

# York University Senate

## Notice of Meeting

Thursday, April 28, 2016 at 3:00 p.m.

Senate Chamber, N940 Ross Building, Keele Campus.

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2. Business Arising from the Minutes
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9. Other Business for Which Due Notice Has Been Given
  - a. Discussion of Freedom of Expression and Academic Freedom (see the Executive Committee Report, information item 2, for details)

### 10. Other Business

### Consent Agenda

Consent agenda items are deemed to be approved unless, prior to the start of the meeting, one or more Senators asks that they be dealt with as regular business.

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12. Degree and Admission Requirements, International Law Specialization, Professional LLM Program (Graduate Studies / Osgoode): Amendments (ASCP Report, Appendix B, pg 93)

M. Armstrong, Secretary

## **Senate Meeting of April 28, 2016 Communication**

### **A tribute to Dr B.R. Ambedkar, India's iconic championship of social justice and inclusion, on the occasion of his 125th birth anniversary**

I would like to read out a brief statement elaborating the following issue and then take any questions if there are any.

April 14, 2016 marks the 125th birth anniversary of Dr B.R. Ambedkar, an iconic champion of social justice from India. Born into untouchability, Ambedkar overcame a life of discrimination to become a leading thinker, an academic, a legal luminary and the chief architect of India's constitution.

This event is being celebrated widely all over India and the world, as well as through a special event at the UN. York University was recently presented with a bust of Dr Ambedkar by the Ambedkar International Mission, Toronto. This bust is placed in the Scott Library and was unveiled on December 2, 2015 by the High Commissioner of India. In his speech the High Commissioner said that "York University has not only honoured a great Indian, a jurist, an educationist, a humanist, a social reformer, but it has also honoured 1.2 billion people of India."

Ambedkar's vision of social justice has special significance for recent events in India's universities. It would be appropriate for York's Senate to acknowledge this occasion in accordance with its role as a globally engaged university committed to inclusion and social justice.

Ananya Mukherjee-Reed  
Dean, LA&PS



MARCH – APRIL 2016



York alumna [Lilly Singh](#) made TIME's list of the top 30 most influential people on the internet in 2016.



The [York University Task Force on Sustainability Research](#) released its final report, highlighting recommendations for the continued support, cultivation, integration and dissemination of the University's sustainability research.



Twelve teams from top graduate schools across North America gathered at the Schulich School of Business on March 4 to compete in the sixth annual [Developers' Den](#), a one-day real estate case competition. Schulich finished in 2nd place.



Longtime Faculty of Education supporter [Foyston, Gordon & Payne Inc.](#) made a \$100K contribution to the Faculty's Advanced Credit Experience (ACE) program.



Lions football team handed out its major team awards on March 16 at the program's annual year-end [awards banquet](#). The top award, the Frank Cosentino Team MVP Trophy, went to linebacker Hussein Hazime.



York and Schulich announced the launch of the [York University Student Investment Fund](#), which provides a unique opportunity for undergraduates in the York community to gain real-time portfolio management and investment experience.



Political Science students Samantha Craig-Curnow, Veronica Guido, Val Muzik and Darren Zanussi received accolades for their standout performances at the [Model Arctic Council](#) at the University of Alaska Fairbanks.



[Nine students](#) from the York Japanese Program took home top prizes at the annual Ontario Japanese Speech Contest on March 5. Students Matthew (He) Zhang and Paul Lee went on to receive top prizes at the [National Japanese Speech Contest](#) held at the University of Toronto on March 19.



Faculty of Health [Professor Emerita Gillian Wu](#) was awarded the prestigious John D. Reynolds Award from the Canadian Society for Immunology.



Liberal Arts and Professional Studies [Professor Sandra Whitworth](#) received the International Studies Association (ISA) – Canada Distinguished Scholar Award.



History [Professor Craig Heron's](#) book *Lunch-Basket Lives: Remaking the Workers' City* (Between the Lines Books) was named Book of the Year by the International Labor History Association.



York was ranked top 5 in Canada in 2016 by [QS University Rankings](#) in the following disciplines:

- History
- Anthropology
- Communications and Media Studies
- Law
- Social Policy & Administration



YouthREX at the School of Social Work launched [eXchange for Youth Work](#), an online hub for sharing information and ideas to break barriers unique to marginalized youth by reaching out through the internet.



