horvath
B. Crow
A. Pitt

Senate “Academic Forgiveness” Policies

Over the past year, the Senate Academic Standards, Curriculum & Pedagogy Committee has been advancing three separate but related initiatives aimed at enhancing student success for undergraduates at York University. They are as follows:

1. Establishment of the ***Senate Policy and Guidelines on Withdrawn from Course Option (W)***
2. Changes to the ***Senate Policy on Repeating Passed or Failed Courses for Credit***
3. Establishment of the ***Senate Policy on Course Relief***

The policies, with accompanying individual rationales, follow in the ensuing pages. It is planned to introduce the new legislation as a four-year pilot-project, commencing FW 2016-17. A four-year span will provide a sufficient period to assess whether they are effectively achieving the intended outcomes, as described in the above-noted rationales.

Background and Context

Each policy is distinct but they are designed to work in tandem to provide undergraduate students enhanced opportunities to complete their degree program. They are not proposed as the panacea to the various and many challenges encountered by students during their studies. No group of policies accomplishes that goal. Similarly, these policies are not intended to capture extreme student circumstances or unique predicaments that do arise in York's sizeable student body. Faculties retain the ability to respond to those scenarios on an individual basis as appropriate, and Petitions and Appeals committees will of course continue to be an option for students seeking special consideration due to extenuating circumstances.

Motivating the “academic forgiveness” policies are three core objectives:

- Responding to the concrete need for academic support for students while balancing academic standards;
- Furthering the University Academic Plan goal of cultivating student success; and
- Improving the integrity of the University's student records.

Each of these motivations is briefly described below as context for the proposals.

Academic Support for Students

Successive reports to Senate from the Vice-President Academic & Provost have highlighted the ongoing undergraduate retention challenges. While there are several factors contributing to the growing attrition rates, difficulty completing the degree requirements / standards has been highlighted as one of the causes. The steadily

increasing number of academic petitions and appeals at the Faculty and Senate levels is seen as evidence of students' difficulties with their studies and efforts to maintain their eligibility. ASCP reviews pan-university grades distribution reports which convey the courses in which 30% or more of the grades are D or below, or the course was dropped. The number of courses with such a profile in recent years is substantial, which is seen as further evidence of students' challenges to successfully complete courses and requirements. A further indication is the decision in the Faculty of Liberal Arts & Professional Studies to re-establish several 90-credit undergraduate programs as exit degrees for a growing cohort of students ineligible to continue in and/or complete an Honours degree. Collectively these indications are a call to improve academic support and accommodation for students. The proposed new and revised legislation is in response to that need.

UAP Goal of Student Success

Enhancing *student success* was identified as one of three overarching themes of the 2010-2015 University Academic Plan. On one hand it is related to the companion UAP goal of *academic quality*, where strategies are summoned to raise the quality of students who choose to study at York. Equally important and true to York's mission, student success in the context of this Plan embodies access and providing a positive and valuable student experience. The 2014 Strategic Mandate Agreement submitted to the Province further articulates York's commitment to creating and sustaining a culture of student success.

Integrity of the University's Records

Universities are accountable for the quality and integrity of the degrees they confer. One of the functions of the University Registrar is to maintain the integrity and security of the academic records of students. A university transcript should be a complete copy of a student's academic record at the institution. Petitions for waiver of an academic deadline or regulation are permitted to take into account exceptional circumstances that have negatively affected a student's performance. Increasingly petitions decisions are resulting in alteration of students' enrolment history at the University, such that their transcripts are not reflecting a true and accurate account of their academic record. There is a growing imbalance between the University's enrolment records and students' transcripts. The University Registrar has raised concern about the integrity of the transcripts with Senate ASCP and is advocating action to address it.

ASCP Consultation

Through its Coordinating & Planning Sub-committee, ASCP has facilitated broad and extensive consultation on the policies. Insightful feedback and responses to framing questions have been received from faculty, staff and students through various fora during the past year. The scope of the consultation was as follows:

Group Consulted	Form of Consultation	Date
Associate Deans, Academic Affairs (UG) Faculty Academic Standards committee Chairs Faculty Petitions/Appeals Committee Chairs Senate Appeals Committee Chair	Request for written feedback on new draft policy on <i>Withdrawn from Course Option</i>	February 2015
Associate Deans, Academic Affairs (UG) Faculty Academic Standards committee Chairs Faculty Petitions/Appeals Committee Chairs	Request for written feedback on revisions to the <i>Course Repeat Policy</i>	February 2015
Associate Deans, Academic Affairs (UG) Faculty Academic Standards committee Chairs Faculty Petitions/Appeals Committee Chairs Secretaries, Faculty Petitions Committees Faculty advising staff	In-person consultation meeting	May 2015
Academic Advising Staff across the University	In-person consultation meeting	November 2015
Representatives of the York Federation of Students (YFS) Executive Members of the Student Senator Caucus	In-person consultation meeting	December 2015

At each stage the input from the different groups was taken back, discussed and revisions made to the policies to address substantive issues communicated in the meetings / written submissions.

Additionally, the Committee reviewed and weighed accordingly comparative information to inform policy directions and standards, including;

- policies and practices in place at a broad selection of Canadian universities regarding withdrawn from course options and the use of “W” to denote late course drops on transcripts
- the results of the 2015 comprehensive survey on course repeat practices at universities worldwide (1000 in total) conducted by the *American Association of Collegiate Registrars and Admissions Officers*, with the results from Canadian universities specifically extrapolated for review.

The resultant policies being proposed by ASCP are a product of the Committee’s collaboration and comparative analysis. They embody fairness to students and academic integrity. Most significantly, they are a measured response to the needs of a growing segment of York’s undergraduate student population for improved opportunities

to complete their degree programs. To that end, these policies further the UAP goals of student success and academic quality, and the specific priorities of enhancing the learning environment and enriching the student experience.

Policy Implementation

A common dispatch received from many of the groups consulted was the need for a detailed, well-thought out implementation plan for the new / revised policies. Throughout this initiative the Senate Committee has been working very closely with the Registrar's Office and the Office of the Vice-Provost Academic and all their related departments and staff (including University Information Technology) to identify and list the critical issues and details necessary to implement and deliver the policies. There is commitment from the relevant divisions to deliver the work necessary for the implementation. Academic advisors in the Faculties will play an important role and the Vice-Provost Academic will continue to liaise with this group on this exercise. An essential component of the implementation is a communications plan to inform students, staff and faculty of the new options; the York Federation of Students emphasized, and the Committee heard clearly, this message. The preparation of a comprehensive operational plan will be overseen by ASCP and the University Registrar upon approval of the policies.

The Senate Policy and Guidelines on Withdrawn From Course (W) Option

Policy

The Withdrawn from Course Policy has the following applications:

a) Course Withdrawal and Transcript Notation: Student Selection

In the period between the last day to drop a course without receiving a grade and the final day of classes in a term, undergraduate students are permitted to withdraw from a course with the condition that the course enrolment remains on a student's transcript, denoted by a "W" in the University's records and on the student's transcript as the grade decision. No credit value will be retained for the course and no value will be included in the calculation of a student's grade point average (GPA). No refund of tuition fees shall be provided for courses dropped through the late drop option. Courses with this decision recorded will not be considered an **attempt**¹ in the context of the *Senate Policy on Repeating Passed or Failed Courses for Academic Credit*.

Exceptions

The late drop option of the *Withdrawn from Course Policy* does not apply for the following:

- Graduate programs
- JD program
- Practica / internships / co-op or other experiential learning placements
- Exchange / Co-registration courses taken at another institution

b) *Withdrawn from Course* as a Petition / Appeal Decision

Withdrawn from Course shall be a decision available to Faculty Petitions / Appeal Committees and the Senate Appeals Committee for petitions for late withdrawal from a course. When *Withdrawn from Course* is granted by a committee the course(s) in question remains on a student's transcript, denoted by a "W" in the University's records and on the student's transcript as the grade decision. No credit value will be retained for the course and no value will be included in the calculation of a student's grade point average (GPA). No refund of tuition fees shall be provided for courses dropped through the late drop option. Courses with this decision recorded will not be considered an attempt in the context of the *Senate Policy on Repeating Passed or Failed Courses for Academic Credit*.

Standards governing late withdrawal decisions are set out in the Guidelines. They are also included in the Senate Appeals Committee's *Guidelines for the Consideration of Petitions / Appeals by Faculty Committees*.

¹ "Attempt" is defined as a completed course for which a final grade has been recorded.

Guidelines for Granting *Withdrawn from Course*

Consistent with the *Withdrawn from Course Policy*, the option of *Withdrawn from Course* is available to Petitions / Appeals Committee as a decision for a petition / appeal for late withdrawal from a course on the ground of hardship. Decisions to grant *Withdrawn from Course* shall be guided by the following considerations:

- the hardship can reasonably be seen to have caused the student's decision to not drop, or inability to drop the course, before the withdrawal deadline
- hardship includes transition difficulties experienced by students in their first University session
- the hardship is clearly documented
- the petition is filed promptly following the missed withdrawal deadline, "promptly" to be defined by the period affected by the hardship

Guidelines for Granting *Removal of a Course from the Transcript*

Removing a course from a transcript represents a significant alteration of a student's academic record. Accordingly it should be granted infrequently only in recognition of exceptional circumstances, or to correct an error. Decisions to grant *Removal of a Course from the Transcript* should be guided by the following circumstances and considerations:

(i) Removal on grounds of non-participation in a course

Considerations:

- the instructor confirms that to his/her knowledge the student never attended the course and submitted no assignments
- the student has not previously petitioned on same grounds, or received prior written warning concerning withdrawal deadlines

(ii) Removal on grounds that the academic feedback provided before the withdrawal deadline is less than required by the *Senate Policy on Grading Scheme and Feedback*

Considerations:

- it is confirmed by the instructor that he/she did not provide the required feedback to the class before the withdrawal deadline (not intended to cover cases where students do not receive feedback as a result of not completing work without extenuating circumstances, attending class or contacting the course director)
- the petition is filed promptly following return of the first piece of graded work by the instructor

(iii) Removal on grounds of severe and prolonged hardship

Considerations:

- the severe hardship (e.g., critical illness, overwhelming life circumstances) prevented a student from continuing their participation in a course(s) after the withdrawal deadline
- the hardship is clearly documented

Rationale

1. As a Late Drop Option for Students to Choose

The intent of the late drop option is to provide an appropriate mechanism for students who are struggling in a course and/or who have become overwhelmed by personal or extenuating circumstances. In such cases, exercising the option to withdraw from the course before the last day of classes will minimize the impact on the student's academic standing, reduce their remaining course load and enable them to focus on the successful completion of their remaining courses that term. It is the expectation that students who have fallen behind on coursework and / or are not prepared to write the final exam / complete the final paper, but did not drop the course before the drop deadline, will choose the option of **Withdrawn from Course**. It provides conditions for students to continue in good standing at York in those instances where a lack of experience hindered good decision making about their progress.

No limit on the number of times a student may choose the option of Withdrawn from Course is being proposed. Each time a student chooses to *Withdraw*, the course enrolment remains on the transcript, denoted by a "W". Students concerned about having too many W notations on their transcript will need to carefully consider when to use the *Withdrawn* option. As an advising aid, the Registrar's Office will implement an automatic warning in the Student Information System to alert students after *Withdrawn from Course* has been used three (3) times. A communication will be sent to the student recommending they meet with an academic advisor within their program / Faculty to discuss the issues leading to their growing use of the course withdrawals.

2. As a New Decision for Petitions Committees

Currently Petitions Committees have two decision options for students' requests for late withdrawal from a course:

- (1) grant the removal of the course and grade from the transcript; or
- (2) deny the request (leaving the student's existing grade / failure)

The number of undergraduate petitions has been steadily growing. Faculties reported 7750 petitions/appeals in 2012-2013, and the number increased to 8080 for 2013-2014. On average, approximately half of all petitions / appeals are for late withdrawal, and of those typically about half are granted. Noting the large number of retroactive withdrawals being granted, a few years ago the *Senate Executive Committee* expressed concern to the *Academic Standards, Curriculum and Pedagogy Committee* about the effect of these petitions decisions on academic standards at the University. The University Registrar has similarly voiced concern about the integrity of the University's academic records when transcripts are inconsistent with students' enrolment history.

Withdrawn from Course provides a new option that addresses both matters of academic standards and accurate University records; it balances academic integrity and fairness to students. As noted above, when *Withdrawn from Course* is granted by a Committee, the course remains on a student's transcript with the grade replaced by a "W" and the course is excluded from the calculation of a student's cumulative GPA. Academic integrity therefore is preserved two ways: by having the transcript reflect students' full enrolment history; and by bringing consistency between the student record system and transcripts issued by the University. Fairness to students - a foundational principle of petitions processes - is upheld by forgiving both the unfavourable grade recorded and the impact of that grade on the student's academic status. For many students setting aside a grade may permit them to continue in their degree program.

Note, students will not be permitted to petition for removal of a “W” on their transcript. That fact will be made clear to students in the information about the option of choosing *Withdrawn from Course*.

The existing option for a Petitions / Appeals committee to grant full removal of a course from the transcript after the drop deadline would continue to be a possibility. That option, however, would be viewed from a new perspective. Removing a course from a transcript represents a significant alteration of a student’s academic record. It should be granted infrequently, only in recognition of exceptional circumstances, or to correct an error. To that end, the test for removing a course from a transcript will be higher. With support for the adoption of *Withdrawn from Course*, a proposal to revise the existing *Guidelines for the Consideration of Petitions / Appeals by Faculty Committees* will proceed concurrently to incorporate appropriate standards for the category of *Removal of a Course from a Transcript (currently categorized as Late Withdrawal without Academic Penalty)*.

Symmetry with the Graduate Grading Scales

Withdrawal from a course – denoted by a W on the transcript - is among the options already in use in the Faculty Graduate Studies (except graduate programs in Business) and Osgoode Hall Law School. Adopting the option of *Withdrawn from Course* for undergraduate courses would bring symmetry between graduate and undergraduate programs on this count. It is increasingly becoming a practice at universities in Canada and the US as a balanced approach to accommodate students’ circumstances within the bounds of the institution’s academic standards.

Reducing the Volume of Petitions / Appeals

As noted above, Faculties are dealing with an enormous volume of undergraduate petitions. In this climate of constrained resources, opportunities that carry potential savings ought to be explored. A corollary benefit of adopting the late drop option may be a reduction in the number of petitions for withdrawal from a course. It is expected that some students will take advantage of the ability to drop a course late, thereby eliminating the need to petition for the option. Similarly, the ability of Petitions Committees to grant a middle-ground form of relief to students through the *Withdrawn from Course* option (as opposed to a denial) may reduce the number of appeals to the Faculty and, ultimately, the Senate Appeals Committee.

Implementation and Assessment

The introduction of *Withdrawn from Course* is proposed as a four- year pilot to take effect in the FW 2016-2017 academic year. Its use by students and Petition Committees will be tracked over this period. Metrics such as the overall and average number of times the option was chosen by students and dispensed by Petitions committees will be gathered for each of the four years. To assess the policy’s effectiveness in achieving its intentions, measures of success will include:

- Student feedback confirming that the *Withdrawn* option facilitated their academic progress and was an effective option for them (through a survey)
- The number of petitions / appeals for late withdrawal from a course decreased
- Petitions Committees’ confirmation of its value and effectiveness as a decision option, and reduced instances of altering students’ academic records

It is also anticipated that tracking the use of the late drop option will yield valuable data on course-drop patterns that course directors and programs may find helpful in their efforts to

address retention and the student experience.

It is the Committee's understanding that opting to choose *Withdrawn from Course*, or having that decision granted by a petitions committee, will not affect students' OSAP funding for that academic session.

Policy on Repeating Passed or Failed Courses for Academic Credit

Existing Policy	Proposed Revisions
<p>1. (a) Students are allowed to repeat a passed or a failed course once for academic degree or certificate credit. Students should note that course availability and space considerations may preclude the possibility of repeating a course in the session they choose.</p> <p>(b) When a student is allowed to repeat a course for academic degree or certificate credit, the second grade will be the grade of record and the only grade calculated in the student's grade point average (Major, Cumulative, Sessional and Overall). A course can be credited only once towards satisfaction of degree or certificate academic credit requirements.</p> <p>(c) The record of both the first and second time the course was taken will appear on the student's transcript, with the first course designated as 'No Credit Retained'.</p> <p>(d) The restrictions regarding repeating a passed or failed course also apply to cross-listed courses and course credit exclusions.</p> <p>2. The above items do not apply to graduate degree or diploma programs, the BEd degree programs of the Faculty of Education, or the LLB degree program of Osgoode Hall Law School.</p> <p>3. The above items do not apply to practicum courses offered in the Bachelor of Social Work (BSW) degree program or practicum courses offered in the Bachelor of Science in Nursing (BScN) degree program.</p>	<p>1. (a) Students may repeat a passed or failed course twice for academic degree or certificate credit, for a maximum of three (3) attempts at a course. Students should note that course availability and space considerations may preclude the possibility of repeating a course in the session they choose.</p> <p>(b) When a student repeats a course for academic degree or certificate credit, the grade of the latest attempt will be the grade of record and the only grade calculated in the student's grade point average (Major, Sessional and Cumulative). A course shall be credited only once towards the satisfaction of degree or certificate academic credit requirements.</p> <p>(c) The record of each attempt will appear on the student's transcript, with the prior attempt(s) designated as 'No Credit Retained'. The grade awarded in the prior attempts will continue to appear on the transcript beside the NCR designation but will not be included in the calculation of the student's grade point average.</p> <p>(d) Cross-listed courses and course credit exclusions count as a course repeat and are subject to (c) above.</p> <p>(e) Students who have been conferred a degree may repeat courses counted towards their degree thereafter as a Non-Degree Student. Such courses will have no impact on the student's completed degree program or the grade point average on record.</p> <p>2. The above items do not apply to graduate degree or diploma programs, the BEd degree program in the Faculty of Education, or the JD degree program in the Osgoode Hall Law School.</p> <p>3. The above items do not apply to practicum courses offered in the Bachelor of Social Work (BSW) degree program or practicum courses in the Bachelor of Science in Nursing (BScN) degree program.</p>

Policy on Repeating Passed or Failed Courses for Academic Credit

(As Revised)

1. (a) Students may repeat¹ a passed or failed course twice for academic degree or certificate credit, for a maximum of three (3) attempts² at a course. Students should note that course availability and space considerations may preclude the possibility of repeating a course in the session they choose.
 - (b) When a student repeats a course for academic degree or certificate credit, the grade of the latest attempt will be the grade of record and the only grade calculated in the student's grade point average (Major, Sessional and Cumulative). A course shall be credited only once towards the satisfaction of degree or certificate academic credit requirements.
 - (c) The record of each attempt will appear on the student's transcript, with the prior attempt(s) designated as 'No Credit Retained'. The grade awarded in the prior attempts will continue to appear on the transcript beside the NCR designation but will not be included in the calculation of the student's grade point average.
 - (d) Cross-listed courses and course credit exclusions count as a course repeat and are subject to (c) above.
 - (e) Students who have been conferred a degree may repeat courses counted towards their degree thereafter as a Non-Degree Student. Such courses will have no impact on the student's completed degree program or the grade point average on record.
2. The above items do not apply to graduate degree or diploma programs, the BEd degree program in the Faculty of Education, or the JD degree program in the Osgoode Hall Law School.
3. The above items do not apply to practicum courses offered in the Bachelor of Social Work (BSW) degree program or practicum courses in the Bachelor of Science in Nursing (BScN) degree program.

¹ In the context of this policy, "repeat" is defined as a subsequent enrolment in the course.

² "Attempt" is defined as a completed course for which a final grade has been recorded.

Rationale for Change to Policy on Repeating Courses

It was drawn to the Committee's attention that a practice has emerged whereby students are being permitted to repeat a required course a third time to have it recognized for the purpose of meeting a degree requirement. In some cases Undergraduate Program Directors are approving this option for individual students. Also, a practice has reportedly taken hold within the degree audit process to accept the third passed attempt of a course for satisfying degree requirements (but not becoming the grade of record) as long as no decision has been conveyed otherwise by the Faculty. A secondary issue raised about the policy is whether graduates are permitted to repeat courses after the conferral of their degree to raise their grade for applications to other degree programs.

The committee initially explored the idea to permit students an unlimited number of attempts to complete a course, and that the last course completion be the grade of record and the only grade calculated in students' GPA. Consultation with the Faculties on that suggestion raised several potential challenges with the lack of a limit, including:

- the possibility of a student's continued failures in a course(s)
- a higher level of student dissatisfaction arising from ongoing failures
- delayed graduation
- increased debt for students as a result of continued re-enrolment

Upon further consideration and taking into account Faculties' feedback, the Committee is recommending revising the Senate policy to:

- permit students to repeat passed or failed courses for academic degree or certificate credit twice, for a total of three (3) attempts at a course;
- have the grade of the last course completion be the grade of record and the only grade calculated in the student's grade point average (Major, Sessional and Cumulative); and
- have the record of each time a course was taken will appear on the student's transcript, with the prior instance(s) designated as 'No Credit Retained'.