Student leaders were recognized at the Glendon College Student Engagement Awards Ceremony in March. The following awards were distributed:

- Juan Garrido, Friends of Glendon Student Service Award
- Jennifer Chweiri, Friends of Glendon Student Service Award (Runner-Up)
- Megan Burns, Margaret Wallace Award
- Dorna Zaboli, Outstanding Contribution (OSA)
- Adeela Malik, Emerging Leader Award (Bursary)
- Christian Lopez, Outstanding Contribution (Bursary)
- Shefali Jain, Outstanding Contribution (Bursary)
- Shivani Babuta, Outstanding Contribution (Bursary)
- Haman Mandouhi, Outstanding Contribution (Bursary)
- Ashley Moniz, Outstanding Contribution (GCSU)
- Aleksander Golijanin, David McQueen (Fiona)
- Tova Ciccotelli, Prix Molière (TGT)
- Marika Kunas, The Robert Wallace Award
- Andrea Ata, John Proctor (GAC)
- Jenna Krajinovic, Ian Bingham (GAC)
- Jenna Krajinovic, Athlete of the Year (GCSU)
- Travis Ricketts, Rookie Athlete of the Year (GCSU)



Biology Professor Peter Cheung received a \$200K [Innovation Grant from the Canadian Cancer Society Research Institute](#) to study histone ubiquitylation and its link to cancer biology.



Chemistry Professor Michael Organ received the [R.U. Lemieux Award from the Canadian Society for Chemistry](#), presented to an organic chemist who has made a distinguished contribution to the field and is currently working in Canada.



Professor Connie Mayer was the recipient of the [Sister Mary Delaney Lifetime Achievement Award](#). The award honours a distinguished career in teaching, research and service in the preparation of teachers of students who are deaf or hard of hearing.



Lions athletes [Brittany Crew](#) and [Michael Cox](#) were named the female and male athletes of the year, respectively, at the annual Varsity Athletics Banquet on March 31.



AMPD alumnus [Sean Garrity](#) (BFA '93, MFA '13) was awarded Best Director by the Directors Guild of Canada at the 2016 [Canadian Film Fest](#) on April 2 for his latest film *Borealis*.



The Faculty of Environmental Studies hosted more than 800 students from 21 Ontario secondary schools at the [Change Your World Conference](#) on April 5 to learn about renewable energy, climate change, filmmaking, oil spills and more.



The American Journal of Physiology has recognized York PhD graduate [Anna Vainshtein](#) ('14) their 2015 Paper of the Year award.



Political Science Professor and Canada Research Chair in the Political Economy of Gender and Work [Leah Vosko](#) is the winner of the Charles Taylor Prize for Excellence in Policy Research.



A team from Glendon won first place in the 11<sup>th</sup> [Translation Games](#) competition held at the Université du Québec in Trois-Rivières. Individual team members from Glendon also placed third and fourth in the competition.



Faculty of Science PhD student [Benjamin Voloh](#) represented York at the provincial Three-Minute Thesis (3MT) finals at Wilfrid Laurier University on April 14.



History Professors Joan Judge and Alexia Yates were named to The Canadian Historical Association's shortlist for the [2016 Wallace K. Ferguson Prize](#).



PhD student A.J. Withers is the recipient of the [Aileen D. Ross Fellowship](#) under SSHRC's Talent Program. The \$10,000 award will provide support for Withers to study poverty groups' protest tactics and governmental



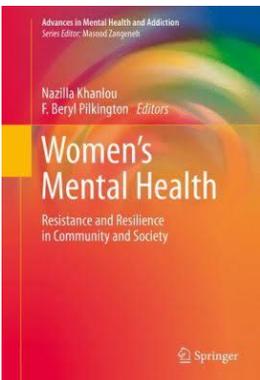
A [Schulich MBA team](#) placed second in Wharton's MBA Impact Investing Network and Training (MIINT) case competition.



Anthropology Professor and Director of the Centre for Research on Latin America and the Caribbean [Carlota McAllister](#) was awarded a Faculty Fellowship at the Charles Warren Center for Studies in American History at Harvard University for the 2016-17 academic year.



[Professor Huaxiong Huang](#) was awarded the prestigious 2016 CAIMS-Fields Industrial Mathematics Prize. The recipient is invited to deliver a lecture at the CAIMS Annual Meeting in the year of their award.



Professors Nazilla Khanlou and Beryl Pilkington received a [positive review](#) of their edited book, *Women's Mental Health: Resistance and Resilience in Community and Society* from Dr. Janet Etzi of Immaculata University in Philadelphia. [The book](#) presents a comprehensive look at current women's mental health experiences with an emphasis on their social and societal contexts.



Schulich Professor [M. Murat Kristal](#) was named one of the top 40 under 40 most outstanding MBA professors by Poets and Quants.



Faculty of Education student [Ana-Maria Jerca](#) was one of the 2016 recipients of the Ontario Modern Language Teachers' Association's (OMLTA) Helen G. Mitchell Award.

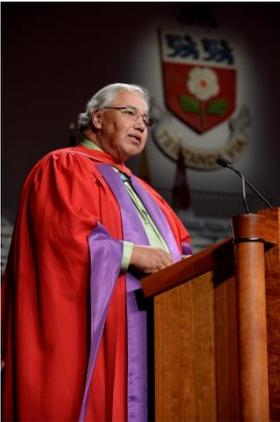


Osgoode Hall Law School students [provided legal support](#) this semester to complete the refugee applications of more than 200 Syrian refugees. Through legal clinics organized by Lifeline Syria and the Refugee Sponsorship Support Program, the students were matched with Toronto-based pro bono lawyers to provide this support.



York-led [Technologies for Exo-Planetary Science](#) (TEPS), an academic-industry partnership headed by Faculty of Science Dean Ray Jayawardhana, received \$1.65 million in funding through NSERC's Collaborative Research and Training Experience (CREATE) Grants program.

## APPOINTMENTS



York honorary degree recipients Justice Murray Sinclair (LLD '12) and Ratna Omidvar (LLD Ed '12) have been [appointed to the Senate of Canada](#).



York honorary degree recipient Dominic Barton (LLD '12) and alumnus Kenneth Courtis (BA '68) were appointed to the federal government's new [Advisory Council on Economic Growth](#) by Finance Minister Bill Morneau. Barton will chair the Council.

## Executive Committee – Report to Senate

At its meeting of April 28, 2016

### FOR ACTION

#### 1. Senate’s Advisory Statement to the Presidential Search Committee

Senate Executive recommends

that Senate approve and transmit to the Presidential Search Committee the Advisory Statement set out in Appendix A.

The Advisory Statement is based on an extensive record of discussions at Senate committees and Faculty Councils in response to the Executive Committee’s request for responses to the questions posed by the Search Committee. Senate Executive is extremely grateful to all those who contributed to the development of a statement that is a strong, positive expression of collegium’s perspectives. Members of the Executive Committee are confident that the Advisory Statement captures the essence of the submissions, but will transmit the full record to the Search Committee.

Statement approved by Senate Executive April 19, 2016

Documentation is attached as Appendix A.

### FOR INFORMATION

#### 2. Discussion of Freedom of Expression / Academic Freedom

At the Senate meeting of February 25, Senator Grinspun requested that time be reserved for a discussion of academic freedom and freedom of expression. He reported that a number of faculty members had recorded their support for such a discussion in a petition subsequently shared with the Executive Committee.

Senate Executive has agreed to this request and has created space for discussion under the item Other Business for Which Due Notice has Been Given in order that Senators can share their thoughts. Members of the Executive Committee are confident that Senate and the community will continue to cherish and uphold academic freedom and freedom of expression, but are also mindful of the need to promote understanding of their meaning and contexts.

With regard to the format and timing of the discussion, there will be an allotment of up to 30 minutes. Senate Executive asks that members who speak do so for **no more than three minutes** in order to maximize opportunities for expressing views.

#### Academic Freedom Resources

## Executive Committee – Report to Senate

The University's Mission Statement – which figures prominently in the new University Academic Plan – stresses our commitment to academic freedom. Senators may wish to note that the APPRC Website includes links to a number of helpful documents, including a series of statements and declarations of Senate, the President and others (see the screen capture below). These resources were compiled for a Working Group on Academic Freedom established by APPRC in response to recommendations contained in a report to the President by Justice Iacobucci on “The Mapping Conference and Academic Freedom” (March 2010), and have been accessible online since the summer of 2010. The compilation can be accessed from this link

<http://secretariat.info.yorku.ca/senate/academic-policy-planning-and-research-committee/Academic%20Freedom%20Resources/>

In April 2012, Senate Executive Committee created a Working Group that developed a statement on external partnerships approved by Senate in March 2013 and reviewed by Senate Executive in 2015. The first principle of the statement reads as follows:

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

The Statement of Principles can be access from the Policies and Procedures Website at <http://secretariat-policies.info.yorku.ca/policies/statement-of-principles-for-external-partnerships/>

George Comninel, Chair

## **Presidential Search Advisory Statement to the Presidential Search Committee**

This advisory statement reflects responses by Senators, Senate committees and Faculty Councils to the questions posed by the Presidential Search Committee.<sup>1</sup> Respondents were encouraged to situate their comments in the context of the University Academic Plan 2015-2020, Senate's most recent, explicit and comprehensive expression of academic priorities. The UAP takes into account both internal and external dimensions of planning since the two are inextricably linked. Senate expects that the next President will embrace the UAP and work assiduously to ensure the achievement of its objectives.