The intent of the revised legislation, together with two related new initiatives (*Withdrawn from Course Option* and the *Course Relief Policy*) remains the same - to better enable York students to complete their degree program at York through reasonable options that balance academic integrity and fairness to students.

The University Registrar reported to ASCP that a significant number of degree requirement waivers are being permitted annually because of the restrictions on the current course repeat legislation. The Senate Committee is considerably more troubled by degrees being conferred when the requirements are not met than allowing students one additional attempt to successfully complete all the degree requirements. The integrity of the degree is the paramount consideration.

Course Repeat Policies at Canadian Universities

A concern voiced in the earlier discussion with Faculties about removing the limit on the number of times a student could repeat a course was that York's policy would be much more lenient in comparison to other universities and, therefore, unfavourable from an academic reputation standpoint. It was suggested that other Canadian universities' course repeat policies be reviewed for comparison before proceeding with changes to York's legislation.

Fortunately the *American Association of Collegiate Registrars and Admissions Officers* organization (AACRAO) recently conducted a survey of post-secondary institutions worldwide on course repeat practices. Approximately 1000 institutions participated in the exercise, which included 29 Canadian

institutions (totally approximately one-third the number of universities in Canada). York's registrarial staff completed the questionnaire and consequently was provided the survey results, both overall and from the 29 Canadian universities that responded. The results from the Canadian institutions reveal the following about course repeat practices for undergraduate programs:

QUESTION	YES	NO
Most courses may be repeated only once	37.5%	62.5%
A student must seek permission in advance to register for a repeated course.	16.7%	83.3%
A student must petition for a course grade to be replaced after the repeated course is successfully completed.	8.3%	91.7%
Course replacements happen automatically (i.e., no petition required)	66.7%	33.3%
The highest grade stands.	62.5%	37.5%
The most recent course grade stands.	33.3%	66.7%
Some courses may be taken more than once for credit	66.7%	33.3%
Credit is earned for only ONE of the course attempts even if both grades are considered passing grades.	88.0%	12.0%
There is a limit on the total number of courses that may be repeated.	16.7%	83.3%

The survey results from universities worldwide are very similar, replicating the majority responses on the above questions for all but two of them; the exceptions are "The highest grade stands" = majority is NO; and "The most recent course grade stands" = majority is YES.

Relative to other Ontario and Canadian universities' practices, the proposal to increase the number of course repeats to two, have the last attempt be the grade of record and maintain the previous enrolments on the transcript would not single out York's policy as too lenient. Rather, by maintaining a limit on the number of times a student may enrol in a course and counting the grade received on the final attempt in the calculation of a student's GPA, the proposed policy represents a reasonably rigorous standard.

Course Relief Policy

Policy

In order to support student success, **eligible** undergraduate students who transfer program majors or degree programs may opt to exclude courses completed toward the prior major requirements from their Overall Cumulative GPA (OCGPA) and credit accumulation for their new program of study.

Regulations

The Course Relief Policy applies as follows:

a. The policy is only applicable to:

- i. continuing students **who have completed fewer than 84 earned credits, who meet the eligibility requirements for the new program**
- ii. students returning from a Required Withdrawal or Debarment **who meet the eligibility requirements for the new program and** whose request for a program change has been approved **by the new program**.

b. Course Relief is available to a student once. Petitions for subsequent applications are not permitted.

c. Courses eligible to exclude from the OCGPA are all subject courses taken previously that will not count as major credits in the new degree program. **Students are permitted to select former Major courses to be counted as elective credits toward the new degree program.**

d. A record of all completed courses and grades awarded remain on a student's transcript; courses that are excluded from a student's OCGPA under this relief policy are denoted as such on the transcript*.

The Course Relief Policy does not apply to the following:

- General Education and elective courses **completed in the first Major program**
- Second or subsequent program changes
- Course(s) in which a penalty for a breach of academic honesty has been imposed
- Students pursuing second or subsequent degrees

Students must confirm their eligibility for the Course Relief Policy. It is the responsibility of students to be informed of the degree requirements for their new program.

* *The method of notation is to be determined.*

Course Relief Policy

Rationale

The policy is primarily aimed at facilitating existing York students' return to studies after being required to withdraw (for 1 or 2 years) in order to provide them with a reasonable opportunity to complete their degree. The current practice at York University is to include the grade achieved in all courses completed at York University in the overall cumulative GPA, unless specifically excluded (e.g., because of the "Course Repeat" Legislation or due to penalties for academic honesty). Often students who are returning to studies cannot realistically achieve the required GPA to graduate from their program since their previous record continues to impede their progression. The impact of this on students who change from a program in which they have performed poorly is that they do not have the relief afforded by the "Course Repeat" legislation. In order to provide students an equitable chance at successfully completing a degree, the Course Relief policy provides eligible students the option to change degree programs without having to repeat courses that do not count towards the new program major. Courses eligible for course relief are those taken as major credits previously, that will not count towards the major/required credits in the student's new program.

Out of fairness to York students, to enhance their student experience, and to retain them at York, this type of academic forgiveness is deemed to be appropriate. Requests for a transfer under this policy will still need to be approved by the new program; this will ensure students' eligibility for the new program. In the consultation meetings the importance of programs approving students' transfers was emphasized by faculty and academic advising staff to ensure the course relief option is applied for its intended purpose. Moreover, students will still be required to meet the program and GPA requirements of the new program to earn the degree. It balances fairness to students and academic standards. This policy would also support several other accommodation policies such as the "Course Repeat" and proposed *Course Withdrawal* policies in an effort to give students the most opportunity for success.

In response to feedback from students and staff consulted about the initiatives, a second category of students who would benefit from this policy was identified and subsequently added: continuing students who have completed fewer than 84 earned credits, who meet the eligibility requirements for the new program of choice. The applicability of the policy to this category enables students who are meeting their progression (GPA) requirements but wish to change their major without undue impact to do so. It will permit them to have their previous major courses excluded from the OCGPA calculation as they move to their new program of choice (upon approval by the program) to further support their new path of study. No exemptions of the new program requirements are provided for in this policy; students changing programs must meet all of the degree requirements and the standards for degree conferral.

Major Modifications to Existing Programs

1. Program: Business Minor
School of Administrative Studies
 2. Degree Designation: Honours Minor
 3. Type of Modification: changes to program requirements.
 4. Effective Date: Fall 2016
-

5. Provide a general description of the proposed changes to the program.

The program has been revised attending to the experience of students that entered into the program and either completed it or not, plus the knowledge acquired by Faculty and staff after several years of offering the honours minor in its original form.

In summary the proposed structure shows 7 required 3.00 credit courses and 3 optional 3.00 credit courses, of which at least one shall be a 4000 level course (the current structure has 9 required courses and one elective).

The proposed required set of courses identify one opening course (AP/ADMS1010), 5 courses covering relevant business subjects (AP/ADMS1500 for accounting, AP/ADMS2200 for marketing, AP/ADMS2310 for statistics applied to business, AP/ADMS2400 for organizational behavior and AP/ADMS2541 for finance), and one closing course (AP/ADMS3920).

Having room for three 3.00 credits electives allow students to advance their knowledge in one field (for instance, do the three courses in emergency management AP/ADMS2700, AP/ADMS3701 or AP/ADMS3703 and AP/ADMS4709) or maximize their exposure to different areas (for example AP/ADMS3353 in project management, AP/ADMS3120 in management and AP/ADMS4690 in corporate governance).

Given the very limited array of 4000 level courses with no or very few pre-requisites, the business minor can be completed with a minimum of 3.00 credits at the 4000 level. Although this is not normally the policy at York, students in the business minor will be better served by requiring a minimum of one 4000 level course due to the current limitation of courses available. It is expected that in the future some 4000 level courses within the BAS would modify pre-requisites or new courses would be added if the business minor demand is large enough.

Our answer to item 8 of this proposal provides a detailed analysis of courses removed and added, both required and optional.

Also to properly justify the academic rationale behind the analysis and selection of courses to be included in the proposed program, a graphical representation of their links is provided in our answer to item 6 of this proposal.

6. Provide the rationale for the proposed changes.

The changes are primarily designed to address the needs of students that are interested in adding a business minor to their York degree. The table below shows the current composition of students in the business minor (Winter 2015). From the data can be observed that the Business Minor is attractive to five programs in 3 faculties (only those 5 programs combined explain more than half of the current students).

Faculty	Number of Students	Percentage of Total Business Minors	Faculty	Program	Students	% of total
AP	55	50.00%	HH	PSYC	22	20.00%
ES	4	3.64%	HH	KINE	11	10.00%
FA	6	5.45%	AP	COMN	10	9.09%
HH	33	30.00%	AP	POLS	8	7.27%
SC	12	10.91%	SC	BIOL	7	6.36%
Grand Total	110	100.00%	Total		58	52.73%

The following table shows the data of the 52 students that graduated from the program. Two thirds or 67% of them are concentrated in a handful of programs: kinesiology, psychology, communication, criminology and economics.

Row Labels	2014	2012	2013	2011	2010	Grand Total	
AP	6	5	7	2	1	21	
CHST			1			1	
COMN		1	2	1		4	8%
CRIM	1		2	1		4	8%
ECON	2	1	1			4	8%
ITEC	1	1			1	3	
PHIL		1				1	
POLS	1					1	
PRWR	1	1	1			3	
ES	1		1			2	
ENST	1		1			2	
FA	1	2				3	
DANC		1				1	
MUSI	1	1				2	
HH	9	2	9	2	1	23	
KINE	4		2			6	12%
PSYC	5	2	7	2	1	17	33%
SC	1	1	1			3	
MAED	1	1	1			3	
Grand Total	18	10	18	4	2	52	67%

It is being suggested that students in other programs at LA&PS and other faculties find that some of the current required courses demand a level of mathematics that is not within their

reach. It has been suggested that the root is in the admission requirements to programs in LA&PS, other than the BAS, where Advanced Functions is normally not required.

With these facts at hand, the whole business minor has been redesigned with the purpose to make it feasible for students that have entered University with a grade 12 math course that is not Advanced Functions. Calculus is needed for AP/ECON1000 and AP/ECON1010 that used to be part of the business minor, now that the economics course is AP/ECON1900 the need for calculus or advanced functions cease to exist. To adjust for this change, the accounting and finance courses required in the minor have been replaced (AP/ADMS1500 replaces ADMS2500 for accounting and AP/ADMS2541 replaces ADMS3530 for finance). None of the electives identified require advanced functions or calculus, however, a decent knowledge of algebra is require by most courses.

The proposed Business Minor intends to be a self-contained program, where students can cover the basics building blocks (management, statistics for business, economics, accounting, marketing and finance) and then add three courses to be selected from a list of more than twenty courses in the most diverse fields of business education.

A key feature of the proposed business minor is the link between the opening course (ADMS1010) and the closing course (ADMS3920). The graph in the following two pages present the idea by linking week by week the topics covered in the opening and closing course and how they relate by areas with the other required courses and the selection of optative courses available to choose.

Business Minor - New format (March 2015)

Structure: Mandatory 1 opening course, 5 diverse courses and 1 closing course (21 credits) plus 3 elective courses (9 credits): one at the 3000 level and another at the 4000 level

Opening course: ADMS1010	Topic in opening course	Mandatory Course to go in depth (5)	Elective Courses to go in depth (3)	Topic in Closing course	Closing course: ADMS3920										
<p><u>Week 1. Getting engaged: Introduction to critical thinking & contemporary business issues</u> Dyer, L. (2011). <i>Critical Thinking for Business Students</i>. Captus Press. (Chapter 1: What critical thinking)</p>															
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 5%;">Week</th> <th style="width: 5%;">Date</th> <th style="width: 45%;">Subject Matter Covered</th> <th style="width: 15%;">Readings</th> <th style="width: 10%;">Req'd Submissions</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Jan 9</td> <td>Course Overview and Introduction to Entrepreneurship</td> <td>Ch. 1, 3 43 pages</td> <td>None</td> </tr> </tbody> </table>						Week	Date	Subject Matter Covered	Readings	Req'd Submissions	1	Jan 9	Course Overview and Introduction to Entrepreneurship	Ch. 1, 3 43 pages	None
Week	Date	Subject Matter Covered	Readings	Req'd Submissions											
1	Jan 9	Course Overview and Introduction to Entrepreneurship	Ch. 1, 3 43 pages	None											
<p><u>Week 2. So, you want to be a manager? (Management)</u> Mintzberg, H. (1990). The Manager's Job: Folklore and Fact. <i>Harvard Business Review</i>, 68(2), 163-176. Drucker, P. F. (2005). Managing Oneself. <i>Harvard Business Review</i>, 83(1), 100-109.</p>															
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<p><u>Week 3. Getting organized (Organization Theory)</u> Dyer, L. (2011). <i>Critical Thinking for Business Students</i>. Captus Press. (Chapter 2: Claims) Chandler, A. D. (1990). The Enduring Logic of Industrial Success. <i>Harvard Business Review</i>, 68(2), 130-140. Schumacher, E. F. (1973). <i>Small is beautiful: A study of economics as if people mattered</i>. London: Blond and Briggs. (Part I/Chapter 5: A question of size)</p>															
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<p><u>Week 4: Current issues, future challenges (Business ethics: Corporate social responsibility; Sustainability; Emergency management)</u> Dyer, L. (2011). <i>Critical Thinking for Business Students</i>. Captus Press. (Chapter 3: Evidence) Friedman, M. (1970, September 13). The social responsibility of business is to increase its profits. <i>New York Times</i>, pp. 32-33, 122, 124, 126. Homer-Dixon, T. (2006). <i>The upside of down: Catastrophe, creativity, and the renewal of civilization</i>. Toronto: Alfred A. Knopf. (Chapter 1: Tectonic stresses) Recommended*: Waldman, D. A., & Siegel, D. (2008). Defining the socially responsible leader. <i>The Leadership Quarterly</i>, 19(1), 117-131.</p>															
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<p><u>Week 5. Questions of value (Economics: Strategy)</u> Dyer, L. (2011). <i>Critical Thinking for Business Students</i>. Captus Press. (Chapter 4: Underlying assumptions) Roscoe, P. (2014). I Spend Therefore I Am: How Economics Has Changed the Way We Think and Feel. Random House Canada. (Chapter 2: From Truck and Barter to the Meaning of Life) Collis, D. J., & Montgomery, C. A. (2008). Competing on Resources. <i>Harvard Business Review</i>, 86(7/8), 140-150. Recommended: Layard, P. R. G. (2005). <i>Happiness: Lessons from a new science</i>. New York: Penguin Press. (Chapter 9: Does economics have a clue?)</p>															
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<p><u>Week 6. MIDTERM EXAM</u></p>															
<p><u>Week 7. Value measurement and intermediaries (Accounting; Finance)</u> Dyer, L. (2011). <i>Critical Thinking for Business Students</i>. Captus Press. (Chapter 5: Causal claims) Kaplan, R. S., & Norton, D. P. (1992). The Balanced Scorecard--Measures That Drive Performance. <i>Harvard Business Review</i>, 70(1), 71-79. Bakker, P. (n.d.). Accountants Will Save the World. <i>Harvard Business Review</i>. Retrieved September 17, 2013, from http://blogs.hbr.org/2013/03/accountants-will-save-the-world/ Korten, D. C. (2001). <i>When Corporations Rule the World</i>. Bloomfield, CT: Kumarian Press, Inc. (Chapter 13: The money game, and Chapter 14: Predatory finance)</p>															
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Opening course: ADMS1010	Topic in opening course	Mandatory Course to go in depth (5)	Elective Courses to go in depth (3)	Topic in Closing course	Closing course: ADMS3920				
<u>Week 8. Value chains (Management science; Operations & Supply chain management; International business)</u> Dyer, L. (2011). <i>Critical Thinking for Business Students</i> . Captus Press. (Chapter 6: Techniques of persuasion)	Statistics	ADMS2310	ADMS2320		8	Feb 27	Operations (Premises and Production)	Ch. 11, 12 54 pages	Group's New Venture Business Case with Business Model Map
Magretta, J. (1998). Fast, global, and entrepreneurial: Supply chain management. Hong Kong style. An interview with Victor Fung. <i>Harvard Business Review</i> , 76(5), 102-114.	Operations		ADMS3353	Operations					
Rosenthal, C., & Berinato, S. (2013). Plantations Practiced Modern Management. <i>Harvard Business Review</i> , 91(9), 30-3.									
<u>Week 9. The human factor (Human resources management; Organizational behaviour)**</u> Dyer, L. (2011). <i>Critical Thinking for Business Students</i> . Captus Press. (Chapter 7: Writing a persuasive essay)	Human factor	ADMS2400 ^o		Human factor	5	Feb 6	Global Marketing (Exports), and Human Resources and the Role of Venture Management	Ch. 8, 9 42 pages	None
Herzberg, F. (1987). One more time: How do you motivate employees? <i>Harvard Business Review</i> , 65(5), 109-120.	Organizational behaviour		ADMS3400 ^a						
Sandel, M. J. (2012). <i>What money can't buy: the moral limits of markets</i> . New York: Farrar, Straus and Giroux. (Chapter 2: Incentives)			ADMS3120						
<u>Week 10. Getting the word out (Marketing; Public relations; Communications)**</u> Levitt, T. (1975). Marketing myopia. <i>Harvard Business Review</i> , 53(5), 26-183.	Marketing	ADMS2200	ADMS3220 ^b	Marketing	4	Jan 30	Sales & Marketing, Promotion and Distribution	Ch. 6, 7 70 pages	Group Membership Forms due via email
Klein, N. (2000). <i>No logo: Taking aim at the brand bullies</i> . New York: Picador. (Chapter 1: New branded world)			ADMS3210 ^b						
			ADMS4280 ^b		5	Feb 6	Global Marketing (Exports), and Human Resources and the Role of Venture Management	Ch. 8, 9 42 pages	None
<u>Week 11. Business for the future (Entrepreneurship; Innovation)**</u> Drucker, P. F. (1985). The discipline of innovation. <i>Harvard Business Review</i> , 63(3), 67-72.									
Nonaka, I. (2007). The Knowledge-Creating Company. <i>Harvard Business Review</i> , 85(7/8), 162-171.	Entrepreneurship			Entrepreneurship	10	Mar 13	Growth, Crisis, Turnaround and Exit	Ch. 15 & Supplemental Material 23 pages	None
Alperovitz, G. (n.d.). <i>Meet the Movement for a New Economy</i> . Retrieved March 10, 2012, from http://www.yesmagazine.org/new-economy/the-new-economy-movement									
<u>Week 12: Course review and exam preparation**</u> Kiechel III, W. (2012). The Management Century. <i>Harvard Business Review</i> , 90(11), 62-75.									
Notes: ^a Requires ADMS1000 as a prerequisite. Note ADMS2400 is considering changing its pre-requisites to allow ADMS1010 or ADMS1000.									
^b Requires ADMS2200 as a prerequisite									
^c Requires ADMS2700 or ADMS2400 as a pre-requisite									

7. Comment on the alignment between the program changes with Faculty and/or University academic plans.

In the Strategic Mandate Agreement (SMA), business is identified as a program area of strength (p. 11), while Business/Management/Administration (p.11) is identified as a program area of growth.

In the University's SMA proposal (p. 2&3), the University indicates that it "will continue its well-established program areas of program strength at the undergraduate, Master's, and PhD's levels", including business. School of Administrative Studies contributes significantly to this program area of strength as described in p. 5 of the proposal: "Through the Faculty of Liberal Arts and Professional Studies, York also offers one of Canada's largest undergraduate programs in Administrative Studies as well as undergraduate and graduate programs in Human Resources Management." Also acknowledged in the SMA (p. 4): "11.88% of York's students are in Business and Administrative Studies, the second- highest share among Ontario universities, addressing Canada's need for managers who hold degrees in these areas."

Professional programs are identified as strategic growth areas in the SMA proposal (p.8) : "York proposes a suite of new programs at the undergraduate, Master's and PhD level to build on its position as a dominant provider of professional education. New programs are primarily in the fields of digital fine arts, engineering, health, education, gerontology, and business." With this mandate in mind, School of Administrative Studies continues to develop and revise professional programs, at both undergraduate and graduate levels, to meet demand.

The proposed changes to the Business Minor builds on the existing strengths of the Administrative Studies program. This minor will attract more capable individuals, both domestic and international, to the undergraduate programs of the Faculty of Liberal Arts and Professional Studies. The content and nature of the Business Minor will enhance student employability. It can be measured through the Institutional and System-wide metrics as outlined in 5.3 Metrics in the SMA.

The business minor as a whole contributes to the following:

- 1) Student success: our undergraduate students must be provided with the knowledge and skills they need to thrive, both as citizens in a democratic society and workers in the 21st century global knowledge society. Basic business understanding and knowledge is fundamental to enhance their understanding of how the organizations for which they work make decisions. Also a business minor increases the likelihood of employability immediately after graduation.
- 2) The courses that can be included in the flexible proposed format help satisfy the following goals: expand experiential learning opportunities; affirm our leadership in curriculum delivery modes, including day, evening, weekend and online learning, full-time and part-time, traditional and non-traditional students; and increase opportunities for students to have international exposure while doing the courses.
- 3) Enhances curriculum synergies within LA&PS and with other faculties;
- 4) Offers a real potential to expand and support the development of options to Engineering programs.