Although the new UAP is forward-looking, those who contributed to this statement reminded Senate Executive of enduring values, goals and commitments. York is a metropolitan university, one that embraces excellence, equity, academic freedom, social justice, access and innovation. Faculty members, students, librarians, staff and alumni are heirs to a legacy of vibrant, creative interdisciplinarity that will continue to be a hallmark of our academic activities. We foster critical inquiry that begins in classrooms, libraries, laboratories, studios and serendipitous spaces, but relates to and impacts on every facet of society beyond the University. We continue to develop professional programs and applied studies, but in doing so assert the value of liberal education and informed, critical citizenship, and to prize the Humanities, Social Sciences, Fine Arts and basic sciences. These values are expressed through teaching, learning, research, service to the University and engagement with communities locally, regionally, nationally and globally. The next President should embody and project these values. Our UAP is based on an understanding that “society’s reliance on universities to drive creativity, innovation, knowledge, and community engagement through teaching and research continues to intensify.” The President must give life to this assumption through express convictions and concrete actions.

### **York’s Distinctiveness and Strengths**

A common theme running through the responses received by Senate Executive points to the University’s diversity as both a defining characteristic and a strength – a “model and beacon,” in the words of the UAP. This is especially so in terms of the student body. It must also be increasingly true in terms of the faculty complement. Diversity is inextricably linked with inclusion.

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<sup>1</sup> What makes York University different from other universities / what strengths should York continue to build upon? What challenges and opportunities do you see for York University over the next few years? What should be the goals and priorities for the next President and Vice-Chancellor? (Alternatively, you may wish to just finish the sentence: “I hope that the next President does ...”.) What experience and/or leadership attributes should York University be seeking in its next President and Vice-Chancellor – and are there any characteristics of York itself that the next President should exemplify? What else should the Search Committee be considering?

York's progression – both in its growth and the quality of its academic endeavours is exceptional among universities. Throughout its history, York insisted on foundational principles of access, social justice, quality and interdisciplinarity. While our values are not exclusive to York University, says the UAP, “taken together, they represent a unique and authentic combination that guides academic planning at a public institution.”

York takes its responsibilities to society seriously, and has absorbed a disproportionate share of growth in the system. In doing so it has helped the provincial government to realize public policy goals (not least in response to the double cohort). Size is advantageous in myriad ways, giving students wide choices and providing platforms for collaboration and innovation. There has also been a cost to nearly constant growth of the past. The University has been strained during times of rapid growth with discounted funding. The next President will arrive at a time when enrolments have fallen or levelled in some programs and Faculties, yet continue to rise in others. Offerings and allocations should be aligned with demand and need, but we must not leave programs to wither capriciously. Careful stewardship will be essential to ensuring that York lives up to its Strategic Mandate Agreement commitments as well as internally-defined targets. It is particularly important that the President lead and support efforts to revitalize graduate education.

The University's location is also relevant. It has a presence in Jane-Finch/University Heights, North Toronto, Markham and the downtown core. As a result it creates intersecting spokes of social, cultural, political and economic impact and promise. By virtue of this, the President of York University becomes not just the leader of an institution but also a major figure in the Greater Toronto Area. The President should be a strong representative of York but also share the limelight with the students, faculty members and staff. York is compelled to be a good neighbour to those residing and working close to the Keele campus and the President plays a key role in ensuring York fulfils that role. At the same time, York has an international reach and the President should have a global viewpoint.

### **Challenges and Opportunities**

The University's reputation is not commensurate with its excellence and impact. It has often been unfairly portrayed. This is not to say that there are not real, consequential issues to address – safety among them -- but to underline that the new President must be ready and able to take the steps necessary to enhance perceptions while addressing underlying causes. The UAP stresses “strengthening...communications and advocacy for York.” While often oriented to the external environment, improved intra-University communications are also necessary. The President should be positive in outlook, narrating “the York story” in compelling ways.

With an ambitious fund-raising campaign gearing up, the President will have an especially important role in advancement and should possess commitment to and acumen in this area. In a time of budgetary constraint, it is essential that we enrich investments in faculty complement renewal, bursaries, scholarships and innovative

financial arrangements for students, in research and teaching, and in new and refurbished facilities.