Detailed outline of the changes to the program learning outcomes: NOT COPIED FOR SENATE.

- 8. Summarize the consultation undertaken with relevant academic units, including commentary on the impact of the proposed changes on other programs. Provide individual statements from the relevant program(s) confirming consultation and their support.**

No consultation was conducted with other units due to the fact that the changes would mostly impact courses offered and administered by SAS.

- 9. Are changes to the program's admission requirements being proposed coincident with the program change(s)? If so, outline the admission changes, and comment on the appropriateness of the revised requirements to the achievement of the program learning outcomes.**

Currently the program has the following entry requirements: Students prior to entering the business minor are required to have completed one 4U mathematics MHF4U (Advanced Functions) or the equivalent and students must have completed 30 University credits or the equivalent and attained a minimum cumulative grade point average of 5.00 in their home program at York.

The proposed program changes one of the entry requirements as follows: Students prior to entering the business minor are required to have completed one 4U mathematics **MHF4U (Advanced Functions)** or the equivalent and students must have completed 30 University credits or the equivalent and attained a minimum cumulative grade point average of 5.00 in their home program at York.

The rationale for this relaxation of entry requirements has been provided before and is the result of the analysis of students effectively enrolled in the program. Students in other programs at LA&PS find that some of the current required courses require a level of mathematics that is not within their reach. It has been suggested that the root is in the admission requirements to programs in LA&PS, other than the BAS, where MHF4U (Advanced Functions) is normally not required.

With these facts at hand, the whole business minor has been redesigned with the purpose to make it feasible for students that have entered University with a grade 12 math course that is not MHF4U (Advanced Functions). That change also has to be reflected in the entry requirements to the program.

- 10. Describe any resource implications and how they are being addressed (e.g., through a reallocation of existing resources). If new/additional resources are required, provide a statement from the relevant Dean(s)/Principal confirming resources will be in place to implement the changes.**

No new resources are needed in the immediate future as all the courses but one are being currently offered by SAS. The new course created for this program might have resource consequences in the Finance area if the demand for the course goes beyond one section per year.

- 11. Is the mode of delivery of the program changing? If so, comment on the appropriateness of the revised mode(s) of delivery to the achievement of the program learning outcomes.**

No.

- 12. Is the assessment of teaching and learning within the program changing? If so, comment on the appropriateness of the revised forms of assessment to the achievement of the**

program learning outcomes.

No.

13. Provide a summary of how students currently enrolled in the program will be accommodated.

Students enrolled at the time the change becomes effective will be allowed to either complete the program as originally selected or to migrate to the new format, in which case courses already completed but not required in the proposed format will be counted as optative (in all cases one 4000 level course shall be completed).

Note that courses required in the current and proposed versions are normally offered as they are part of the Bachelor of Administrative Studies degree.

Memo

To: Whom It May Concern

From: Kim Michasiw,
Vice Dean

Date: October 9, 2015

Subject: Approval of Modifications to the SAS Business Minor

FACULTY OF
LIBERAL ARTS &
PROFESSIONAL
STUDIES

Office of the Dean

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Tel 416 736-5220
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On behalf of Ananya Mukherjee-Reed, Dean of the Faculty of Liberal Arts & Professional Studies, I have reviewed the proposal from the School of Administrative Studies for revisions to the School's existing Business Minor.

The Business Minor was launched five years ago with great expectations that it would be the first instance of what the Faculty hoped would prove many crossing of the ampersand that divides the Liberal Arts from Professional Studies in the Faculty's name. Though the Minor has not been wholly unsuccessful, with 110 students currently enrolled, it has not been all the Faculty had hoped. In some measure the limited enrolments have been a function of the program's requirement of 4U Advanced Functions from its incoming students. This prerequisite disqualified immediately a large percentage of LA&PS students who had taken another math, or who had taken no math at all. Furthermore, the dual 1000-level requirement of two introductory ADMS courses (1000 & 1010) and two introductory Economics courses (1000 & 1010), erected something of a wall of math to fence in the program and to keep students a year or more removed from the business content courses in which they were actually interested.

The program's redesign allows admission to students who took math other than Advanced Functions, and exempts them from the introductory Economics courses. It has also focused the 21 required credits on a single introductory course, and introductory courses in the School's six primary disciplines. It allows also 9 credits with which students may specialize, to a limited degree, in areas of interest to them. The redesign has also addressed the difficulty Business Minor students have encountered in finding suitable 4000-level courses by having a single 3-credit 4000-level course on Corporate Governance that is attuned to the needs of Minors. Advisors will need to be made aware that students in the Business Minor will have to take 3 additional credits at the 4000-level (in addition to the 12 in their Major), whether in their Major or elsewhere, to make up for the 3 that are not present in the Business Minor.



In all, this proposal offers what the Minor ought to have been from the beginning: an introduction to the study and practice of Business in its multiple sub-disciplines that is attuned to the interests and capacities of Humanities and Social Science students. I applaud the redevelopers of the program and strongly support the changes, trusting that all levels of the approval process will recognize the proposal for the achievement it is.

Major Modification Proposal

1. **Program:** ITALIAN STUDIES
 2. **Degree Designation:** Hons BA, 90-credit BA, iBA
 3. **Type of Modification:** The Italian Studies section is submitting changes to the degree requirements; it is also proposing to close two degree options.
 4. **Effective Date:** September 2016
-

5. Provide a general description of the proposed changes to the program.

Italian Studies proposes the following changes to the BA programs in Italian Studies:

- a) **Close the following two degree options:** Specialized Honours BA and Honours Double Major Interdisciplinary (Linked) BA
- b) **Changes to the degree requirements for the Honours; Honours Minor; 90-credit and Honours iBA options.**

6. Provide the rationale for the proposed changes.

The changes we are proposing reflect a move towards:

- a) **Closing the degree options:** Simplifying our degree options: We have seen a decrease in students declaring the Specialized Honours BA: Italian Studies Major 54 credits. In addition, we have had no students declare the Honours BA Interdisciplinary Linked (36 credits). By offering only the degree options we wish to retain (as noted above), we are making choices for students more clear.
- b) **Changes to degree requirements:** Simplifying and making our degree requirements more flexible. By eliminating the specificity at the upper level, not only can we offer students more choice of courses in language, literature, linguistics and culture (including Italian-Canadian and diasporic studies), we can be more flexible, as a section, in our offerings year to year. In addition, by reducing our core by six credits (i.e. making IT 2200 and IT 2100, our introductory literature and linguistics courses, 3.00 each, instead of 6.00) we are allowing students to take more specialized courses of their choosing at the upper level.

7. Comment on the alignment between the program changes with Faculty and/or University academic plans.

The program changes proposed align themselves clearly with the UAP *Enhancing Academic Quality in a Globalized World* (2010-2015), which uses as its strategic foundation the Provostial White Paper *Building a more engaged University* (2010), in at least 2 of the Priority Areas identified therein:

1. Enhancing Teaching and Learning [...] through a commitment to academic quality and to innovative modes of delivery [i.e. experiential education through our commitment to the study abroad experience, (which also relates to internationalization and outreach); development of new courses in hybrid models]
2. Enriching the student experience [...] through a commitment to helping students in class and outside of class, through efficient and effective student advising to help them navigate degree requirements and other important features of our offerings.

In addition, the changes align themselves with the LA&PS Strategic Plan *Making Choices for the future* (2010-20) in similar ways as noted above but also, more specifically, as they relate to Principles 16.1, 16.2 and 18 which deal with restructuring degree programs to make them more diverse, experiential and innovative education.

8. Provide a detailed outline of the changes to the program and the associated learning outcomes, including how the proposed requirements will support the achievement of program learning objectives (i.e., the mapping of the requirements to the program learning outcomes).

a) Closure of the following degree options:

Specialized Honours BA
Honours Double Major Interdisciplinary (Linked) BA

b) Changes to the degree requirements for the Honours; Honours Minor; 90-credit and Honours iBA options. The specific changes to the HONOURS BA program are:

- Reduce the number of credits in the core offerings from 24 to 18
- Increase the number of credits in upper level courses from 18 to 24
- Allow students choice in the upper level by asking them to take 24 credits chosen from any course with an IT rubric with the provision that 12 of these 24 be at the 4000-level. In other words, be less specific about what they are to take (i.e. remove the specificity about Group A/B literature, credits in linguistics, etc.

The proposed changes do not affect the program's learning outcomes. However, we have reviewed the program learning expectations in light of the closure of our ITALIAN CULTURE degree (September 11, 2015). Culture courses will continue to be included in the Italian Studies degree. These minor changes to our UUDLEs are presented in RED in the pages that follow.

Please note that in the chart and descriptions that follow, the Italian Studies section:

1. presents UUDLEs for the program, making a distinction between 90-credit BA and Honours BA programs, and outlining specific expectations for programs such as the iBA.

2. considers the six categories outlined by OCAV + one additional category: 1. Depth and Breadth of Knowledge; 2. Knowledge of Methodologies; 3. Application of Knowledge; 4. Communication; 5. Awareness of Limitations of Knowledge; 6. Autonomy and Professional Capacity; 7. Experiential Learning.
3. makes considerations for future Experiential Learning initiatives in line with the Faculty of Liberal Arts and Professional Studies Strategic Plan (2010-2020).

<p>1. Depth and Breadth of Knowledge</p>	<p>Upon graduation, ITALIAN STUDIES (90 credit BA) students will be:</p> <p>a) able to display a general knowledge of the components of Italian language structures and vocabulary as they pertain to both personal and academic settings.</p> <p>b) able to display a broad understanding of major literary periods from the 1200s through to the present and recognize a variety of literary genres.</p> <p>c) able to demonstrate developed analytical tools to tackle the complexities of cultural and literary texts.</p> <p>d) able to display a broad understanding of Italian contribution to culture and civilization including in the diaspora.</p> <p>e) able to display a broad understanding of the major theoretical approaches to studying literary and cultural texts and also the social, cultural and ideological components of the texts.</p> <p>f) able to display a general understanding of the scientific concepts used in linguistic analyses of some varieties of Italian and are aware of the main theories of linguistics as they apply to the descriptions of the Italian language and some of its varieties.</p>	<p>Upon graduation, Italian Studies 120 Credit Honours BA students will be:</p> <p>a) able to display a solid knowledge of the components of Italian language structures and vocabulary as they pertain to both personal and academic settings.</p> <p>b) able to display a well-developed understanding of major literary periods from the 1200s through to the present and recognize a variety of literary genres.</p> <p>c) able to demonstrate well-developed analytical tools to tackle the complexities of cultural and literary texts.</p> <p>d) able to display a solid understanding of Italian contribution to culture and civilization including in the diaspora.</p> <p>e) able to display a solid understanding of the major theoretical approaches to studying literary and cultural texts and also the social, cultural and ideological components of the texts .</p> <p>f) able to display a thorough knowledge of the scientific concepts used in linguistic analyses of all varieties of Italian and a critical understanding of the main theories of linguistics as they apply to the descriptions of the Italian language and all of its varieties.</p>
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<p>2. Knowledge of Methodologies</p>	<p>a) able to understand different analytical and critical approaches to a variety of texts.</p> <p>b) able to evaluate the appropriateness of different theories of literary criticism as they apply to the texts studied.</p> <p>c) able to display a basic knowledge of methods used in different sub-fields of linguistics for data gathering and analysis.</p>	<p>a) able to understand different analytical and critical approaches to a variety of texts.</p> <p>b) able to evaluate the appropriateness of different theories of literary criticism as they apply to the texts studied.</p> <p>c) able to display a solid knowledge of methods used in different sub-fields of linguistics for data gathering and analysis.</p> <p>d) able to describe and comment upon current research and scholarship in Italian Studies.</p>
<p>3. Application of Knowledge</p>	<p>a) able to use phonological, morphosyntactic, lexical structures and idiomatic expressions from beginning to advanced levels in both academic and non-academic settings.</p> <p>b) able to apply basic literary theories to works studied in class and draw appropriate conclusions from the review of literature.</p> <p>c) able to make use of scholarly journals and primary sources in literature, linguistics, cultural studies.</p> <p>d) able to apply basic linguistic methodologies studied to field work, data gathered and to analyses of Italian language and its varieties.</p> <p>e) able to collect, assemble and, analyze information on matters concerning Italian Studies and</p>	<p>a)able to use phonological, morphosyntactic, lexical structures and idiomatic expressions from beginning to advanced levels in both academic and non-academic settings.</p> <p>b)able to apply a variety of literary theories to works studied in class and draw appropriate conclusions from the review of literature.</p> <p>c) able to make critical use of scholarly journals and primary sources in literature, linguistics, cultural studies.</p> <p>d)able to apply advanced linguistic methodologies studied to field work, data and the dialects of Italy.</p> <p>e) able to collect, assemble, and, critically analyze and evaluate</p>

	relate these both to their personal and professional lives.	information on matters concerning Italian Studies in Italian and relate these both to their personal and professional lives.
4. Communication	a) able to communicate information accurately in written and oral Italian in academic and non-academic settings on a variety of topics.	a) able to communicate information, arguments, and analyses accurately and reliably, using written and oral Italian in academic and non-academic settings on a wide variety of topics.
5. Awareness of Limitations of Knowledge	<p>a) aware of the limits to their own knowledge and ability and how this might influence their language skills and interpretations of texts and other materials.</p> <p>b) able to understand the limitations in their levels of expertise according to the length of their degree (90 credits: 30 credits in Italian).</p> <p>c) able to understand that in order to become more proficient and more specialized in language, linguistic, and literary competence, it will be necessary to pursue higher levels of education.</p>	<p>a) aware of the limits to their own knowledge and ability and how this might influence their language skills and interpretations of texts and other materials.</p> <p>b) able to understand the limitations in their levels of expertise according to the length of their degree (120 credits: 42 credits in Italian).</p> <p>c) able to understand that in order to become more proficient and more specialized in language, linguistic, and literary competence, it will be necessary to pursue higher levels of education; in addition, students should also be able to recognize research limits in specific areas of the discipline (e.g. research lacking on certain topics on which they are working, etc.).</p>
6. Autonomy and Professional Capacity	a) able to apply the Italian language and its related knowledge independently and effectively in both professional and personal contexts.	a) able to apply the Italian language and its related knowledge independently and effectively in a wide variety of professional and personal contexts.

	<p>b) able to display most of the necessary qualities (personal responsibility, initiative, accountability) and transferable skills necessary for further study, employment community engagement and life-long learning.</p> <p>c) able to demonstrate that they are ambassadors for York University and Italian Studies.</p>	<p>b) able to display the necessary qualities (personal responsibility, initiative, accountability) and transferable skills necessary for further study, employment, community engagement and life-long learning.</p> <p>c) able to demonstrate that they are ambassadors for York University and Italian Studies.</p>
7. Experiential Learning	a) able to articulate their learning from experiential or applied opportunities and assess their experience.	a) able to articulate their learning from experiential or applied opportunities and critically assess their experience.

Additional expectations appropriate for the Honours iBA in Italian Studies

- The UUDLEs for the Honours iBA in Italian Studies are similar to those for the Honours BA in Italian Studies

As students in the Honours iBA are required to choose at least 12 credits of internationally-oriented courses and to spend at least one full term abroad, candidates for the iBA will be expected to demonstrate a deeper understanding of Italian Studies in a more global context.

Given the requirement to study abroad, students in the Honours iBA should be able to demonstrate an understanding of the intellectual, social, cultural, and political diversity of the world in which we live.

Tools (Specific courses or groups of courses) that realize the *Program Level Expectations*

General Expectations appropriate for all BA (90-credit and 120-credit) degrees. In this section, the UUDLEs presented above are further expanded and cross-referenced with the Italian Studies’ curriculum to conform to the requirement in Section 5 of the CCAS Recommended Implementation of the *OCAV Guidelines for UUDLEs*, namely “to demonstrate how the degree program requirements and evaluative tools lead to and demonstrate the achievement of those outcomes”.

The graduating student in Italian Studies is expected to have acquired:

1. The essential and foundational elements of the Italian language in the areas of phonology, morphology, syntax and lexicon.
2. A broad understanding of the major literary periods in Italian literature from the 1200s to the present and knowledge of a variety of literary genres.
3. A broad understanding of Italian contribution to civilization and culture including the diaspora.

These are served by:

- a) required courses in Italian language (12 credits beginning at the 2000 level);
- b) a 3.00 introductory core course in Italian linguistics
- c) a 3.00 introductory core course in Italian Literature
- d) upper level (3000-4000) requirements that enable students to demonstrate a level of disciplinary knowledge and intellectual skill in the areas representative of the section: language, linguistics, literature, culture (including diaspora).
The extent of the depth is greater for students in Honours degree programs than for those in 90-credit degree programs.)

4. “Breadth” beyond Italian Studies specified in BA programs by “general education” requirements and by electives and courses outside the major. All students complete courses in Humanities, Social Science and Natural Science.

5. The ability to communicate in both written and oral Standard Italian in academic and non-academic, personal and professional settings on a variety of topics. This is accomplished by Majors using Standard Italian in all course written work (essays, tests, examinations, assignments; in class and online) and in all oral presentations.

9) Summarize the consultation undertaken with relevant academic units, including commentary on the impact of the proposed changes on other programs. Provide individual statements from the relevant program(s) confirming consultation and their support.

Not applicable

10) Are changes to the program’s admission requirements being proposed coincident with the program change(s)? If so, outline the admission changes, and comment on the appropriateness of the revised requirements to the achievement of the program learning outcomes.

No.

11) Describe any resource implications and how they are being addressed (e.g., through a reallocation of existing resources). If new/additional resources are required, provide a statement from the relevant Dean(s)/Principal confirming resources will be in place to implement the changes.

The proposed changes do not have implications on existing resources.

- 12) Is the mode of delivery of the program changing? If so, comment on the appropriateness of the revised mode(s) of delivery to the achievement of the program learning outcomes.**

While the Italian Studies section is committed to reviewing eventual changes to modes of delivery (i.e. hybrid, fully online, experiential education in the GTA), we are not proposing those changes at this time.

- 13) Is the assessment of teaching and learning within the program changing? If so, comment on the appropriateness of the revised forms of assessment to the achievement of the program learning outcomes.**

The assessment of teaching and learning is not changing at this time.

- 14) Provide a summary of how students currently enrolled in the program will be accommodated.**

Students currently in the program would be grand-fathered in. However, we will make arrangements for currently enrolled majors (re: degree options, courses) as the need arises on a case-by-case basis.

- 15) Provide as an appendix a side-by-side comparison of the existing and proposed program requirements as they will appear in the Undergraduate or Graduate Calendar.**

Not copied for Senate, but available upon request from the Secretariat.



Minor CHANGE TO EXISTING DEGREE/CERTIFICATE

Prior to completing this form, proponents are asked to consult Vivian Olender, Faculty Curriculum Manager, volender@yorku.ca for definitions of major versus minor modifications.

Completed Submission Deadline: [Click here to enter a date.](#)

Department/School:	School of Gender, Sexuality and Women's Studies	Contact:	Bobby Noble, UPD
Degree/Certificate Title:	Gender and Women's Studies Certificate		
Stream (if applicable):			
Effective Session for Change:	Term: (e.g., Fall; Winter; Summer)	Fall	Year:
			2016

Minor Change Description: (e.g. what is the change requested, what does this change mean for the degree, certificate, etc.):

We merge our two certificates, offering only one certificate beginning Fall 2016. The requirements have been adjusted accordingly to include our new introductory (GenEd) course, GWST 1501 9.00/1502 6.00/Introduction to Gender and Women's Studies.

Academic Rationale for Change:

The Gender and Women's Studies Program has developed a 1000-level General Education course, GWST 1501 9.00/1502 6.00, which allows students to either declare GWST as a major/minor earlier or complete a general education course through our unit. This course also serves to introduce foundations in our curriculum. We thus need to ensure that our new certificate in Gender and Women's Studies includes this required course.

Merging the two certificates allows us to increase the number of students who complete the certificate and therefore will aid in completion rates.

Please note: the Committee on Curriculum, Curricular Policy and Standards requires that degree or certificate requirements, as listed in the Undergraduate Calendar ([click here](#)), be included below in their entirety.

Please **denote additions in bold, blue, underlining, and strikethrough for deletions.**

Existing Calendar Copy (Change From):	Proposed Calendar Copy (Change To):
<p>Liberal Arts and Professional Studies – General Certificate in Gender and Women’s Studies</p> <p>School of Gender, Sexuality and Women's Studies</p> <p>Certificate requirements:</p> <p>For purposes of meeting certificate requirements, all nine-credit general education (foundation) courses will count as six credits towards the certificate.</p> <p>Graduating with a certificate: except where otherwise stated, a minimum cumulative grade point average of 4.00 is required to satisfy certificate requirements. Students must also submit application to graduate from a certificate program. Applications should be obtained from and filed with the unit administering the certificate program. Transcript notation that the requirements for a certificate have been completed will be made once the Registrar’s Office has received notice from the unit administering the program. Certificates will not be conferred until candidates have successfully completed an undergraduate degree program if they are simultaneously enrolled in a degree and a certificate program. The Faculty does not award certificates retroactively. Refer to the academic standards section for details of the undergraduate certificate minimum standards.</p> <p>Core courses: the core courses are offered by the Gender and Women’s Studies program and, like the required courses, have the second digit five (5) in the course number, e.g. GWST 1502 6.00.</p> <p>Non-core courses (courses offered by other teaching units): may be acceptable for program credit or cross-listed with the Gender and Women’s Studies program. These courses will count towards the certificate requirements in gender and women’s studies. Please consult the School of Gender, Sexuality and Women’s Studies website for course listings.</p> <p>Requirements: 30 credits including:</p> <ul style="list-style-type: none"> • AP/GL/GWST 1500 6.00 or AP/GL/GWST 2511 6.00; • AP/GL/GWST 1501 9.00 or AP/GL/GWST 1502 6.00; • at least 12 credits of core gender and women’s studies course offering credits at the 3000 level; • up to six credits of non-core courses (courses offered by other teaching units available for gender and 	<p>Liberal Arts and Professional Studies – General Certificate in Gender and Women’s Studies</p> <p>School of Gender, Sexuality and Women's Studies</p> <p>Certificate requirements:</p> <p>For purposes of meeting certificate requirements, all nine-credit general education (foundation) courses will count as six credits towards the certificate.</p> <p>Graduating with a certificate: Except where otherwise stated, a minimum cumulative grade point average of 4.00 is required to satisfy certificate requirements. Students must also submit application to graduate from a certificate program. Applications should be obtained from and filed with the unit administering the certificate program. Transcript notation that the requirements for a certificate have been completed will be made once the Registrar’s Office has received notice from the unit administering the program. Certificates will not be conferred until candidates have successfully completed an undergraduate degree program if they are simultaneously enrolled in a degree and a certificate program. The Faculty does not award certificates retroactively. Refer to the Academic Standards section for details of the undergraduate certificate minimum standards.</p> <p>Core courses: The core courses are offered by the Gender and Women’s Studies program and, like the required courses, have the second digit five (5) in the course number (e.g. GWST 1502 6.00).</p> <p>Non-core courses (courses offered by other teaching units) may be acceptable for program credit or cross-listed with the Gender and Women’s Studies program. These courses will count towards the certificate requirements in gender and women’s studies. Please consult the School of Gender, Sexuality and Women’s Studies website for course listings.</p> <p><u>Students must complete 24 credits, including:</u></p> <ul style="list-style-type: none"> • AP/GL/GWST 1501 9.00 or AP/GL/GWST 1502 6.00/Introduction to Gender and Women’s Studies (or Introduction aux Etudes des femmes et de genre); • A minimum of 6 credits at the 2000-level; • AP/GL/GWST 3555 6.00/Genealogies of Feminist Theorizing or AP/GL/GWST 3556 6.00/Généalogies des théories féministes;

women's studies credit).

Liberal Arts and Professional Studies – Advanced Certificate in Gender and Women's Studies

School of Gender, Sexuality and Women's Studies

Certificate requirements:

Students beginning this certificate must have completed 60 credits or the equivalent of university education.

For purposes of meeting certificate requirements, all nine-credit general education (foundation) courses will count as six credits towards the certificate.

Graduating with a certificate: except where otherwise stated, a minimum cumulative grade point average of 4.00 is required to satisfy certificate requirements. Students must also submit application to graduate from a certificate program. Applications should be obtained from and filed with the unit administering the certificate program. Transcript notation that the requirements for a certificate have been completed will be made once the Registrar's Office has received notice from the unit administering the program. Certificates will not be conferred until candidates have successfully completed an undergraduate degree program if they are simultaneously enrolled in a degree and a certificate program. The Faculty does not award certificates retroactively. Refer to the Academic Standards section for details of the undergraduate certificate minimum standards.

Core courses: The core courses are offered by the Gender and Women's Studies program and like the required courses have the second digit five (5) in the course number, e.g. GWST 1502 6.00.

Non-core courses (courses offered by other teaching units): may be acceptable for program credit or cross-listed with the Gender and Women's Studies program. These courses will count towards the certificate requirements in gender and women's studies. Please consult the School of Gender, Sexuality and Women's Studies website for course listings.

Requirements: 30 credits including:

~~[AP/GL/GWST 1501 9.00](#) or [AP/GL/GWST 1502 6.00](#);~~

~~[AP/GL/GWST 3555 6.00](#) or [AP/GL/GWST 3556 6.00](#);~~

~~[AP/GL/GWST 4555 6.00](#);~~

~~at least six credits of core gender and women's studies course offering credits at the 3000 or 4000 level;~~

~~up to six credits of non-core courses (courses offered~~

- [The 6 remaining credits, earned in core or non-core courses, must be earned at the 3000 or 4000 level.](#)

by other teaching units available for gender and women's studies credit).

Note: consult the School of Gender, Sexuality and Women's Studies for the list of available core and non-core courses each year.

Closure of the Advanced Certificate in Gender and Women's Studies
Offered by: School of Gender, Sexuality and Women's Studies
Faculty of Liberal Arts and Professional Studies
York University

In January 2013, we were invited by the LAPS Committee on Curriculum, Curricular Policy and Standards to review our two Certificates in (Gender and) Women's Studies. It became clear to us during that review that one Certificate would better meet the needs of our students and increase completion times.

Proposal to close: We propose, then, to close the Advanced Certificate in Gender and Women's Studies, reducing the number of credits that students need to complete and bringing those requirements in line with both the degree level expectations and the School's Learning Outcomes (charted below).

Proposal to make changes: We also propose to make changes to the new Certificate in Gender and Women's Studies. The first change is to drop the name 'General'. The second is to add our new GenEd courses (GWST 1501 9.0 and GWST1502 6.0).

The unit has discussed and approved all of these proposed changes (and closures).

	a) Degree-Level Expectation <i>This degree is awarded to students who have demonstrated the following:</i>	b) Program Learning Objectives (with assessment embedded in outcomes) <i>By the end of this program, students will be able to:</i>	GWST 1501 9.0	GWST 1502 6.0	GWST 3555 6.0
1. Depth and Breadth of Knowledge	<p>Apprehension of the primary theoretical and/or methodological questions in feminist scholarship.</p> <p>Analyses of the historical, social, cultural, political and economic contexts from which feminist scholarship emerges and to which it is relevant and responsive.</p> <p>Dynamic comprehensions of the relations between feminist scholarship and political, cultural and social issues outside of the classroom, locally, nationally and internationally.</p>	<p>Demonstrate the breadth and depth of their knowledge by:</p> <p>a) Explaining key theoretical and/or methodological issues and debates in feminist scholarship.</p> <p>b) Analyzing a particular field's historical, social, cultural, political, and economic contexts and implications.</p> <p>c) Analyzing how gender operates in interaction with race, class, sexuality, ability, time and place as applied to topics taught in the course.</p> <p>d) Demonstrating an ability to critically assess one's own assumptions and beliefs about women and gender in writing and class discussions.</p> <p>e) Exploring the links between classroom discussions with politics and social issues locally and globally and contemporary culture, where relevant.</p>	Yes	Yes	Yes

	a) Degree-Level Expectation <i>This degree is awarded to students who have demonstrated the following:</i>	b) Program Learning Objectives (with assessment embedded in outcomes) <i>By the end of this program, students will be able to:</i>			
2. Knowledge of Methodologies	Significance of, but also, excellence in comprehending feminist interdisciplinarity as well as intersectional frameworks, concepts, theories and analytics.	Demonstrate an in-depth understanding of the interdisciplinary nature of feminist methodologies and scholarship by: a) Applying interdisciplinary feminist analyses deriving from the humanities and/or social sciences and/or natural sciences and other disciplines to interpret a range of issues related to gender and women's studies. b) Explaining and applying some of the concepts that feminists draw upon both within and across the disciplines (e.g. representation, discourse, social construction, mutual constitution, intersectionality, racialization, normativity, embodiment, power, gender as a category of analysis, class relations, the body, agency, knowledge production, etc.).	Yes	Yes	Yes

	a) Degree-Level Expectation <i>This degree is awarded to students who have demonstrated the following:</i>	b) Program Learning Objectives (with assessment embedded in outcomes) <i>By the end of this program, students will be able to:</i>	GWST 1501 9.0	GWST 1502 6.0	GWST 3555 6.0
3. Application of Knowledge	Thorough understanding of the concepts of intersectionality combined with an applied analytics of power shaping gender, racialization, social class, able-bodiedness, transgender, indigeneity, nation and transnationality, through interacting systemic and structures of economics, history, culture, education and knowledge production, research, work, home, borders and belonging, conflict and conflict zones both domestically and internationally.	Generate an effective application of knowledge by: Analyzing, accessing, reviewing and interpreting wide ranging texts and information about/on gender and to develop interpretations and arguments about their impact and effectiveness.	Yes	yes	yes

	a) Degree-Level Expectation <i>This degree is awarded to students who have demonstrated the following:</i>	b) Program Learning Objectives (with assessment embedded in outcomes) <i>By the end of this program, students will be able to:</i>			
4. Communication Skills	<p>Ability to communicate critically, creatively, and theoretically through essay writing, seminar discussions and oral presentations to a range of audiences.</p>	<p>Demonstrate critical reading, reasoning, research, writing, listening and oral communication skills by:</p> <ul style="list-style-type: none"> a) Analyzing in-depth a range of texts that span the humanities and/or social sciences and/or natural sciences, and other sub-disciplines, where relevant, e.g. popular culture. b) Critically analyzing and comparing the main argument (s) and themes in academic articles, dramas, poetry, novels, newspaper articles, films or other cultural texts. c) Critically assessing how texts of any kind address issues of gender, race, class, sexuality, ability and other operations of power. d) Assessing the appropriateness of the research and reasoning employed in specific texts or analyzing the exposition of a theme or themes in specific text(s). e) Conducting independent research through the effective use of the library and other information sources and research tools. f) Being able to define areas of inquiry and methods of research in the preparation of a well-written essay. g) Conceptualizing theoretical problems, forming arguments, assessing evidence and communicating critically, creatively, and theoretically through essay writing, seminar discussions and presentations. h) Taking responsibility for proper spelling, grammar and syntax. i) Consistently applying the citation style required by the instructor and always acknowledging the source of information, ideas and words other 	Yes	Yes	Yes

		<p>than one's own.</p> <p>j) Collaborating with other students in class discussion, presentations and reflections on course material.</p> <p>k) Listening respectfully to others.</p>	
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	a) Degree-Level Expectation <i>This degree is awarded to students who have demonstrated the following:</i>	b) Program Learning Objectives (with assessment embedded in outcomes) <i>By the end of this program, students will be able to:</i>			
5. Awareness of Limits of Knowledge	<p>Highly effective abilities to critically assess one's own assumptions and beliefs about gender, race, sexuality, ethnicity, colonialism, culture, nation, social class etc. in the context of writing and classroom interpretations and in relation to feminist scholarship.</p>	<p>Assess priorities as citizens in the contemporary world by:</p> <p>a) Exploring contemporary issues regarding women and gender.</p> <p>b) Critically analyzing the ways feminist scholarship has expanded and changed in response to the need to analyze and transform oppression based on gender, class, race, sexuality, ability and global location.</p> <p>c) Exploring the range of feminist production, practices, goals and strategies in and outside universities.</p> <p>d) Recognizing the limits of one's own political position.</p>	Yes	Yes	Yes

	a) Degree-Level Expectation <i>This degree is awarded to students who have demonstrated the following:</i>	b) Program Learning Objectives (with assessment embedded in outcomes) <i>By the end of this program, students will be able to:</i>	
6. Autonomy and Professional Capacity	<p>Capacity to analyze in-depth a wide range of texts, information, data, etc. that span the humanities and/or social sciences and/or natural sciences and other disciplines where relevant.</p> <p>Effective modes of communication.</p> <p>Transferable skills for continued and/or future study, employment, community activities.</p> <p>Behavior consistent with academic integrity and social, ethic responsibility.</p>	<p>Demonstrate autonomy and professional capacity by:</p> <p>a) Effectively demonstrating and communicating one's own critical political consciousness.</p> <p>b) Demonstrating organizational and time management skills that allow one to combine studying, working, volunteering and/or family obligations, political engagement, etc.</p>	<p>Beginners Level Beginners Level Yes</p>

Change to Program/Graduate Diploma Academic Requirements Proposal Template

1. Program/Graduate Diploma: Computer Science and Engineering

2. Effective Session of Proposed Change(s): September 2016

3. Proposed Change(s) and Rationale

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

Proposed changes: add Electrical Engineering as an area of concentration to the Master of Applied Science program; change the name of the program to Master of Applied Science in Electrical and Computer Engineering; changes to degree requirements; and change to admission requirements.

Rationale: A few years ago, the department was renamed from “Department of Computer Science and Engineering” to “Department of Electrical Engineering and Computer Science” to reflect the fact that expertise of the members in our department spans from Electrical Engineering to Computer Science.

Background: Our Master of Applied Science program covers both Electrical and Computer Engineering. However, currently Master’s students who work in the area of Electrical Engineering receive a MASc degree in Computer Engineering.

Currently, a proposal to modify our PhD degree is being developed to accommodate doctoral students who work in the area of Electrical Engineering. Once that proposal has been completed, the MASc degree in Electrical and Computer Engineering will be revisited.

The focus of this proposal is to accommodate *current* Master’s students specializing in Electrical Engineering.

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

The breadth requirement for the Master of Applied Science program will be changed from

At least one course must be from each of the two fields of specialization: computer systems engineering and interactive systems engineering.

to

At least one course must be from two of the three fields of specialization: computer systems engineering, electrical engineering and interactive systems engineering.

in order to accommodate the electrical engineering area of concentration. This will allow students in the program to use recently introduced graduate courses in the electrical engineering area to satisfy their breadth requirement.

Learning outcomes are currently not in place. These will be developed for the next cyclical program review which will take place in 2016-17.

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

The proposal was unanimously approved at the Graduate Faculty meeting on October 30, 2015.

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

The change of the breadth requirement will have a limited impact on resources needed to ensure that students meet degree requirements.

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

Currently enrolled students in the Master of Applied Science program may take advantage of the recently introduced graduate courses in the electrical engineering area to satisfy their breadth requirement. These students will be informed of the change by email once this proposal has been approved. The change will also be reflected on the program's website. New students will be informed of the breadth requirement during orientation.

4. Calendar Copy

Existing Program/Graduate Diploma Information (change from)	Proposed Program/Graduate Diploma Information (change to)
<p>Computer Science & Engineering</p> <p>The Graduate Program in Computer Science & Engineering offers courses and opportunities for advanced studies and research leading to the degrees of Master of Science (MSc), Master of Applied Science (MASc) and Doctor of Philosophy (PhD) in Computer Science and Engineering. The MSc program covers a wide variety of subdisciplines. The MASc program concentrates on Computer Systems Engineering and Interactive Systems Engineering. The PhD program concentrates on Theoretical Computer Science (especially, algorithms, complexity, computability, logic, parallel, concurrent and distributed computing), Intelligent and Interactive Systems (especially, artificial intelligence, computer vision, human-computer interaction, information retrieval, robotics, speech, virtual reality) and Systems Software and Hardware (especially, communications, data mining, databases, networks, signal processing and software engineering).</p> <p>Master of Science Program</p> <p>Admission Requirements</p> <p>Graduates with an honours degree in Computer</p>	<p>Computer Science & Engineering</p> <p>The Graduate Program in Computer Science & Engineering offers courses and opportunities for advanced studies and research leading to the degrees of Master of Science (MSc), Master of Applied Science (MASc) and Doctor of Philosophy (PhD). The MSc program covers a wide variety of disciplines in Computer Science. The MASc program concentrates on Computer Systems Engineering, Electrical Engineering and Interactive Systems Engineering. The PhD program concentrates on Theoretical Computer Science (especially, algorithms, complexity, computability, logic, parallel, concurrent and distributed computing), Intelligent and Interactive Systems (especially, artificial intelligence, computer vision, human-computer interaction, information retrieval, robotics, speech, virtual reality) and Systems Software and Hardware (especially, communications, data mining, databases, networks, signal processing and software engineering).</p> <p>Master of Science Program</p> <p>Admission Requirements</p> <p>Graduates with an honours degree in Computer</p>

Science or equivalent, with at least a B+ average in the last two years of study, may be admitted as candidates for the Masters of Science program in computer science. In addition, those admitted must have completed the equivalent of a senior-level course in the area of theoretical computer science. The following are the minimum English Language test scores (if required): TOEFL 233/577 or YELT 4. The GRE general test and computer science subject test are strongly recommended, especially for applicants who did their work outside of Canada and/or the United States.

Degree Requirements

Students are expected to choose between the degree by thesis or by project before the end of their second term. There is a breadth requirement on the selected graduate courses. At least one course must be from each of the following three areas:

- Theory of Computing & Scientific Computing
- Artificial Intelligence & Interactive Systems
- Systems: Hardware & Software

No more than one-third of the course requirements can be integrated with undergraduate courses.

MSc Degree by Thesis

Candidates for the MSc degree must complete five graduate three-credit courses and successfully defend a master's thesis. Candidates must conduct a piece of approved research under the general direction of a supervisor. The resulting thesis should demonstrate the Candidates' research ability in the research subject.

MSc Degree by Project

Candidates for the MSc degree must complete seven graduate three-credit courses and conduct a research project. The research project will have a more limited scope and/or degree of originality than a thesis. The project is under the general direction of a supervisor. A paper describing the project must be submitted and graded by the supervisory committee.

Time Requirements

Students are expected to complete all of their master's degree requirements in no more than five terms (twenty months). For more details refer to

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Time Requirements

Students are expected to complete all of their master's degree requirements in no more than five terms (twenty months). For more details refer to

the program's supplemental calendar.

Master of Applied Science Program

Admission Requirements

Graduates with an honours undergraduate degree or equivalent (typically a four-year program with full-time enrolment) from an accredited university in computer engineering, with at least a B+ average in the last two years of study, may be admitted as candidates for the Master of Applied Science program in computer engineering. In addition, those admitted must have completed the equivalent of a senior-level project course or thesis in computer engineering. Significant industrial or research experience in computer engineering coupled with an honours undergraduate degree program or equivalent from an accredited university will be considered equivalent to an undergraduate computer engineering thesis. The following are the minimum English Language test scores (if required): TOEFL 233/577 or YELT 4. The GRE general test is strongly recommended, especially for applicants who did their work outside of Canada and/or the United States.

Degree Requirements

Candidates for the MASC degree in computer engineering must complete three graduate three-credit courses, a full-year, six-credit research project course (Computer Science & Engineering 6400 6.0) and write and successfully defend a master's thesis. The Computer Science & Engineering 6400 6.0 project must be distinct from course assignments and the MASC thesis.

There is a breadth requirement for selected graduate courses. At least one course must be from **each** of the **two** fields of specialization: computer systems engineering and interactive systems engineering. No more than one course integrated with an undergraduate course can be used to satisfy degree requirements.

A candidate must conduct approved thesis research that demonstrates their ability in the selected field of specialization under the general direction of a supervisor. Typically, the thesis includes a practical demonstration or

the program's supplemental calendar.

Master of Applied Science Program

Admission Requirements

Graduates with an honours undergraduate degree or equivalent (typically a four-year program with full-time enrolment) from an accredited university in **electrical or** computer engineering, with at least a B+ average in the last two years of study, may be admitted as candidates for the Master of Applied Science program in **electrical and** computer engineering. In addition, those admitted must have completed the equivalent of a senior-level project course or thesis in **electrical or** computer engineering. Significant industrial or research experience in **electrical or** computer engineering coupled with an honours undergraduate degree program or equivalent from an accredited university will be considered equivalent to an undergraduate **electrical or** computer engineering thesis. The following are the minimum English Language test scores (if required): TOEFL 233/577 or YELT 4. The GRE general test is strongly recommended, especially for applicants who did their work outside of Canada and/or the United States.

Degree Requirements

Candidates for the MASC degree in **electrical and** computer engineering must complete three graduate three-credit courses, a full-year, six-credit research project course (Computer Science & Engineering 6400 6.0) and write and successfully defend a master's thesis. The Computer Science & Engineering 6400 6.0 project must be distinct from course assignments and the MASC thesis.

There is a breadth requirement for selected graduate courses. At least one course must be from **two** of the **three** fields of specialization: computer systems engineering, **electrical engineering** and interactive systems engineering. No more than one course integrated with an undergraduate course can be used to satisfy degree requirements.

A candidate must conduct approved thesis research that demonstrates their ability in the selected field of specialization under the general direction of a supervisor. Typically, the thesis includes a practical demonstration or

implementation of the research work undertaken. For more details refer to the program's supplemental calendar.