Concerns have been expressed that collegial governance is eroding and that academic freedom needs an especially vigorous defence in the present climate. The University's Mission Statement defines our community as one "committed to academic freedom, social justice, accessible education, and collegial self-governance" while the UAP speaks of "meaningful collegial engagement of faculty, staff and students in the development and implementation of the priorities, objectives and initiatives reflected in our planning documents." The next President must give more than lip-service to collegiality, which is not just a bedrock principle but a proven pathway for productive, harmonious, rigorous and supple processes. The President must be transparent, accountable, receptive to new ideas, oriented to dialogue, and both proudly willing and demonstrably able to uphold ideals.

Looking outward, there are signs of a worrisome erosion of university autonomy and de-funding by governments, increased competition, and trends that de-value the Liberal Arts, discovery research, and creativity. At the same time, there are significant opportunities to build relations with a wide range of actors from every sector of society to our advantage. This includes joining with others in the University community and beyond to counter phenomena that threaten society's betterment. It also encompasses seeking out partnerships for research, experiential curriculum and the kind of immersive, interactive education that complements traditional modes of learning.

### **Presidential Goals and Priorities**

The President must, of course, set priorities. In academic terms, priority-setting should be guided by the University Academic Plan. It should also respect the goals established by constituent academic units, and reflect a deliberated, sophisticated understanding of the University's plurality. A significant, sustained priority should be building bridges.

The UAP stresses that "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." The President must be vigilant in the pursuit of quality, capable of developing, applying and documenting strategies for its attainment. This applies to administrative structures and decision-making models, which some feel now bear the stamp of a corporate paradigm, as well as to academic offerings. A high priority must be placed on the University's budget and finances in order to achieve the objectives of the University Academic Plan and accomplish other goals referenced by respondents.

### **Experience and Leadership Attributes**

The next President should be an individual of distinction, resourcefulness and dedication. The successful candidate should commit to the University as it has been and as it is today; but should have a vision of all that it *can* be. The UAP sets out guiding directions and desired destinations. The President must help steer the way.

Desirable traits include a focus on equity, a heartfelt desire to listen and learn, an ability to inspire, perseverance and dynamism.

It is generally expected and often strongly expressed that the individual selected will come to the job from a career in the academy, perhaps with recent experience as a researcher and teacher but certainly with an appreciation for the duties and workplace experiences of faculty members. Some are open to the possibility of candidates from outside the academy. In any event, the President must have an astute grasp of the postsecondary policy landscape, the dynamics of a large public institution, and the special role played by universities. The President should be an articulate communicator, an influencer of debates about postsecondary policy in the provincial and federal arenas, a compelling public face for York, a strong voice for the Liberal Arts, an adept navigator in a changing world, and a literate reader and adapter of practices elsewhere that are conducive to success.

The President should have a commitment to sustainability, one of York's world-leading attributes, and an aesthetic sensibility that matches the University's artistic and creative soul. Our campuses can and must be ever more inviting and safe in every sense of these words.

York is a bilingual university. It also aspires to an ever-more prominent presence on the national stage of a bilingual country. Proficiency in both French and English is highly desirable. At a minimum, the President should be comfortable presenting York to the world in both official languages.

### **Other Considerations**

The concluding passage of the UAP enumerates the major changes that will occur in the next five years.<sup>2</sup> Looking ahead five years, the University Academic Plan states that “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.” The next President will lead and support celebrations, and extoll (and perhaps, yes, to explain) the contributions we are making and will continue to make. The President's role in presenting the University to the world is instrumental. APPRC advises that the University “needs and deserves a defender, but it will thrive with a champion.”

In the section of the UAP focused on “enabling the plan” a commitment is made to developing “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.” It will fall to the next

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<sup>2</sup> “Profound change” is associated with the Markham campus, further program innovation and comprehensiveness, tangible improvements in program quality, scholarly achievement and pedagogical innovation, the School of Continuing Studies, the advent of enrolment demand, Glendon as a francophone hub, the subway stations at Keele, the fund-raising campaign, and urbanization.

President to ensure that our University services are modern and effective while maximizing the resources available for academic activities.

# Senate Committee on Awards - Report to Senate

At its meeting of April 28, 2016

## For Information

### 1. 2016 President's University-Wide Teaching Awards

The President's University-Wide Teaching Awards honour those who, through innovation and commitment, have significantly enhanced the quality of learning by York students. The recipients of the 2016 awards are all members of the Faculty of Liberal Arts and Professional Studies:

Senior Full-time Faculty: **R. Darren Gobert**, English

Full-time Faculty: **Kabita Chakraborty**, Humanities; shared with **María L. Figueredo**, Languages, Literatures and Linguistics

Contract and Adjunct Faculty: **Krista Hunt**, Gender, Sexuality and Women's Studies

Teaching Assistant: **Matthew J.P. Strang**, Sociology

### 2. Report on New Awards for Calendar Year 2015

Attached as Appendix A is the list of new awards approved during the 2015 calendar year, prepared by Student Financial Services (SFS). SFS approves the awards according to Senate-approved guidelines and reports annually to Senate through the Senate Committee on Awards. Statistical data and report highlights are provided below.