Time Requirements

Students are expected to complete all of their master's degree requirements in no more than five terms (twenty months). For more details refer to the program's supplemental calendar.

Doctor of Philosophy Program

Admission Requirements

Applicants must have an MSc degree equivalent to the MSc Computer Science degree (thesis option) at York University. The York MSc Computer Science degree is based upon course work and a defended thesis. A minimum average grade of B+ on all course work is required. Applications must include official copies of all academic transcripts, a breadth statement, an extended abstract/copy of the MSc thesis, three letters of reference and a one-page statement of purpose and previous experience. The statement of purpose should indicate the applicant's area(s) of interest in computer science. The following are the minimum English Language test scores (if required): TOEFL 233/577 or YELT 4. The GRE general test and computer science subject test are strongly recommended, especially for applicants who did their work outside of Canada and/or the United States.

Degree Requirements

Candidates for the PhD degree must complete at least three three-credit graduate courses to satisfy both breadth and depth requirements. No more than one-third of the course requirements can be integrated with undergraduate courses. Candidates must successfully complete a qualifying examination consisting of a written report on the candidate's field of interest and have an oral defense of the report. Candidates must present a dissertation proposal outlining the anticipated results of their dissertation. Candidates are required to enrol in either an industrial internship or a teaching practicum. Finally, candidates must conduct a significant body of original research under the supervision of a supervisory committee and successfully defend the resulting dissertation.

implementation of the research work undertaken. For more details refer to the program's supplemental calendar.

Time Requirements

Students are expected to complete all of their master's degree requirements in no more than five terms (twenty months). For more details refer to the program's supplemental calendar.

Doctor of Philosophy Program

Admission Requirements

Applicants must have an MSc degree equivalent to the MSc Computer Science degree (thesis option) at York University. The York MSc Computer Science degree is based upon course work and a defended thesis. A minimum average grade of B+ on all course work is required. Applications must include official copies of all academic transcripts, a breadth statement, an extended abstract/copy of the MSc thesis, three letters of reference and a one-page statement of purpose and previous experience. The statement of purpose should indicate the applicant's area(s) of interest in computer science. The following are the minimum English Language test scores (if required): TOEFL 233/577 or YELT 4. The GRE general test and computer science subject test are strongly recommended, especially for applicants who did their work outside of Canada and/or the United States.

Degree Requirements

Candidates for the PhD degree must complete at least three three-credit graduate courses to satisfy both breadth and depth requirements. No more than one-third of the course requirements can be integrated with undergraduate courses. Candidates must successfully complete a qualifying examination consisting of a written report on the candidate's field of interest and have an oral defense of the report. Candidates must present a dissertation proposal outlining the anticipated results of their dissertation. Candidates are required to enrol in either an industrial internship or a teaching practicum. Finally, candidates must conduct a significant body of original research under the supervision of a supervisory committee and successfully defend the resulting dissertation.

Time Requirements

Students are expected to complete their requirements in no more than four years. More detailed information is available in the program's supplemental calendar.

Time Requirements

Students are expected to complete their requirements in no more than four years. More detailed information is available in the program's supplemental calendar.

Change to Program/Graduate Diploma Academic Requirements Proposal Template

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

1. Program/Graduate Diploma: Professional LLM specializing in Dispute Resolution (ALDR) (formerly Alternative Dispute Resolution)

2. Effective Session of Proposed Change(s): Fall 2016

3. Proposed Change(s) and Rationale

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

(i) Description of the Proposed Change

We submit this proposal to change the requirements for the Professional LLM specializing in Dispute Resolution (ALDR) (formerly Alternative Dispute Resolution) to allow students the option of completing their studies by coursework only rather than by coursework plus a 6 credit required Major Research Paper or Project. Students who elect to do the degree by coursework only would be required to complete an additional 6 credits of coursework and a Significant Research Paper of 30 – 40 pages in one of their LLM courses.

(ii) Rationale

Between 2005 – 2007, proposals were submitted and granted to allow all Professional LLM specializations except Alternative Dispute Resolution (as it was then known) to be completed on a course-only basis. Prior to this, all specializations had a required Major Research Paper (MRP) (6 credits). As a result of the approval, the MRP became optional and students who elected to do the degree by coursework only completed an additional 6 credits of coursework and a Significant Research Paper of 30 – 40 pages in one of their LLM courses.

The Professional LLM in Alternative Dispute Resolution (as it was then known) was excluded from the proposal because that particular specialization was undergoing its own revision to allow students the option of completing either a Major Research Project (6 credits) or Major Research Paper (6 credits) instead of both a Major Research Paper (6 credits) and a Practicum (6 credits). That proposal was approved, but very few students have elected to complete the Major Research Project. The Professional LLM in Dispute Resolution is now the only Professional LLM specialization that cannot be completed by coursework only.

The current proposal is to make the Professional LLM in Dispute Resolution consistent with all other Professional LLM specializations by removing the required Major Research Paper or Project and making it possible to complete the degree by coursework only. The rationale for this proposal is identical to the rationale outlined in the original proposals from 2005 – 2007 to give students the option of completing all other Professional LLM specializations by coursework only. In particular, the option of completing the LLM without the Major Research Paper or Major

Research Project is extremely attractive to professional students. For the most part, our student body is comprised of working professionals who are undertaking their studies on a part-time basis. They often desire more formal learning provided through coursework taught by experts as opposed to completing a Major Research Paper or Project. These students are looking to maximize the value of their graduate experience. For them, the academic rigours of a 70 page research paper will not translate into additional professional standing, whereas spending more time in a formal classroom setting, plus completing a longer assignment related to one of those courses through a Significant Research Paper of 30-40 pages is more attractive to them.

Although we did not propose to make the Major Research Paper or Project optional for Dispute Resolution students in 2005-2007 when that change was made for all other LLM specializations, it is very clear that there is an appetite among students in the Dispute Resolution specialization to have the option to complete their degree by coursework only. There is no rationale to differentiate between specializations when it comes to the option of doing the degree by coursework only. This proposal would make the Professional LLM in Dispute Resolution consistent with all other Professional LLM specialization in this regard.

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

(i) Changes to the Requirements

Currently, students in the Professional LLM in Dispute Resolution must complete 36 credits as follows:

- 12 credits of required coursework;
- 18 credits of elective coursework within the specialization; and
- Major Research Paper or Project (6 credits).

The proposed new requirements are that students in the Professional LLM in Dispute Resolution would complete 36 credits by choosing one of the following options:

Option 1: Coursework only

- 12 credits of required coursework;
- 24 credits of elective coursework within the specialization; and
- A Significant Research Paper of 30 – 40 pages in one of the courses within the specialization.

Option 2: Coursework plus a Major Research Paper or Project

- 12 credits of required coursework;
- 18 credits of elective coursework within the specialization; and
- Major Research Paper or Project (6 credits).

(ii) How will the Proposed Requirements Support the Program Learning Objectives.

The Student Learning Outcomes for the Professional LLM (all specializations) are set out below. The proposed program requirements are aligned with the overall Student/Program Learning Outcomes for the Professional LLM. In other words, no change is needed to the existing Student/Program Learning Outcomes.

	The Professional LLM is awarded to students who have demonstrated:
1. Depth and Breadth of Knowledge	<ul style="list-style-type: none"> • An ability to identify and explain the major theoretical and conceptual frameworks on which the student’s area(s) of specialization is based; • Knowledge of, and the ability to critically analyze, the main sources of law, legal principles and rules governing the student’s area(s) of specialization; • A thorough understanding of the underlying policies and problems relating to the student’s area(s) of specialization; • An ability to situate the law and legal institutions of the student’s area(s) of specialization in their various contexts, for example, social, economic, political, philosophical, historical, moral or cultural contexts; • An ability to articulate alternative legal approaches or frameworks that could and should be considered by policymakers, regulators, judges, stakeholders and others; • Critical assessment of the effectiveness of the law in meeting its objectives and intended purposes; • Knowledge of the international, comparative and interdisciplinary dimensions of the student’s area(s) of specialization; and • Thorough understanding of current issues, including academic scholarship and debate, at the forefront of the student’s area(s) of specialization.
2. Research and Scholarship	<ul style="list-style-type: none"> • Critically evaluate current legal research, theory and scholarship in the student’s area(s) of specialization; • Competently employ techniques of legal reasoning and argument, such as case analysis and statutory interpretation, to analyze complex and advanced legal issues;

	<ul style="list-style-type: none"> • Competently apply research methodologies; and • An ability to formulate and support sustained and well-reasoned argument in written form, including: <ul style="list-style-type: none"> ○ Understanding of and effective use of legal authorities; ○ Articulating ideas clearly, precisely and persuasively; ○ Developing arguments and presenting conclusions in a logical and coherent manner; and ○ Demonstrating independent and critical analysis.
<p>3. Level of Application of Knowledge</p>	<ul style="list-style-type: none"> • An ability to apply intellectual, practical and problem solving skills to critically assess and formulate sound solutions to complex legal problems in the student's area(s) of specialization; • An ability to apply an existing body of knowledge in the critical analysis of a new legal question or of a specific legal problem or issue in a new setting; and • An ability to identify, formulate and critically evaluate legal reform proposals.
<p>4. Professional Capacity/ Autonomy</p>	<ul style="list-style-type: none"> • An ability to address his/her own learning and professional objectives and to select an appropriate plan of study; • Reasoned and autonomous decision making when presented with complex legal, professional and ethical situations; • An ability to act professionally and autonomously in planning, implementing and completing academic work; • Behaviour consistent with academic integrity and high professional standards; and • An ability to articulate the multiplicity of roles and the ethical and/or professional responsibilities one assumes as a member of the legal profession.

<p>5. Level of Communication Skills</p>	<ul style="list-style-type: none"> • An ability to effectively formulate and present well-reasoned legal arguments orally and in writing; and • An ability to present and communicate ideas, issues and conclusions clearly, precisely and persuasively.
<p>6. Awareness of the Limits of Knowledge</p>	<ul style="list-style-type: none"> • Sophisticated understanding of the complexity, boundaries, limits and evolving nature of the law; and • Awareness of the limits of his/her own knowledge and how this might influence his/her legal analyses, interpretations and conclusions.

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

This proposal is supported by the Directors of the Professional LLM in Dispute Resolution, Professor Emeritus and Senior Scholar Paul Emond and Leslie MacLeod, as well as all the faculty who teach in the program. The proposal came about because of informal talks between students and the LLM Directors, with students indicating that they wished to be able to complete the degree by coursework only and asking why the Dispute Resolution specialization was different from all other LLM specialization in requiring a Major Research Paper or Project. A consultation was held in January 2015 with a group of about 20 current Dispute Resolution LLM students, program administrators, and LLM co-Director Leslie MacLeod in which students were asked about the Major Research Paper/Project and the option of future cohorts completing the program by coursework only. The students were very clear that the coursework only option would be very desirable and would meet their learning objectives more than a mandatory Major Research Paper or Project. A consultation was held with all program faculty on August 18, 2015 and the faculty strongly supported the proposed change to the program requirements.

There will be no impact on other LLM specializations, programs or graduate diplomas.

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

All of the Professional LLM programs are self-funding, and as such, resource implications are a matter of internal budgeting. Full-time faculty at Osgoode Hall Law School already teach in the Professional LLM in Dispute Resolution on an off-load basis. The remainder of the instruction in the program is provided by expert practitioners and academics from other law schools and universities on a contract basis. Therefore, there will not be any adverse effect on faculty resources.

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

We propose to make this change effective for Fall 2016. There are two categories of students to address.

1. Students who commence the program in Fall 2016

Once the proposal is approved, these students would commence their studies under the new program requirements. We currently offer enough coursework in the Professional LLM in Dispute Resolution to allow students to complete the program by coursework only while still choosing from a range of elective options. However, we are also investigating the possibility of offering another 6 credit elective course within the specialization, which would give future cohorts an even greater selection of courses. A proposal for a new course would be submitting in time to be added for the 2016/2017 academic year.

2. Current Students who started their studies in Fall 2015

Students in the Professional LLM in Dispute Resolution who commenced their program in Fall 2015 will be halfway through their degree once this proposal is approved. We propose to make this change retroactive for these students. In other words, if the proposal is approved, these students would be given the option to complete their studies by coursework only. Students in this cohort who wished to pursue the course-only completion plan would choose another course within the specialization or they would have the option of choosing a course from another Professional LLM specialization that aligns with the Plan of Study they completed in the first term of the program. We currently offer enough coursework in the Professional LLM in Dispute Resolution to allow students to complete the program by coursework only while still choosing from a range of elective options. In addition to courses within the Dispute Resolution specialization, we also offer approximately 20 courses per term in other Professional LLM specializations.

These students would need to complete a Significant Research Paper of 30 – 40 pages in one of their elective courses.

The number of students in this group is approximately 24. We would work individually with each of these students to form a plan for the completion of their program, including a review of the elective course options which complement their Plan of Study and appropriate courses for completion of the Significant Research Paper.

4. Calendar Copy

At the time this proposal was submitted, the current calendar copy for the Professional LLM was being revised at the program level for submission to FGS, therefore we have left the fields below blank for the time being.

Existing Program/Graduate Diploma Information (change from)	Proposed Program/Graduate Diploma Information (change to)
Below is the calendar copy provided to FGS by Christine Briggs on September 25, 2015: OSGOODE PROFESSIONAL DEVELOPMENT PROGRAM MASTER OF LAWS ADMISSION REQUIREMENTS	 OSGOODE PROFESSIONAL DEVELOPMENT PROGRAM MASTER OF LAWS ADMISSION REQUIREMENTS

To be eligible for admission, an applicant normally must meet the following criteria:

Canadian Common Law

A Bachelor of Laws degree or its equivalent from a university outside Canada or a Bachelor of Civil Laws (not a common law degree) from a Canadian university, with an overall B (75%) average or equivalent.

International Business Law

Completion of a degree in law from a four year program in an accredited institution outside Canada, with an overall B (75%) average or equivalent.

All other Specializations

An LLB or JD degree with an overall B average (or equivalent). Applicants with less than a B average in the LLB or JD will be considered provided they also have 5 years or more of relevant practice experience.

In cases where an applicant has relevant experience (typically 5 years) or where an applicant completed an LLB prior to 1985, a C+ average will usually be considered adequate for admission.

Applicants without an LLB or JD degree will be considered provided they have a university degree, a superior academic record and significant work experience related to the specialization for which they have applied. Graduate degree preferred.
Note: General Law LLM is only open to applicants who hold an LLB or JD.

Applicants without an LLB or JD degree will be conditionally admitted based on completion of the one-week intensive course Introduction to Graduate Legal Studies (GS LAW 6149).

DEGREE REQUIREMENTS

Canadian Common Law

Students in the Canadian Common Law are required to complete 36.0 credits to fulfill their degree requirements either through coursework only or through a blend of coursework and a research paper:

Option 1: Coursework only:

To be eligible for admission, an applicant normally must meet the following criteria:

Canadian Common Law

A Bachelor of Laws degree or its equivalent from a university outside Canada or a Bachelor of Civil Laws (not a common law degree) from a Canadian university, with an overall B (75%) average or equivalent.

International Business Law

Completion of a degree in law from a four year program in an accredited institution outside Canada, with an overall B (75%) average or equivalent.

All other Specializations

An LLB or JD degree with an overall B average (or equivalent). Applicants with less than a B average in the LLB or JD will be considered provided they also have 5 years or more of relevant practice experience.

In cases where an applicant has relevant experience (typically 5 years) or where an applicant completed an LLB prior to 1985, a C+ average will usually be considered adequate for admission.

Applicants without an LLB or JD degree will be considered provided they have a university degree, a superior academic record and significant work experience related to the specialization for which they have applied. Graduate degree preferred.
Note: General Law LLM is only open to applicants who hold an LLB or JD.

Applicants without an LLB or JD degree will be conditionally admitted based on completion of the one-week intensive course Introduction to Graduate Legal Studies (GS LAW 6149).

DEGREE REQUIREMENTS

Canadian Common Law

Students in the Canadian Common Law are required to complete 36.0 credits to fulfill their degree requirements either through coursework only or through a blend of coursework and a research paper:

Option 1: Coursework only:

- At least 18 credits from Canadian Common Law core courses, plus remaining credits from
 - Select other LLM specialization course offerings and/or
 - Select upper year JD courses (with graduate level evaluation)

Option 2: Coursework plus research paper:

- At least 18 credits from Canadian Common Law core courses, plus remaining credits from
 - Select other LLM specialization course offerings and/or
 - Select upper year JD courses (with graduate level evaluation)
- A Major Research Paper (70 pages) [6 credits] or
- An Independent Significant Research Paper [3 credits] (30 pages)

International Business Law

Students in the International Business Law program are required to 36 credits as follows:

- 6 credits are drawn from required courses in Legal Research and Writing (3 credits) and Introduction to Canadian Law (3 credits)
- 21 credits are drawn from a selection of the International Business Law core courses, including:
- 9 elective credits are drawn from remaining International Business Law core courses, complementary LLM specializations and/or select upper year JD courses

Students are also required to complete a minimum 30 page research paper. This requirement can be completed by either:

- Submitting a 30 page Significant Research Paper as a form of evaluation in at least one course
- Completing an Independent Significant Research Paper [3 credits] (30 pages); or
- Completing a Major Research Paper [6 credits] (70 pages)

- At least 18 credits from Canadian Common Law core courses, plus remaining credits from
 - Select other LLM specialization course offerings and/or
 - Select upper year JD courses (with graduate level evaluation)

Option 2: Coursework plus research paper:

- At least 18 credits from Canadian Common Law core courses, plus remaining credits from
 - Select other LLM specialization course offerings and/or
 - Select upper year JD courses (with graduate level evaluation)
- A Major Research Paper (70 pages) [6 credits] or
- An Independent Significant Research Paper [3 credits] (30 pages)

International Business Law

Students in the International Business Law program are required to 36 credits as follows:

- 6 credits are drawn from required courses in Legal Research and Writing (3 credits) and Introduction to Canadian Law (3 credits)
- 21 credits are drawn from a selection of the International Business Law core courses, including:
- 9 elective credits are drawn from remaining International Business Law core courses, complementary LLM specializations and/or select upper year JD courses

Students are also required to complete a minimum 30 page research paper. This requirement can be completed by either:

- Submitting a 30 page Significant Research Paper as a form of evaluation in at least one course
- Completing an Independent Significant Research Paper [3 credits] (30 pages); or
- Completing a Major Research Paper [6 credits] (70 pages)

Some students will also be required to take our summer preparatory courses. These courses are generally required for students who have completed their law degree in a country other than the U.S. or the U.K.

Dispute Resolution

Students in the Dispute Resolution specialization are required to complete 36 credits including a Major Research Paper as follows:

- 30 credits of coursework
- An independent Major Research Paper (70 pages) [6 credits]
- Advanced Legal Research Workshop (LAW 6101)

All other specializations:

Students in all other specializations are required to complete of 36 credits. There are two options for completing degree requirements:

Option 1:

- 30 credits of coursework
- An independent Major Research Paper (70 pages) [6 credits]
- Advanced Legal Research Workshop (LAW 6101)

Option 2:

- 36 credits of coursework
- A significant research paper (30 pages) completed as the means of assessment for one of the courses within your specialization

Osgoode Professional Development LLM Specializations:

Administrative Law
Banking & Financial Services Law
Bankruptcy & Insolvency Law
Business Law
Canadian Common Law

Some students will also be required to take our summer preparatory courses. These courses are generally required for students who have completed their law degree in a country other than the U.S. or the U.K.

All other specializations:

Students in all other specializations are required to complete of 36 credits. There are two options for completing degree requirements:

Option 1:

- 30 credits of coursework
- An independent Major Research Paper (70 pages) [6 credits]
- Advanced Legal Research Workshop (LAW 6101)

Option 2:

- 36 credits of coursework
- A significant research paper (30 pages) completed as the means of assessment for one of the courses within your specialization

Osgoode Professional Development LLM Specializations:

Administrative Law
Banking & Financial Services Law
Bankruptcy & Insolvency Law
Business Law
Canadian Common Law
Charities and Not-for-Profit Law
Civil Litigation & Dispute Resolution
Constitutional Law
Criminal Law & Procedure
Dispute Resolution
Energy & Infrastructure
Family Law
Health Law
Intellectual Property Law
International Business Law
Labour Relations & Employment Law
Municipal Law
Real Property

Charities and Not-for-Profit Law Civil Litigation & Dispute Resolution Constitutional Law Criminal Law & Procedure Dispute Resolution Energy & Infrastructure Family Law Health Law Intellectual Property Law International Business Law Labour Relations & Employment Law Municipal Law Real Property Securities Law Tax Law	Securities Law Tax Law
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Academic Policy, Planning and Research Committee

Report to Senate

At its meeting of January 28, 2016

The Academic Policy, Planning and Research Committee met on December 10, 2015, January 14, 2016 and 21, 2016 and submits the following report to Senate for information.

FOR INFORMATION

1. Annual Report of the Vice-Provost Research and Innovation

Vice-President Haché reported to APPRC on January 21 in anticipation of presenting his annual report to Senate in January.

With a draft University Academic Plan in the late stages of development, and the drafting of a PIER report beginning, the presentation comes at a particularly important time. As in the past, it features notable accomplishments by York researchers – faculty members and graduate students alike -- while offering a picture of the overall research landscape.

One aspect that generated a great deal of discussion among APPRC members involves the development of a broader range of indicators of research activities and their impact. This has been a matter of interest for Senate and the collegium for some time. UAP 2005-2010 established a goal of “develop[ing] the means – both quantitative and qualitative – to measure and document York’s research successes.” The current UAP commits to

- developing an evidence-based culture of evaluating and comparing York's research successes against international best practices and disciplinary norms
- communicating and celebrating our research success and thereby building York's reputation

Even as we improve our performance according to conventional measurements, we must be able to provide the fullest picture possible of research and creative activities as well as their impact. This is fundamentally the responsibility of colleagues, and we urge units to assist by identifying ways to document and project York's research.

Documentation is attached as Appendix A.

2. Markham Centre Campus Academic Planning and Senate

APPRC has corresponded with the Chair of Senate on the matter of Senate's engagement in the Markham Centre academic planning process. The attached memorandum provides APPRC's perspective and sets out its commitments in this regard.

Academic Policy, Planning and Research Committee

Report to Senate (cont'd)

Documentation is attached as Appendix B.

NOTICE OF MOTION¹

3. Approval of University Academic Plan 2015-2020

It is the intention of APPRC to move the following motion at Senate's meeting of February 2015

“that Senate approve University Academic Plan 2015-2020”

Rationale

The current University Academic Plan has served the University well but has now lapsed. A new UAP has been in development over the course of many months, and APPRC is now in a position to present a draft to Senate for discussion. APPRC has been able to adhere to the timelines it shared with Senate in the autumn, and we are extremely grateful to Senate and the community for helping us to stay on track and, more importantly, for sharing perspectives on the plan and its contexts.

The UAP renewal process unfolded over much of 2015 (see below for a chronology of consultations and other major milestones in the development of the draft). APPRC has sought to ensure that the document reflects the views of the community. Since the UAP belongs to Senate, we urge Senators to take the opportunity afforded by this notice of motion to express their views on the document before a final version is readied for approval in February.

Development of the University Academic Plan 2015-2020

February – March	Deans, Principal and University Librarians provide preliminary thoughts on the next UAP
September	Summative report on UAP 2010-2015 submitted to Senate
October 7	Wider consultations launched with questions for Faculty Councils, Senate committees
October 15	APPRC review of current UAP and other documents
October 22	Consultation questions discussed at Senate
October 29	APPRC reviews input from Senate meeting
November 9	Original due date for submissions by Councils, Senate committees and individuals (some arrived after this date)
November 12	APPRC review of Council, Senate Committee responses
November 15	Community survey launched -- 617 faculty members, students, staff and alumni responded

¹ The approval of University Academic Plans is not statutory in nature.

Academic Policy, Planning and Research Committee

Report to Senate (cont'd)

November 26	APPRC Technical Sub-Committee prepares draft discussion paper for an open forum on December 10
December 3	APPRC finalizes draft document for wider community consultation
December 10	Open forum on draft UAP
December-January	Draft UAP prepared for APPRC by the Technical Sub-Committee
January 14	First discussion by APPRC of draft UAP
January 21	APPRC sign-off on draft UAP for discussion by Senate

Documentation is attached as Appendix C.

R. Pillai Riddell, Chair

Annual Research Report to Senate

Office of the Vice-President Research & Innovation

Robert Haché, Vice-President Research & Innovation
January 2016

Recognition

Recognizing Leadership in Research 2015



SSHRC Impact Award
Professor Susan McGrath
School of Social Work,
Faculty of LA&PS
*Refugee Research Network
(RRN)*

- For her work in a successful research partnership to improve the well-being of refugees and forced migrants.



SSHRC Impact Award
Professor Stephen Gaetz
Faculty of Education
*Canadian Observatory on
Homelessness, and the
Homeless Hub*

- For his work to facilitate the flow and exchange of research knowledge both within and beyond the academic community.



**2016 Breakthrough Prize in
Fundamental Physics**
Professor Sampa Bhadra
Faculty of Science
Tokai to Kamioka (T2K) Team

- For her work on the fundamental discovery of neutrino oscillations, revealing a new frontier beyond, and possibly far beyond, the standard model of particle physics.



- AMPD graduate student **Tanya Elchuk** was chosen as one of SSHRC's five best "storytellers" on the impact of research in the social sciences and humanities, and was invited to give her presentation at SSHRC's 2015 Impact Awards.

President's Research Excellence Award



Professor Sergey Krylov
Faculty of Science
(Chemistry)

President's Emerging Research Leadership Award



Assoc. Professor Shanya Rosenbaum
Faculty of Health (Psychology)

Canada Research Chairs

- 6 New Chairs awarded in 2015



Peter Backx
Science (Biology)
[Tier I]



Deborah McGregor
Law / Environmental
Studies
[Tier II]



Graham Wakefield
AMPD (Visual Art &
Art History)
[Tier II]



Rosemary Coombe
La&PS (Social
Science)
*Law, Communication
and Culture*
[Tier I]



Jianhong Wu
Science
(Mathematics)
*Applied
Mathematics*
[Tier I]



Sean Tulin
Science (Physics &
Astronomy)
[Tier II]



Douglas Van Nort
AMPD (Theatre)
[Tier II]



Chris Kyriakides
LA&PS (Sociology)
[Tier II]

- 2 existing Chairs renewed in 2015

Recognizing Leadership in Research 2015

- **Petro Canada Young Innovator Award**
 - Professor Demian Ifa, Department of Chemistry, Faculty of Science

- **Banting Postdoctoral Fellowships**
 - Heath MacMillan (Biology);
 - ME. Luka (Film Studies);
 - Richard Last (History/Humanities)

- **Vanier Graduate Scholarships**
 - Samantha Fashier (Psychology); Jolin Joseph (Gender, Feminist & Women Studies); Kyo Maclear (Education); Noa Nahmias (History); Christopher Vanden Berg (Political Science); Dessi Zaharieva, (Kinesiology & Health Science).

Recognition

Royal Society

Senior Fellows

- **Professor Marie-Christine Pioffet** Faculty of LA&PS (French Studies)



- **Professor Seth Feldman** School of the Arts, Media, Performance & Design (Cinema & Media Arts)



- **Professor Peter Victor** Faculty of Environmental Studies (IRIS)



- **Professor Leah Vosko** Faculty of LA&PS (Political Science)



College of New Scholars

- **Assoc. Professor Mark Jurdjevic** Glendon (History)



- **Assoc. Professor Kristin Andrews** Faculty of LA&PS (Philosophy)



- **Assoc. Professor Fuyuki Kurasawa** Faculty of LA&PS (Psychology)



Sir John William Dawson Medal



Professor John Tsotsos



York Research Chairs

Tier I



Isabella Bakker
Global Economic
Governance, Gender
and Human Rights



Christopher Innes
Performance and
Culture



Roger Keil
Global Sub/Urban
Studies



Sergey Krylov
Bioanalytical
Chemistry



Obiora Okafor
International and
Transnational Legal
Studies

Tier II



Mike Daly
Planetary Science



Jane Heffernan
Health Policy



Anna Hudson
Inuit Cultural
Mobilization



Fuyuki Kurasawa
Global Digital
Citizenship



**Rebecca Pillai
Riddell**
Pain and Mental
Health

*** 2016 York Research Chairs to be announced in the Spring**

Faculty of Graduate Studies

2015 Tri-Council Scholarships	Masters	Doctoral
SSHRC	78	57*
NSERC	6	3
CIHR	8	2

- 27 of the 57 SSHRC Doctoral awards are Canada Graduate Scholarships (CGS) valued at \$35,000/yr

International Recognition

Times Higher Education World Ranking 2015 (top 400 universities):

	2012	2013	2014	2015
World	301-350	276-300	226-250	301-350

QS World University Rankings:

2012	2013	2014	2015
401	401	421	441



York University Publications

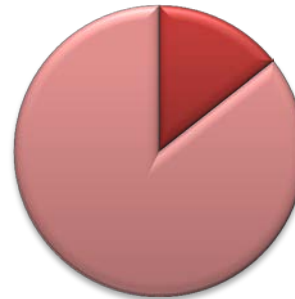
Source: Scopus data up to 16 November 2015

Year Range 2010 to 2015					
Rank	Publications	Citations	Authors	Impact (1.48 Canada, 1.0 International)	Citations/ Publications (7.3 Canada)
3	McGill 40,522	398,015	20,629	1.76	9.8
8	Western 22,358	180,637	11,965	1.55	8.1
9	Ottawa 21,393	155,876	10,690	1.53	7.3
14	USask 12,652	77,025	6,319	1.32	6.1
17	SFU 12,800	100,680	5,556	1.71	7.9
18	UVic 10,575	91,757	4,457	1.70	8.7
19	York 10,071	65,890	4,673	1.47	6.5
21	Carleton 9,409	60,084	4,117	1.38	6.4

York vs. Canada Publication Performance Indicators

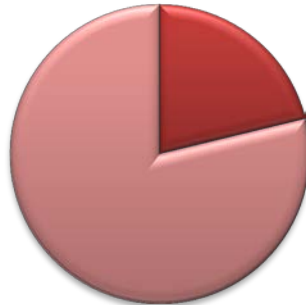
Source: Scopus data up to 16 October 2015 (2010-2015)

Publications in top 10% most cited worldwide



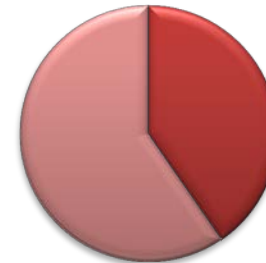
York University
15.15
Canada
18.2%

Publications in top 10% of journals SNIP



York University
21.2%
Canada
26.1%

Publications co-authored with institutions in other countries



York University
40.4%
Canada
45.5%

*Source Normalized Impact per Paper (SNIP) measures contextual citation impact by weighting citations based on the total number of citations in a subject field. The impact of a single citation is given higher value in subject areas where citations are less likely, and vice versa. *Publications included- all publication types

Individual Research Funding Success

	2012-2013 Total \$	n	Ave \$	2013-2014 Total \$	n	Ave \$	2014-2015 Total \$	n	Ave \$
NSERC DG	\$6,700,000	45	\$148,889	\$6,094,800	30	\$203,160	\$5,598,000	38	\$147,316
SSHRC IG	\$4,818,304	26	\$185,319	\$5,473,526	25	\$218,941	\$3,365,058	17	\$197,945
CIHR OG	\$2,361,952	4	\$590,488	\$583,315	1	\$583,315	\$1,396,325	2	\$698,162

York U Research Funding Activity

Source: Office of Research Services

- Individual Grant funding
 - Investigator driven grants decreasing over time

RESEARCH FUNDING (GRANTS)	# Submitted Applications				# Successful Applications			
	2011-2012	2012-2013	2013-2014	2014-2015	2011-2012	2012-2013	2013-2014	2014-2015
SSHRC	200	182	184	176	89	66	62	46
CIHR	90	101	80	49	17	27	10	6
NSERC	163	176	124	117	81	98	68	79
All other grants	292	204	269	256	134	88	93	144
TOTAL	745	663	657	598	321	279	233	275
Total FT Faculty count	1368	1382	1389	1368	1368	1382	1389	1368

- Partnered Grant funding
 - Strategic grants and success rates growing

RESEARCH FUNDING	# Submitted Applications			# Successful Applications		
	2012-2013	2013-2014	2014-2015	2012-2013	2013-2014	2014-2015
SSHRC	9	9	15	3	1	4
CIHR						
NSERC	2	7	4	0	3	2
All other grants	6	18	70	6	10	16
TOTAL	17	34	89	9	14	22



Building Collaboration for Research Success

SSHRC  CRSH

- 2 SSHRC Partnership grants totaling \$6.6M (12 awarded nationally).



- 2 of 17 Collaborative Research and Training Experience Program (CREATE) grants
- 6 NSERC Equipment grants totaling \$657,955 success rate 50% (national 33%)

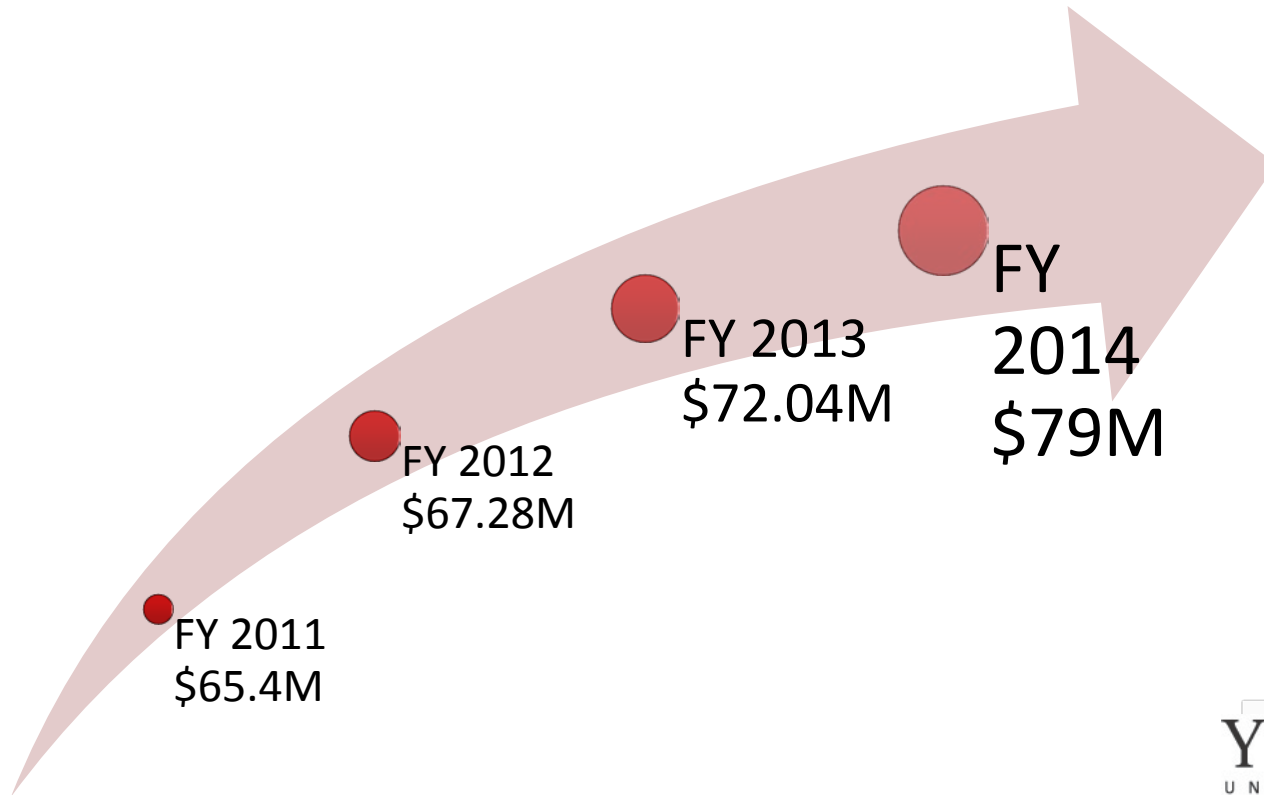
INNOVATION.CA
CANADA FOUNDATION FOR INNOVATION | FONDATION CANADIENNE POUR L'INNOVATION

- 3 CFI Innovation Fund / ORF-Research Excellence Fund awards for \$7.6M, a 300% increase over the last Innovation Fund competition.



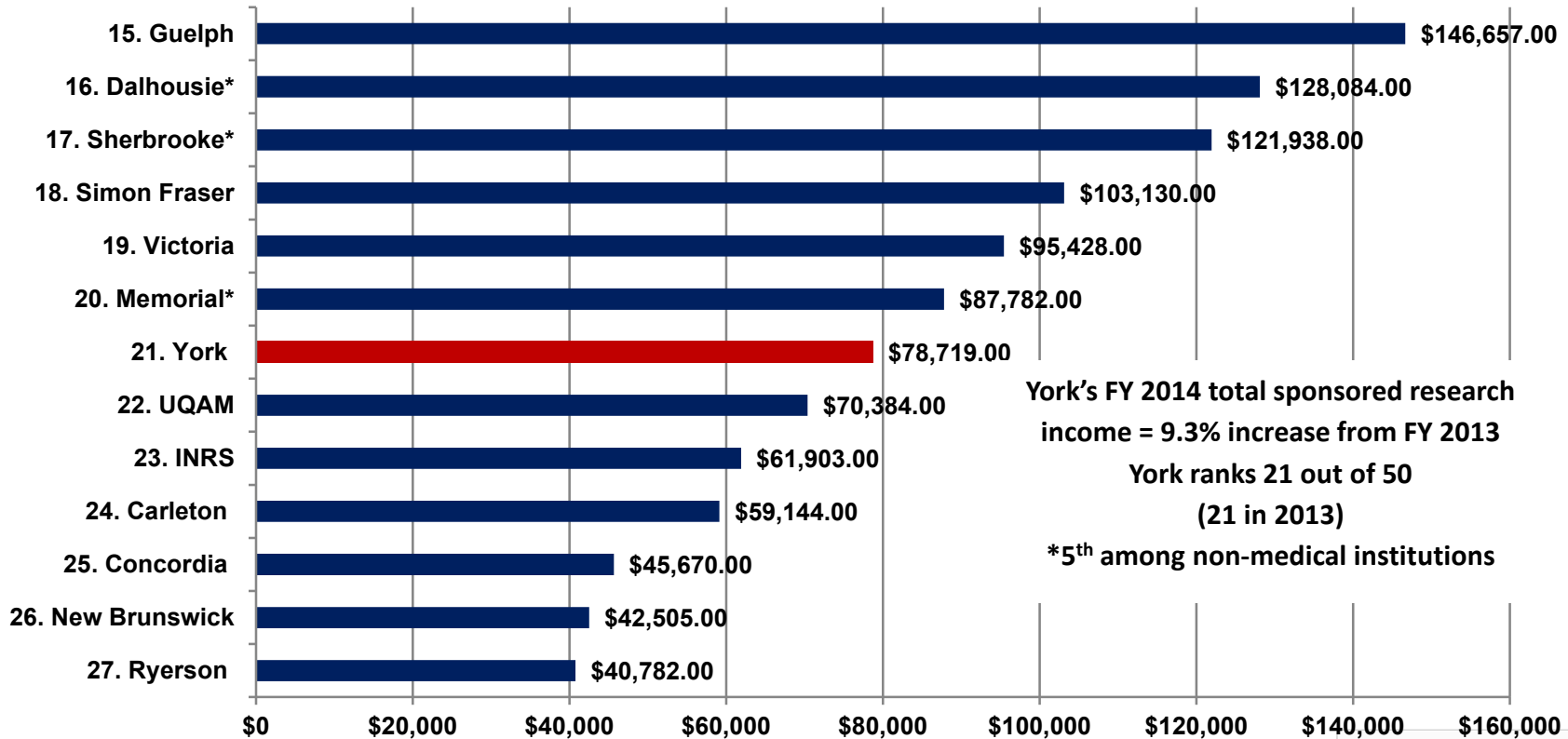
- \$10.6M overall for BRAIN (Big Data Research, Analytics and Information Network)

York University Sponsored Research Income Growth



National Rankings: 2015 Sponsored Research Income

Source: RESEARCH Infosource Inc.