Table 1 shows an apparently significant decrease in the number of new awards compared with 2014. However, the 2014 numbers were increased by the breakdown of one award into 15 separate awards in the School of Arts, Media, Performance and Design and the 12 new awards for the Enhanced Entrance Scholarship Program funded from the operating budget. When these factors are taken into consideration, there has actually been an increase of 12 new awards established.

As the newest faculty, significant efforts have been made on the part of the Division of Advancement and the faculty to attract donors and raise the profile of the Lassonde School of Engineering. This resulted in a significant increase of 14 new awards (16 in 2015 vs. 2 in 2014); which includes 5 new Geomatics Engineering scholarships supported by one donor.

# Senate Committee on Awards - Report to Senate

**TABLE 1: Summary of New Awards by Faculty**

Faculties	2015 Calendar Year		2014 Calendar Year		YOY Variance
	# of Awards Approved	% Total of Awards Approved	# of Awards Approved	% Total of Awards Approved	Total
Non-Faculty Specific	11	13%	24	24%	↓13
Arts, Media, Performance and Design (Undergraduate)	4	5%	16	16%	↓12
Education	0	0%	0	0%	=0
Engineering	16	20%	2	2%	↑14
Environmental Studies	0	0%	0	0%	=0
Glendon	5	5%	3	3%	↑2
Graduate Studies (excluding Law and Schulich)	14	17%	19	19%	↓5
Health (undergraduate)	3	4%	0	0%	↑3
Law (undergraduate and graduate)	11	13%	21	21%	↓10
Liberal Arts & Professional Studies (undergraduate)	4	5%	6	6%	↓2
Science	4	5%	2	2%	↑2
Schulich (undergraduate and graduate)	11	13%	6	6%	↑5
<b>TOTAL Awards</b>	<b>83</b>	<b>100%</b>	<b>99</b>	<b>100%</b>	<b>↓-16</b>

## Senate Committee on Awards - Report to Senate

Table 2 lists awards by funding types. As expected, the number of endowed awards has continued to decline since the cancellation of the Ontario Trust for Student Support matching funds program in 2013, when 58 endowed awards were established. As \$25,000 is the minimum amount required to establish an endowment, without matching funds some donors are now making annual donations towards the future establishment of an endowment. Others are donating on a termed basis, i.e. an amount to be disbursed over a number of years. This is evident in the significant increase in termed awards in 2015, from 11 to 30.

The decrease in annually paid awards is more than offset by the increase in term awards. From an administrative perspective this is preferable as some donors have to be approached annually to ensure the donation is provided and the funding must be assured before the award can be made.

**TABLE 2: Summary of New Awards by Funding Type**

Funding Source	2015 Calendar Year (January 1 to December 31)				2014 Calendar Year (January 1 to December 31)				YOY Variance
	UG Awards	Grad Awards	UG/Grad Awards*	Total	UG Awards	Grad Awards	UG/Grad Awards*	Total	
Annual Payments	4	3	0	7	16	2	0	18	↓-11
Endowments	16	4	1	21	18	14	2	34	↓-13
One-Time-Only	4	1	0	5	3	0	1	4	↑1
Operating	5	4	1	10	21	1	1	23	↓-13
Term Awards	21	7	2	30	2	5	4	11	↑19
Transcript Notation	5	5	0	10	9	0	0	9	↑1
Government	0	0	0	0	0	0	0	0	=0
<b>TOTAL</b>	<b>55</b>	<b>24</b>	<b>4</b>	<b>83</b>	<b>69</b>	<b>22</b>	<b>8</b>	<b>99</b>	<b>↓-16</b>

\*These awards are available to undergraduate and graduate students

Annual Payments includes awards that are externally funded

## Senate Committee on Awards - Report to Senate

Table 3 summarizes new awards by value. The increase in awards in the \$500 – 1,000 range is attributable to the shift from endowments, which have annual allocation in the \$1,200 range, to term awards. The decrease in the number of awards in the \$3,000 – 5,000 range is to a great extent a reflection of the fact 12 of the awards established in 2014 in that category were the Enhanced Entrance Scholarships.