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



Building Partnerships for Research Impact

➤ Innovation York 2014-2015

- **556** agreements reviewed = \$24.1M (48% increase over 2013-14)
- **166** industry interactions leading to \$6M in contributions (cash & in-kind) for 44 research grants (20% increase over 2013-14)
- **16** invention disclosures received
- **18** active commercialization projects
- **6** patent applications filed
- **3** Licenses/Options executed
- **346** entrepreneurs engaged
- **8** events hosted
- **6** companies housed in the IY space at the Markham Convergence Center

➤ Knowledge Mobilization 2014-2015

- **7** new Collaborative Projects
- **40** ongoing collaborative projects
- **\$6.6M** KMb funding supported
- **54** Collaborative Opportunities
- **18** KMb Activities
- **36** Partner Organizations
- **15** new Faculty Engaged in projects
- **25** new Grad students engaged in projects
- **22** grant applications supported
- **32** On campus events
- **48** Off campus events

Ongoing Activities

- University Academic Plan 2016
- Sustainability Research Task Force & Report
- Plan of the Intensification and Enhancement of Research (PIER)

PIER- Plan for the Intensification and Enhancement of Research

Click to edit Master text styles

Second level

Third level

Fourth level

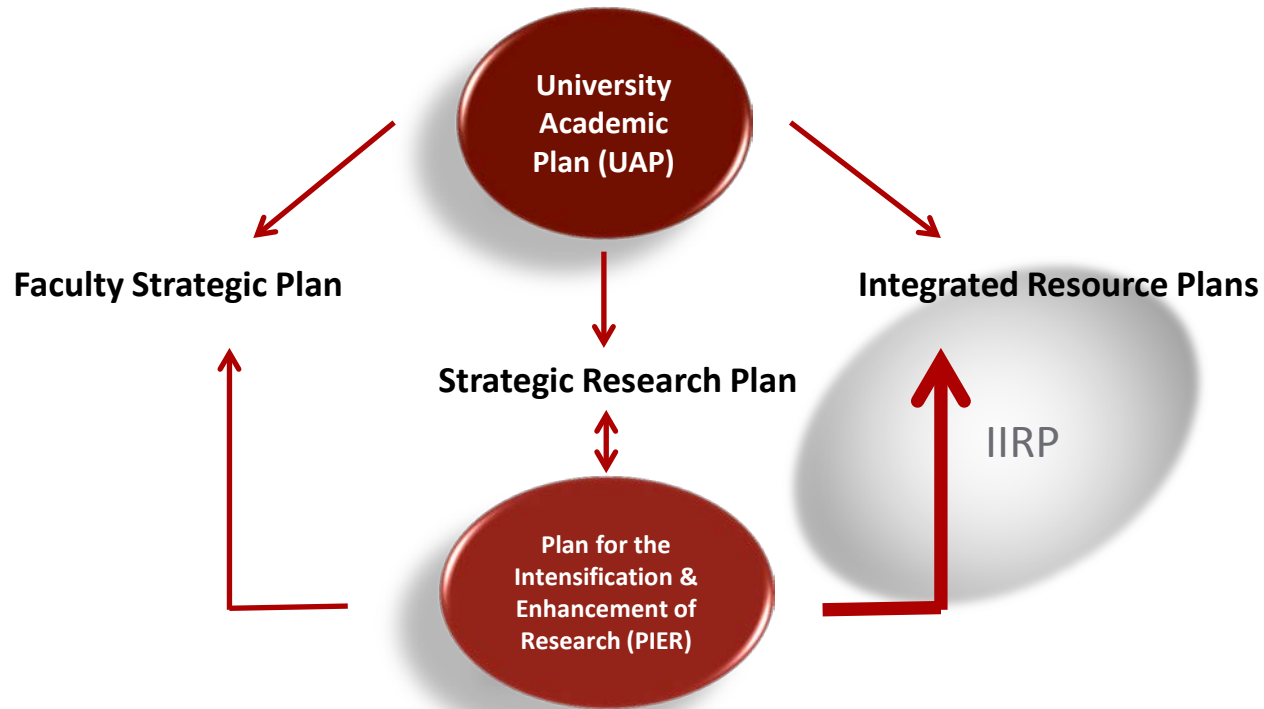
Fifth level

Building on an Integrated
Resource Plan (IRP)-like Template

York's National Rankings: Research Intensity

	2011	2012	2013	2014	2015
Faculty Size	#8	#8	#9	#10	#8
Publication Rank	#19	#19	#19	#19	#19
Publication Intensity	#29	#33	#34	#30	#31
Research Funding	#23	#22	#22	#21	#21
Research Funding Intensity	#37	#38	#37	#39	#34

PIER within the Broader Planning Context



➤ <http://pier.info.yorku.ca>

PIER – Consultation Timeline

➤ Pan-University Working Group established: August 2015

➤ Fall Consultations

- 4 Workshops across campus (Oct 8th, 9th, 16th, 30th)

- 2 PIER Open Forums (Sept 30th, Dec. 9th)

• Faculty & Other Meetings:

- APPRC (Oct. 15th)
- Associate Deans Research Council (Sept 29th)
- Council of ORU Research Directors (Sept 30th)
- Schulich Research Committee (Oct.15th)
- LA&PS Committee on Research Policy & Planning & Research Coordinators (Oct.26th)
- Library Forum (Nov.10th)
- T&P Committee (TBC)
- FES (Nov. 26th)
- Research Accounting (Jan 14th)

AMPD (Dec 16th)

Engineering (Nov. 30th)

Health (Dec. 2nd)

FGS (Dec. 3rd)

Science: (Dec.8th)

Education (Dec. 7th)

Glendon: (Oct.30th)

Osgoode: (Dec.10th)



Plan for the Intensification and Enhancement of Research (PIER)

Consultation Summary:

- Research Intensification is key to York's long term success
- Commitment to growing research and our recognition for research
- Has been an enthusiastic response and willingness to engage in dialogue and seek positive change
- Development of the Plan occurring through a collegial process, with solicitation of input from around the York community
- Cultural change is a key objective and is best accomplished from the bottom up
- Successful intensification should be encouraged and rewarded
- Measuring our progress is important and desirable- utilizing data in a positive way
 - Measures should be externally comparable



PIER PLAN FOR THE INTENSIFICATION & ENHANCEMENT OF RESEARCH



2016: Looking Ahead

- Research Celebration February 24, 2016
- Large Scale Applications:
 - Canada First Research Excellence Fund (CFREF)
 - Canada Foundation for Innovation (CFI)
 - Canada Excellence Research Chairs (CERC)

Comments, Questions, Discussion



SENATE OF YORK UNIVERSITY

Academic Policy, Planning and Research Committee

Memorandum

To: George Comninel, Chair, Senate Executive

From: Rebecca Pillai Riddell

Date: January 7, 2016

Subject: Markham Centre Campus Academic Planning and APPRC

At its meeting of December 3, 2015 the Academic Policy, Planning and Research Committee reflected on the discussion at Senate in November of academic planning for the Markham Centre Campus. The Committee's discussion was framed by a summary provided by the Committee's Secretary.

As a result of this discussion it was agreed that:

- Markham will be a standing item on the Committee's agenda
- the Committee will report monthly to Senate
- it will facilitate reports – oral and written -- by the Provost
- it will ensure Senate is fully informed of developments and engaged
- it will provide its own commentary as appropriate

It is understood that the Academic Standards, Curriculum and Pedagogy Committee will also have timely, meaningful and early opportunities to take up matters that fall within its purview related to campus planning.

cc: Maureen Armstrong, Secretary, Senate Executive
Cheryl Underhill, Secretary, Academic Standards, Curriculum and Pedagogy

YORK UNIVERSITY

UNIVERSITY ACADEMIC PLAN 2015 - 2020

YORK UNIVERSITY ACADEMIC PLAN 2015 – 2020

Preamble

2010 – 2015 in Review

Significant progress has been made over the past five years towards realizing the vision of York University as set out in the [White Paper *Becoming an Engaged University 2010 – 2020*](#). York has achieved top national and international rankings in pre-eminent programs in business, humanities, law, and social sciences. The University has become more comprehensive with the creation of the Lassonde School of Engineering and new undergraduate and graduate programs in business, education studies, engineering and global health. The launch of the *School of the Arts, Media, Performance and Design* reflects new directions to complement strengths in the performing arts and the profile of Science has risen thanks to high-impact research and curricular innovations as well as extensive public outreach and media engagement. Glendon has furthered the role it plays as a bilingual hub serving the needs of central and southwestern Ontario for expanded francophone programming. These programs have strengthened our reputation in leading-edge interdisciplinary curriculum and inspired new collaborations.

Our research intensification efforts have fostered the growth of high impact research outcomes enhancing social, cultural and economic prosperity through partnerships both locally and internationally. The Faculty of Health received a \$20 million gift to establish the Dahdaleh Institute for Global Health that will bring together researchers from across the University connecting to international networks. We have built an impressive array of collaborative research networks spanning every continent, reaching from the ocean depths to outer space, and enhancing cultural and social vitality. At the same time, we have prioritized local innovation through initiatives such as Innovation York and its growing hub of innovation activities including the Markham Convergence Centre.

We have achieved a reputation for excellence in teaching and learning as confirmed in student surveys including inventive experiential education and technology enhanced learning, and have begun to make strides again towards significant faculty complement recovery. Our strategic enrolment management initiative has improved conversion rates and enhanced orientation through YUStart to recruit the best students and retain them. We have surpassed our White Paper benchmarks to increase our proportion of international students furthering our internationalization goals along with the creation of partner campuses in India (Schulich's GMR Campus) and Costa Rica (Faculty of Environmental Studies' Eco-campus and the Lillian Meighen Wright Centre) and the innovative *Borderless Higher Education for Refugees* program supported by colleagues in the Faculties of Education and Liberal Arts and Professional Studies. Our new School of Continuing Studies helps to strengthen York's commitment to access and lifelong learning. We have advanced our strong commitment and practice as an engaged University upholding defining values such as social justice, excellence and collaboration enhancing our external recognition.

We have nurtured a culture of evidence-based decision-making to support better collaboration across all levels of the University including an institutional review of all our programs and services in 2013 – 2014 and created York's first-ever [Institutional Integrated Resource Plan \(IIRP\)](#).

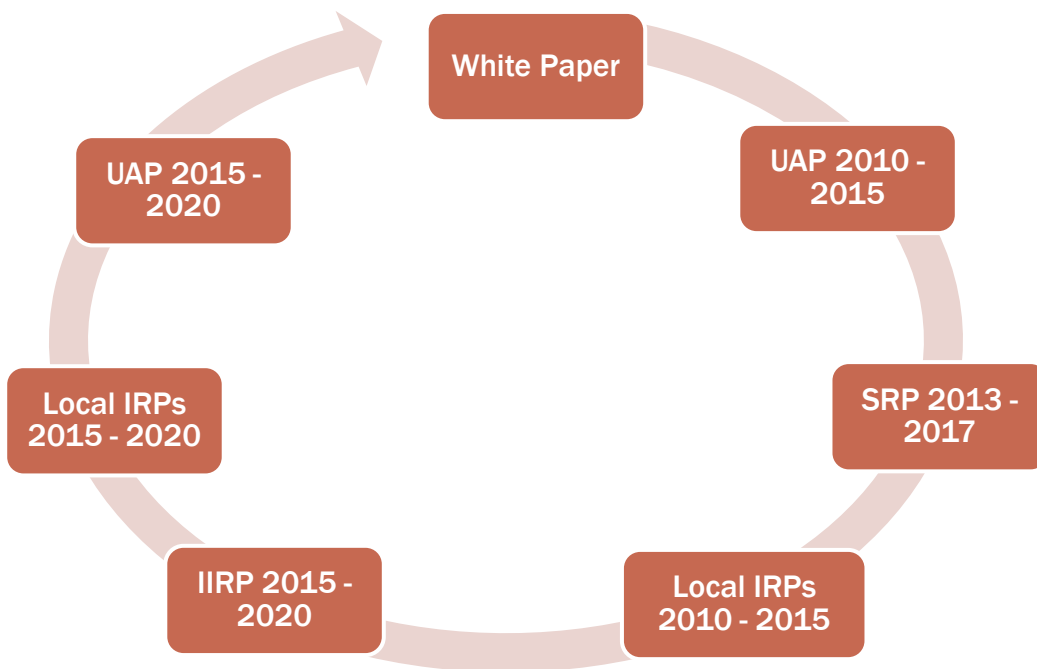
Our efforts have been supported by well-received communications plans, advocacy with government, and advancement efforts including large-scale capital projects such as the new Bergeron Centre for Engineering Excellence, plans for a new student centre on the Keele Campus and a successful submission for a new campus in Markham. We have received local, national and international recognition through prestigious publications and awards including an award for campus sustainability.

Looking Forward to the University Academic Plan 2015 - 2020

York’s accomplishments together with our distinct strengths provide a strong foundation for the next five years. The University Academic Plan 2015 – 2020 is an opportunity to consolidate our efforts by focusing on the implementation of strategic initiatives giving careful attention to the challenges that have arisen as well as emerging opportunities.

This version of the University Academic Plan comes at a pivotal moment in York’s history as captured in Figure 1. Building on previous iterations and on a set of enduring values, planning principles and strengths that have stood us well from the inception, it has been shaped by a comprehensive review of our progress to date in realizing York’s vision as set out in the White Paper 2010 – 2020 and the responses to that review captured in the IIRP as well as local level Integrated Resource Plans (IRPs). The priorities and implementation strategies herein are suited to the aspirations of a leading global university focused on fully realizing its goals and seizing the fresh opportunities that are beckoning.

Figure 1 Realizing the White Paper



YORK UNIVERSITY ACADEMIC PLAN 2015 - 2020

Introduction

Guided by York's mission and vision, as well as a set of enduring values, the University Academic Plan 2015 – 2020 (the Plan) reflects the spirit of our motto *Tentanda Via* – the way must be tried – expressing our readiness, capacity and desire to address the challenges we face in a constantly changing and dynamic 21st century context, and to seek new bold ways of fulfilling our promises, looking inwardly and outwardly for inspiration. While our values are not individually exclusive to York University, taken together, they represent a unique and authentic combination that guides academic planning at a public institution.

Mission

The mission of York University is the pursuit, preservation, and dissemination of knowledge. We promise excellence in research and teaching in pure, applied and professional fields. We test the boundaries and structures of knowledge. We cultivate the critical intellect. York University is part of Toronto: we are dynamic, metropolitan and multi-cultural. York University is part of Canada: we encourage bilingual study, we value diversity. York University is open to the world: we explore global concerns. A community of faculty, students, staff, alumni and volunteers committed to academic freedom, social justice, accessible education, and collegial self-governance, York University makes innovation its tradition.

Tentanda Via The way must be tried.

Vision

As one of Canada's leading universities, York University fosters creativity, innovation and global citizenship through its open-minded and engaged approach to teaching, scholarship and research, and community outreach.

Values

Excellence

- York strives for excellence in teaching and learning (or pedagogies), academic programs and research/scholarly/creative pursuits enriching as well as educating, enabling as well as informing through fostering intellectual curiosity, innovation, and creativity.

Progressive

- York is open minded, forward looking and flexible. We embrace innovative approaches, technologies and perspectives to solve problems, develop new understandings, solutions and discoveries that have an impact on our world.

Inclusivity and diversity

- York is a welcoming and approachable campus embracing global perspectives and differences in cultures, people and thinking, by engaging communities in collegial dialogue and supporting diversity awareness and cross-cultural knowledge.

Social justice and equity

- York is socially responsible, and committed to the pursuit of social justice and equity issues to continuously challenge and transform society's understanding and existing norms through civic, scientific and cultural actions.

Sustainability

- York values environmental, social, and fiscal sustainability through its programs, physical environment, and fiduciary practices.

The Plan focusses on seven key priority areas. Running through those priorities are three overarching themes that animated the White Paper as well as the University Academic Plan 2010 – 2015). They are:

- academic quality
- student success
- engagement and outreach.

Academic quality has been the overriding imperative for York over the last five years and it must continue to be so in everything we do for the next five years. An institutional commitment to the importance of research and teaching excellence and to the inseparability of the two aspects of our mandate as part of our culture of excellence is key as is attracting and retaining the highest quality faculty, staff, undergraduate and graduate students. This requires attention to strengthening our reputation, an understanding of the centrality of innovation as a key driver of quality, selectivity in admissions, success in competitions for research and infrastructure funding, and sustained funding

for graduate students. While building on our strengths to leverage new opportunities, we must also look outward for best practices, and continue to exemplify our readiness for change. Increasing the full-time faculty complement and improving student / faculty ratios will be essential. Funding challenges set us back for a period of time but strategic funds set aside over the last several years have contributed significantly to rebuilding the full-time faculty complement. We must maximize the resources available in support of the core academic priorities of teaching and learning, and scholarly, research and related creative activities. Doing so depends on our commitment to continual improvement, degree streamlining, meeting enrolment targets, and enhancing the effectiveness of our administrative services.

Student success is a related goal, one that includes raising the quality of graduate and undergraduate students who choose to study at York without diminishing access, their experience while here, as well as the outcomes of the experience afterwards. Significant work has been done over the past five years to better utilize student data to design academic supports for our diverse student population and to improve student retention through Strategic Enrolment Management. The colleges offer a variety of services including peer and alumni mentorship, and supplemental instruction. The Faculty of Graduate Studies offers a comprehensive suite of workshops in the areas of writing, grant application and professional skills development. The Libraries offer a Personal Librarian program that pairs first year undergraduate students with librarians who will guide and support them with their research needs throughout their first year of study.

Large public institutions like York face specific challenges so we have sought to leverage our size to our benefit. It multiplies avenues for students, incubates top-flight interdisciplinary programs, facilitates collaborative research, and opens the way for interactions between members of the community in clubs and extracurricular settings that would be impossible to imagine on smaller scales. For this reason, we have tried to ensure that sheer size does not overwhelm but rather invites and inspires. This must continue to be so, since we will, in the next several years, increase the number of highly committed students choosing *York first* at both the undergraduate and graduate level (thereby sustaining one of the largest graduate student cohorts in North America).

Engagement and outreach have always been part of York's DNA and certainly before the concept of an "engaged university" became popular in Canada. Community engagement is at the centre of this theme referring to York's outreach and collaboration with its larger communities (local and global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity. York continues to extend its reach and network of partnerships with other educational institutions, government, non-profit and private sectors to enrich our academic programs; the student learning experience including access, credit transfer and experiential education opportunities as well as scholarly, research and related creative activities; and to help prepare educated, engaged citizens committed to democratic values; and contributing to the public good and solving critical societal problems.

A critical feature of the 21st century is the global vantage point for higher education. Engagement will therefore continue to be a central theme in this Plan in several respects. It will underpin the development of York's Internationalization Strategy; support the expansion of experiential education opportunities; and broaden the range of our research partnerships and the impact of our scholarly activities through collaboration, knowledge mobilization, and innovation initiatives. In so doing,

engagement strengthens the relationship between teaching and research, scholarly and related creative activities.

Continuing education is a further component of community engagement facilitating access to higher education at all points throughout the life cycle and diverse pathways for non-traditional students as well as for international students who need second language support. The School of Continuing Studies will complement other professional development schools at York and reinvigorate our commitment to flexible learning and student mobility.

Engaging with Indigenous communities both within and outside the University as part of a new University-wide Indigenous Strategy represents a key theme/goal. This engagement will enrich teaching, learning, research, as well as the student experience at York. This engagement will both build on existing initiatives across diverse faculties and divisions and embrace new projects and processes, including those arising out of York's response to the Truth and Reconciliation Calls to Action."

Finally, the construct of engagement remains relevant to how we function as a community and to advancing collegiality, inclusiveness and diversity. Engaged faculty and staff are essential for creating a vibrant university community and for strengthening the impact of what we do. Engaged learning is increasingly being viewed as a hallmark of a quality university experience. As a large university with many students who commute daily, York faces a special challenge in creating opportunities for students to engage with faculty and their peers in learning and co-curricular situations.

Our Context: Challenges and Opportunities

The External Landscape

An environmental scan of the external context is an important part of any planning process revealing the challenges and opportunities that must inform our planning decisions. Factors that will need to be considered in our efforts to advance the White Paper over the next five years include:

- the internationalization of higher education and York's global engagement strategy including our enrolment plan, our outreach and partnerships, our programs and research
- society's reliance on universities to drive creativity, innovation, knowledge, and community engagement through teaching and research continues to intensify
- the impact of the information and communications technology revolution on knowledge acquisition and dissemination as well as the emerging opportunities to enhance learning through technology
- fiscal constraint with a concomitant emphasis on financial sustainability, accountability and the provincial assessment of the value of their investment in universities
- the increasingly complex and competitive environment for research funding and increasing expectations to translate research results into outcomes with tangible societal and economic benefits
- postsecondary policy frameworks regarding higher education including:
 - differentiation and the impact on program directions, research priorities, and enrolments
 - the new provincial government's directive for public sector business documents
 - the provincial performance-based funding review and the potential implications for the development of metrics and key performance indicators for transfer grants

- the declining enrolment trends through to about 2020 in combination with the lack of understanding about the important role of liberal arts education in a knowledge-based society and the implications for applications, the disproportionate reliance on a relatively small number of York's programs, and the implications for Strategic Enrolment Management.

These pressures remind us of the importance of protecting and building on York's strengths as we look forward to York in 2020.

Embracing Opportunities within York

Despite significant challenges, York is poised to capitalize on a number of opportunities in the next five years. With multiple campuses we will become more comprehensive in scope and have greater chances to fulfill our mission and vision. York has signaled its interest in housing a medical school and has set the stage for this eventuality. Many other opportunities exist, and we will embrace those that align with our strengths and aspirations:

- Markham Centre campus, a generational opportunity to create a 21st century campus, an incubator for new ideas articulating York's vision for a blurring of town and gown that won out over 19 separate proposals for a new campus.
- Expanding and promoting Glendon's (and York's) contributions to bilingual education in central and southwestern Ontario by building on the College's strong liberal arts and expanding its program offerings in pre-professional, professional and science-focused areas.
- Championing the importance of liberal arts education, critical inquiry and interdisciplinarity.
- Strengthening York's institutional *gravitas* by fulfilling its commitment to improve and demonstrate the quality of our academic programs and research including the development of exciting new areas where York could demonstrate leadership such as global health; digital media; biomedical; "green" technologies; the expansion of experiential education including research activities; and technology enhanced learning.
- Fulfilling our commitment to a student-centred focus, enhancing the success of our graduates through access and student mobility initiatives for diverse groups (new Canadians, international students, mature students, students with disabilities, aboriginal communities), a high quality student learning experience, more personalized education for undergraduate and graduate students, and improved retention.
- Enhancing our leadership in community engagement including outreach and partnerships with local, national, global, virtual communities in academic, non-profit and private realms.
- Extolling our diversity as a model and as a beacon.
- Improving the campus experience through:
 - life and learning in a sustainable setting, creating more student space, where the natural environment – including unique eco-systems – coexists with outstanding facilities of architectural significance.
 - situating York at the heart of a dynamic region through transportation and location (with the subway becoming a public transit hub, proximity to airport, road networks) and seeking out opportunities for community engagement that arise such as cultivating Keele campus as a major stop-off point between North-South and East-West routes.
 - promoting York's award-winning reputation for campus sustainability.

- Continuing to model the practice of evidence based academic leadership – expansion of data analytics (including York data, student surveys, external research measures and Cyclical Program Reviews) to better inform decision-making in advancing our world-leading Faculties and programs.

The Priorities

The Plan outlines seven priority areas with a focus on consolidating the objectives and initiatives that have been confirmed as most essential to the realization of York’s mission and vision based on the efforts and assessments of the past five years and the consultations undertaken to develop this Plan. Benchmarks to be achieved over the next five years are therefore written with greater precision than might otherwise be expected while still providing ample space for contributing to those benchmarks in ways that reflect unique local characteristics.

Priority 1. Innovative, Quality Programs for Academic Excellence

A paramount priority for the UAP 2015 – 2020 in advancing York’s vision as a comprehensive, research-intensive and internationally recognized University is to enhance the quality of our academic programs. Program quality is notably among the top three factors that Ontario applicants weigh in deciding on the University they will attend. The Task Force Report on Academic Programs as well as our Cyclical Program Reviews, and student surveys identify a number of curricular innovations upon which to draw for enhancing innovation and quality including interdisciplinary content, research opportunities, and the clear articulation of learning outcomes. Maintaining the commitment to general education and the critical presence of liberal arts education throughout the curriculum will also ensure that our graduates acquire the transferable skills so critical to adapting to the new demands of citizenship and changing work settings.

York was an early adaptor to quality assurance processes, and has been in the vanguard as province-wide frameworks were developed. Most of our programs have well-developed learning outcomes and are moving to aligning their assessments to those outcomes. At the same time, cyclical program reviews have not fully addressed program challenges. The enrolment data provided for the institutional-wide review of all undergraduate and graduate programs revealed some pressing issues such as the large percentage of the University’s undergraduate applications that are to the top 10 programs York offers; overly complex degree requirements; program duplication; and programs experiencing declining enrolments over a number of years.

Increasing comprehensiveness requires that we expand in the areas of health, engineering, science, business and professional programs, while also championing the liberal arts and other programs facing provincial declines in applications such as the creative arts. There are opportunities for offering students greater flexibility and career mobility with new and unique combinations between degree programs. New program proposals that are seeking approval by the Quality Council and the Ministry of Training, Colleges and Universities must be developed with in-depth knowledge of Senate’s Policy on Quality Assurance, our University’s Strategic Mandate Agreement with government, and a well-developed analysis of market needs and program distinctiveness. Approval of the program does not vouchsafe its viability and proposals must have credible enrolment targets and resource needs.

Senate has endorsed the Institutional Integrated Resource Plan and in doing so has signaled its appreciation of the necessity to consider, complete and implement action plans undertaken at the Faculty level aimed at enhancing the quality of our academic programs. These plans must address the challenges evident in the enrolment data, programs reviews, student surveys and other relevant sources of information.

In the next five years we will:

- Develop and implement Faculty plans to enhance the quality of our academic programs (aligned to the extent possible with cyclical program reviews)
 - Faculty plans will seek opportunities to enhance innovative curriculum through interdisciplinary curriculum, research activities, cutting edge or distinct programming, etc
 - Faculty plans will address program challenges including overly complex degree requirements, program duplication and declining enrolments ensuring that programs are coherently structured by investing, revising, consolidating or, in some cases, closing programs as needed
- Strengthen our comprehensiveness and interdisciplinarity by:
 - Developing innovative degree programs in business, education studies, engineering, health, professional studies and science that excel in curricular design and delivery, and align with societal needs as appropriate for our campuses
 - Championing liberal and creative arts by seeking out opportunities to promote their value, enhancing program quality and innovation, including new degree combinations
 - Enhancing the flexibility and empowerment of students to pursue degree and other program combinations that allow them to pursue interests beyond their majors and/or enhance professional skills including an undergraduate “finishing year”, course-based Masters
- Ensure that the quality assurance framework is refined and respected including the submission of learning outcomes for every program and the alignment of assessment with learning outcomes
- Create more Faculty-spanning curriculum (i.e., drawing on more than one academic unit) with incentives for cooperation

Priority 2. Advancing Exploration, Innovation and Achievement in Scholarship, Research and Creative Activities

Scholarship is the lifeblood of any university. York has always favoured a broad definition of scholarship, and will continue to value the endeavours of faculty members throughout the University. Transformative scholarship, creative activities and research can be pursued in a variety of ways, and we are all driven first and foremost by intellectual curiosity. We will take advantage of emerging vehicles for the dissemination of that scholarship in order to share the results of our endeavours with other scholars and society. Particularly notable is our leadership in engaging in research across disciplines, partnership with communities and the impact of our research outputs on academia and on society.

Building on our current success we aspire to increase the breadth of engagement in research, scholarship and related creative activity across our campuses and to further enhance the

mechanisms through which we track and articulate our success such that over the course of the plan we will climb the national and international rankings for research intensity while preserving or enhancing the impact of our outcomes. As stated in the Senate-approved Strategic Research Plan, we will intensify research cultures assiduously.

Graduate education is fundamental to a vibrant research culture. We must enhance graduate education through a stronger alignment with the faculties and academic units that support them in order to coordinate academic planning, faculty complement needs and resources with undergraduate programs. It will be essential to meet or exceed enrolment targets negotiated with the provincial government. Postdoctoral fellows are also key and we must plan strategically to take on a greater number across the range of disciplines.

In the next five years we will:

- Significantly increase the number and proportion of reportable research outcomes by our scholars and enhance the means through which we can measure and articulate the full range of our scholarly outcomes from our work and their impact
- Enhance the quality and quantity of research and knowledge mobilization aimed at shaping the public debate, law and policy reform, social and economic enterprise, and improving the outcomes of York research for society
- Increase the number of our research partnerships, and increase the networks and other points of contact between partners through the deployment of software, provision of training and other means
- Expand open access to York research
- Expand collaboration within the University and between faculty members at York and other individuals to make York more than the sum of its parts, and profile our faculty and their research
- Enhance and project the profiles of our Organized Research Units
- Significantly increase the number and proportion of researchers pursuing external research funding to support research projects, graduate students and postdoctoral fellows, and significantly increase research income in real and proportionate terms
- Establish York as an innovation hub by increasing and promoting the activities offered by Innovation York, and the Knowledge Mobilization group, including the Markham Convergence Centre, LaunchYU and newly emerging innovation activities in the Faculties including enlisting media to extend our reach
- Establish and implement an *institutional Research Equipment and Facilities Plan* in collaboration with the Faculties for maintaining and enhancing the necessary infrastructure including space for student learning and tracking investments to ensure that they are commensurate with objective
- Emphasize enhancing and increasing our population of graduate students and postdoctoral fellows (quality and quantity) and mentoring and supporting them in their research activities

Priority 3. Enhanced Quality in Teaching and Student Learning

York has an outstanding and well-deserved reputation for high quality teaching and learning as supported by student surveys and cyclical program reviews, and has an opportunity to establish itself as a leader in pedagogical innovation. As a second top factor affecting students' decisions about where to study, further enhancing teaching and learning including the development of signature pedagogies has the potential to make a significant impact on our ability to realize our vision. We have already invested and made considerable progress in expanding experiential education and technology enhanced learning. Experiential education – by which we mean a variety of learning modes that involve problem-based inquiry, the application of knowledge, and involvement in career-preparation – enriches the curriculum and contributes to deep learning. University education is being transformed by new technologies and by burgeoning discoveries in pedagogical research that have been found to empower instructors and students and augment still-essential personal encounters. Notably, the value of alternative instruction modes is amenable to systematic, relatively easy monitoring. As we harness new ways of learning we can – and should -- assess their worth continuously.

Teaching and research are fundamental to the University's mandate and identity. More than that, they are inseparable. This intimacy is expressed through research-infused instruction and opportunities for students to conduct research within courses and in other activities. York University is also an international university. We are at home in a world where social change is not just possible but necessary. We see every day the dramatic impact that our work makes on social policy and the difference that it makes for individuals, groups and societies around the globe. We are cognizant of our responsibility to foster international dialogue and international experiences in the curriculum.

The Teaching Commons continues to enhance the supports offered to faculty interested in exploring newly emerging tools that can enhance the learning experience.

In the next five years, we will:

- Incorporate to the extent possible an experiential component in every program including activities such as classroom-based labs and studios, clinical and intensive labs, community based or community service learning, local or international internships or cooperative placements, field studies, research opportunities including capstone independent research projects, etc
 - Increase the number of EE opportunities both internally and on campus including for example student participation in Organized Research Units
 - Develop the means by which to track experiential education opportunities, problem-based inquiry and related strategies as is the case with online and blended courses
- Expand technology enhanced learning including the number of courses, modules and programs available online or through blended learning
- Expand internationalization in the curriculum as well as international experiences such as summer programs, international internships, and exchanges
 - Enhancing student mobility including a commitment to flexible course scheduling and improved credit transfer
 - Promoting opportunities for York students interested in studying abroad and broadening the diversity of their experiences
 - Facilitate faculty member exchanges

- Provide training and support for faculty members interested in incorporating experiential education, technology enhanced learning and other pedagogical innovation
 - Continue to strengthen supports offered by the Teaching Commons
- Provide students with timely, relevant information about courses they may choose or in which they have enrolled before classes have started

Priority 4. A Student-Centred Approach

Input for this Plan has highlighted the importance of a student-centred approach in facilitating the success of our students and ensuring that our graduates have the knowledge, skills and abilities for success as global citizens in the 21st century. A student-centred approach means viewing everything we do from a student lens including decisions about our academic plans, the learning environment, the campus experience, and academic support strategies.

Home to one of the most diverse student populations in Canada, York has made accessibility to the highest quality education a priority throughout its history. Graduates from every background have gone on to succeed in every walk of life. Many of our students are the first in their families to attend university. Our students tend to work more hours on average than the provincial average. They cannot always take a full course load. The average commuting time is long (but will be shortened as public transit projects come on stream). The value of our degrees and university education in general is not always well communicated to students. We know from their feedback we need to clarify program expectations at the outset.

The success of our students is a top priority including providing the strongest possible support, encouragement, and opportunity for self-actualization. We know that this cannot happen in isolation. Students need to be connected to their peers, to advisors – faculty members and staff – who are knowledgeable and effective, and to systems that are user-friendly and reliable. We also have a diverse student body and attention must be given to understanding the needs of different student populations. The number of students from other countries who have enrolled at York is among the largest in Canada and getting larger still. Transitioning to a life away from familiar surroundings can compound the challenges facing all students new to both undergraduate and graduate studies.

Efforts to improve student retention through sophisticated strategic enrolment management have shown early signs of success. While this is positive, more must be done to create the conditions for students to reach their highest potential. Academic decision-making and student services must be calibrated with a student-focused, student success approach. This means better student advising, more and better mentoring, skills and/or professional development at both the undergraduate and graduate levels. In short, we need to rethink what we do from a student perspective – ever mindful of their success. Administrative systems should be as sensitive to this approach as support for language training, math skills and literacy, financing, and in person and virtual access to libraries.

The well-being of members of our community is vital. We must implement a mental health strategy for all members of the community - students, faculty members and staff. We will have an approach that is comprehensive and second to none.

In the next five years, we will:

- Develop a new integrated advising model clarifying the roles and responsibilities of the Division of Students, the Faculties and Colleges and providing comprehensive advising processes and online resources to ensure that our students have the confidence to navigate degree requirements; have access to academic, career, library and financial support; and receive timely and accurate responses to requests
- Actively monitor student learning needs and develop appropriate academic supports
- Cross-train and allocate staff members to student support tasks when most needed
- Inaugurate and implement a pre-eminent mental health and well-being strategy that includes embedding mental health in the classroom along with new and improved services
- Increase contact time between faculty members and students
- Make scholarships and bursaries, including graduate scholarships and Postdoctoral Fellowships, a centerpiece of the fundraising campaign to be launched in 2016
- Further advance our SEM approach including enhancing student supports tailored to different student segments improving retention and time-to-completion of degrees by undergraduate and graduate students
- See an increase in student satisfaction

Priority 5. Enhanced Campus Experience

With the population growth in York and Peel Regions, the subway extension and related transportation developments, the Keele campus is increasingly at the crossroads of a major metropolitan area that connects to Glendon mid-town and then south to our Schulich and Osgoode downtown campuses. Together York's campuses create a cultural hub connecting York Region, the francophone population in Central and southwestern Ontario, and the Greater Toronto Area downtown. By the end of this Plan, there will be a new campus opening in Markham building on York's north-south profile through the heart of the GTA and York Region. A top priority is the further enhancement of our campuses that build on our commitment to sustainability, campus beautification and improved utilization.

Our campuses have environmental features that are unique, such as the woodlots at Keele and individual plantings at Glendon. We have earned accolades for our environmental vision. We acknowledge our presence on Aboriginal territories and pledge to keep that heritage alive. Construction is underway to bring York University's Hart House up to code to act as a meeting place for Aboriginal events, students, faculty, staff as well as alumni, Elders and other community members. As the Markham campus takes shape it, too, will have a major impact on the York Region. All of our campuses will have a mix of old and new buildings some of exceptional architectural significance. We have been, and we will be, dutiful custodians.

Campus spaces also contribute to a sense of community for students, faculty, staff members, and, of course, to the community at large. Space use can only be maximized to this end if we are attuned to the needs of our community members and break down barriers to their proper utilization. York has made substantial investments in safety, and will continue to work toward the most secure environment possible.

In the next five years we will:

- Continue to advance a comprehensive, holistic and community-based approach to ensure the safety of our campuses
- Enhance the physical infrastructure and campus spaces with capital investments aligned to academic priorities including classroom upgrades
- Enhance spaces available for social academic interactions
- Leverage new facilities and amenities – subway stations and bus terminals, a second student centre, Lions’ stadium, and other amenities and infrastructure – in the cause of creating welcoming spaces
- Enhance ecological sustainability, and the symmetry between built and natural environments
- See a rise in the number of individuals taking advantage of amenities, all day and on weekends, and in the space devoted to down-time along with extra- and co-curricular activities
- Create a Cultural Innovation Fund and solicit ideas from the community on projects that will extend the concept of York as a cultural hub, provide appealing buffers to starker features such as parking lots, and create spaces for community partnerships and interactions
- Seek out opportunities for increasing the use of facilities by local communities

Priority 6. Enhanced Engagement with the Community

We envision a University that supports and builds communities, both within and without, in a spirit of inclusion and empowerment. Community engagement and outreach is fundamental to York's mission and both suffuses and extends beyond the University's academic programs. This priority reflects York's mission, vision and values and represents an important component of other priorities (for example, experiential learning and community-based research). It also aligns closely with our internationalization strategy and our deepening commitment to lifelong learning.

In the next five years, we will:

- Solidify our existing strategic partnerships aligned with our priorities of research achievement, enhanced student learning, and increased student success while reaching further out to increase the number and diversity of external academic partnerships
- Support community-based learning in the curriculum and in scholarly, research and related creative activities including opportunities for students
- Finalize a new *Internationalization Plan* outlining objectives and initiatives including strategic academic partnerships both locally and globally
- Increase the proportion of international students to 15% by the end of the Plan
- Provide a one-stop portal for prospective and actual international students
- Celebrate York’s own rich and diverse community
- Celebrate the accomplishments of members of the community, daily and at regular events
- Expand the programs offered through our continuing studies and professional development units

Priority 7. Enabling the Plan

Executing this plan will require sophisticated planning efforts everywhere in the University, looking both internally and externally for best practices, collegial engagement of all stakeholders, evidence-based approaches to decision-making and implementation, and on-going evaluation of our progress based on agreed-upon measures that we are able to monitor. Being able to assess and report on our progress is important internally as well as for meeting our external accountability responsibilities to government and other external bodies. Ensuring that we have the data we need is an important immediate step. Meaningful collegial engagement requires that faculty, staff and students are encouraged to participate at local and institutional levels in developing and implementing action plans that will advance the priorities, objectives and initiatives of our planning documents. Regular input by faculty, staff and students and updates to our collegial bodies are essential including reports to Senate and its committees, Faculty Councils and community reports as well as to the Board of Governors. Benchmarking our progress will also become an important component of the new provincial requirement for business plans.

Over the next five years we will:

- We will increase engagement and involvement on the part of our community - faculty, staff and students as well as alumni and partners – in both local level and institutional processes aimed at advancing the Plan
- Achieve financial sustainability, together with reliable and forward-looking budget information for planners, maximizing resources and investments aligned with academic priorities
- Develop high quality and effective administrative service models to support academic priorities, expanding the shared services approach, and empowering staff and local planners with appropriate career / skills development
- Strengthen our communications and advocacy for York to enhance York's reputation including improved websites, and strengthen transparency and accountability
- Review our academic unit structures to support the achievement of objectives including enhanced support for graduate education
- Enhance data analytics to increase access to information and evidence-based decision making
- Collegially develop and confirm measures to be used for monitoring and reporting on our progress for all priorities taking advantage of repositories of best practices
- Establish seamless, consistent and complementary planning modalities including longer-term enrolment and complement plans as well as capital and facilities plans

2020

Over the five year life of this plan York University will be changed in profound ways. We will have invested more heavily in our strengths and be more student-centred in our focus. A new campus will open in Markham, extending our outward reach while enhancing our accessibility and furthering York's renown for path-breaking programs. Our programs in liberal arts and performing arts will be stronger and we will have furthered the objective of becoming more comprehensive by growing business, digital media, educational studies, health and science. The Lassonde School of Engineering will have a full range of offerings and reach its planned cohort of students and faculty members in the state-of-the-art Bergeron Centre. There will be tangible improvements in program quality, scholarly achievement and pedagogical innovation. The recently-created School of

Continuing Studies will continue to grow and provide alternative pathways to university study, upgraded and new credentials for post-secondary graduates, and exposure to the rich disciplinary and interdisciplinary opportunities available on our campuses and satellite facilities. We will continue to lay the groundwork for a medical school. Enrolment demand will spike at the end of the decade. Meanwhile Glendon will add new programs and become an increasingly important focus for Francophones in southern Ontario. Two subway stations on the Keele campus will solidify its position as an academic, economic and cultural hub for the Greater Toronto Area. Lion's Stadium, a legacy of the successful Pan Am and Parapan Am Games of 2015, will take its place alongside refurbished athletic facilities to create a magnet for athletes from around the world. A new student centre will rise along with a major residence development. A major fund-raising campaign will reap benefits for learners and faculty members, now and in the future. There will be a more urban look and feel to the campuses even as we carefully conserve and beautify unique natural environments on our lands. We will be stronger for the decisions that we make. There will be many moments to celebrate York and to display our attributes as well as our significant contributions to our students and to society.

Appendix

York’s Planning Cycle

In 2010, the Provostial White Paper *Becoming an Engaged University 2010 – 2020* was endorsed by Senate setting out York’s vision and a set of twelve benchmarks that informed the development of the UAP 2010 – 2015 and the priorities set out in that document. Those documents in combination with the Strategic Research Plan 2013 – 2017 comprise the institutional academic framework that is both shaped by, and in turn shapes, local level strategic plans including the creation and annual updates of the Divisional and Faculty Integrated Resource Plans (IRPs). The IRPs are the operational documents by colleagues at the local level that detail the specific collective objectives and initiatives that they will undertake to advance the academic priorities of the Faculty and Division, which are aligned with the University Academic Plan.

Throughout the 2013 – 2014 period, the University underwent an institutional review of all of its programs and services to complement existing analyses already undertaken at the local level through the annual updating of IRPs, Cyclical Program Reviews (CPRs), employee and student surveys. This Academic and Administrative Program Review (AAPR) in combination with other existing analyses resulted in York’s first-ever Institutional Integrated Resource Plan (IIRP) endorsed by Senate in September 2015. The focus of the IIRP was to identify initiatives that would significantly advance the academic priorities of the University by taking an institutional approach that would support and build on local level efforts. Working Groups have since been established to recommend how best to implement the institutional initiatives to support the achievement of our goals in a sustainable way. Figure 2 captures these plans as well as the related enrolment, complement, capital and budget plans.

Figure 2. York University Planning Framework