**TABLE 3: Summary of New Awards by Value**

Award Value	2015 Calendar Year (January 1 to December 31)				2014 Calendar Year (January 1 to December 31)				YOY Variance
	UG Awards	Grad Awards	UG/Grad Awards*	Total	UG Awards	Grad Awards	UG/Grad Awards*	Total	
< \$500	2	4	0	6	13	1	0	14	↓-8
\$500-\$1,000	18	6	1	25	8	2	2	12	↑13
\$1,001 - \$2,000	7	1	1	9	10	3	1	14	↓-5
\$2,001 - \$3,000	5	1	0	6	3	2	0	5	↑1
\$3,001 - \$5,000	2	2	1	5	13	5	1	19	↓-14
\$5,001 -	3	3	0	6	4	0	2	6	=0
\$10,001+	0	0	0	0	1	6	0	7	↓7
Amount Varies	12	2	1	15	8	3	2	13	↑2
No Monetary Value	6	5	0	11	9	0	0	9	↑2
<b>TOTAL</b>	<b>55</b>	<b>24</b>	<b>4</b>	<b>83</b>	<b>69</b>	<b>22</b>	<b>8</b>	<b>99</b>	<b>↓-16</b>

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

Table 4 summarizes the types of awards offered. A description of the funding types is attached as Appendix B.

The Award category (selection based on a combination of academic merit *and* financial need) continues to be the most common classification. The decline in the number of new scholarships reflects the 2014 creation of new scholarships under the Enhanced Entrance Scholarship Program. The Loan category, new in 2015, has one award which is the new Osgoode Income Contingent Loan program being piloted over the next five years. It will provide students with tuition loans which would not need to be repaid until after graduation. Recipients have 10 years to repay their loans and can apply for loan forgiveness on the basis of their income level in each year of the repayment period.

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**TABLE 4: Summary of New Awards by Category**

Definition	2015 Calendar Year (January 1 to December 31)				2014 Calendar Year (January 1 to December 31)				YOY Variance
	UG Awards	Grad Awards	UG/Grad Awards*	Total	UG Awards	Grad Awards	UG/Grad Awards*	Total	
Award	25	15	1	41	34	10	3	47	↓-6
Bursary	14	3	2	19	9	3	5	17	↑2
Fellowship	0	0	0	0	0	1	0	1	↓-1
Prize/Medal	7	1	1	9	11	1	0	12	↓-3
Scholarship	8	5	0	13	15	7	0	22	↓-9
Loan	1	0	0	1	0	0	0	0	↑1
<b>TOTAL</b>	<b>55</b>	<b>24</b>	<b>4</b>	<b>83</b>	<b>69</b>	<b>22</b>	<b>8</b>	<b>99</b>	<b>↓-16</b>

\*These awards are available to undergraduate and graduate students

**TABLE 5: Summary of Awards by Timing**

Timing	2015 Calendar Year				2014 Calendar Year				YOY Variance
	UG Awards	Grad Awards	UG/Grad Awards*	Total	UG Awards	Grad Awards	UG/Grad Awards*	Total	
Convocation	5	0	0	5	3	2	0	5	=0
Entrance	5	3	0	8	15	2	0	17	↓-9
In-Course	45	21	4	70	51	18	8	77	↓-7
<b>TOTAL</b>	<b>55</b>	<b>24</b>	<b>4</b>	<b>83</b>	<b>69</b>	<b>22</b>	<b>8</b>	<b>99</b>	<b>↓-16</b>

\*These awards are available to undergraduate and graduate students

The majority of awards approved continue to be In-Course awards, which are adjudicated in the Fall/Winter study period.

## **Conclusion**

As was noted in the 2014-15 undergraduate award disbursement report, presented to Senate in February 2016, the enhanced entrance scholarships have resulted in less funding available for continuing student funding. A continued emphasis on finding donors so that we can continue to both reward strong academic performance and provide students in need with the financial assistance they require to meet their academic goals. Ultimately the objective is to provide students with the financial

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assistance they require through their lifecycle at York University and minimize the amount of debt with which they graduate.

SFS also noted that, given market instability in recent years, Finance has implemented a new process to ensure more stable returns, allowing all possible funding to be distributed while leaving a cushion.

It was noted that the University is entering a new fundraising program leading up to the 60<sup>th</sup> anniversary and it is to be hoped there will be a significant allocation to student awards.

### 3. Report on Graduate Awards Disbursement for 2014-2015

The Senate Committee on Awards receives annually from the Faculty of Graduate Studies (FGS) a report on the disbursement of student awards for the previous academic year. The committee received a report from the Faculty of Graduate Studies on graduate awards disbursement for 2014-15, with comparative data for the previous six years. All data is from the York University Factbook.

Michael Zryd, Associate Dean, Academic Affairs, and Yuko Sorano, FGS Research Officer, presented the report, noting the following:

- The report did not include comment on Ontario Graduate Scholarships as there are no changes. The funding is based on enrolment. For 2015-16 an analysis was done of each program's tri-council success over seven years. Have the funding was allocated to the programs and about 100 scholarships were centrally adjudicated by seven committees.
- OGS and tri-council doctoral and masters adjudication was merged with as academic excellence is the one criterion.
- Applicants to the new York Postdoctoral Fellowship Program, open only to York PhDs, must apply with a supervisor and, given the importance of differentiation from doctoral work next year they will be asked to expand on how the supervision will be different from the PhD. In response to a comment about how doing a postdoc at the same institution seen as "career suicide", it was noted that this does not apply to all disciplines.
- To ensure high quality York postdocs, only three were awarded out of a possible 10. While faculty are expected to use their own funds to support postdocs, in response to feedback that not all were able to supply the full amount, FGS is developing a sliding scale of supplementary funds.
- A complete report on the YFPF is forthcoming.

Robert Kennedy, Chair

APPENDIX A	NEW AWARDS APPROVED IN 2015		
AWARD NAME	PUBLIC DESCRIPTION	DEGREE LEVEL	TIMING
Abshir Hassan Graduate Award for Excellence in Community Service	<p>The Abshir Hassan Graduate Award for Excellence in Community Service will be presented each year to a graduate student who has made a positive impact in their community. To be eligible, applicants must possess a minimum grade of B+, provide a written statement demonstrating their commitment to creating change in their community, and submit a copy of their co-curricular activities (via CV, one page statement of York co-curricular record) to demonstrate their community volunteer and/or leadership activities in Toronto's Lawrence Heights and Jane and Finch communities. Intimate knowledge and/or experience of the challenges and barriers faced by these communities is preferred. Preference will also be given to applicants demonstrating financial need.</p> <p>A passionate teacher who strived to make a difference in his community, Abshir Hassan was a hard-working and caring individual well known and admired for his work with youth. As a dedicated student, Abshir earned his undergraduate degree in psychology from York's Faculty of Health and then his Bachelor of Education degree for York's Faculty of Education. At the time of his death, Abshir was working on his MEd, with plans to pursue his PhD at York.</p>	GR	In course
Abshir Hassan Undergraduate Award for Excellence in Community Service	<p>The Abshir Hassan Undergraduate Award for Excellence in Community Service will be presented each year to an incoming undergraduate student who has made a positive impact in their communities. To be eligible, applicants must be high school students graduating from Westview Centennial Secondary School, C. W. Jeffreys, Emery Collegiate Institute, John Polyani Collegiate Institute or York Memorial. Students must possess a minimum B average in their last year of high school and provide a written statement demonstrating their commitment to creating change in their community, as well as their volunteer and/or leadership activities. Preference will be given to applicants demonstrating financial need.</p> <p>A passionate teacher who strived to make a difference in his community, Abshir Hassan was a hard-working and caring individual well known and admired for his work with youth. As a dedicated student, Abshir earned his undergraduate degree in psychology from York's Faculty of Health and then his Bachelor of Education degree for York's Faculty of Education. At the time of his death, Abshir was working on his MEd, with plans to pursue his PhD at York.</p>	UG	Entrance

Albert V. Tucker Entrance Scholarship	<p>The Albert V. Tucker Entrance Scholarship will be granted to an incoming undergraduate student enrolled in one of Glendon College's bilingual programs. To be eligible, candidates must demonstrate academic excellence and leadership in student life.</p> <p>This scholarship is renewable for up to an additional three years. To renew, recipients must maintain a minimum 6.00 sessional grade point average and enrol in a minimum of 24 credits each year.</p> <p>This scholarship has been generously established by Dr. Albert V. Tucker, former Principal of Glendon College, York University.</p>	UG	Entrance
AOLS 2nd Year Highest Aggregate GPA Geomatics Engineering Scholarship	<p>The AOLS 2nd Year Highest Aggregate GPA Geomatics Engineering Scholarship will be awarded to two Geomatics Engineering students who have successfully completed 66 credits and who have achieved the best grade point averages based on all first and second year core curriculum courses in the Geomatics Engineering program.</p>	UG	In course
AOLS 3rd Year Highest Aggregate GPA Geomatics Engineering Scholarship	<p>The AOLS 3rd Year Highest Aggregate GPA Geomatics Engineering Scholarship will be awarded to two Geomatics Engineering students who have successfully completed 102 credits and who have achieved the best grade point averages from the core curriculum as appropriate for Geomatics Engineering students in their third year of study.</p>	UG	In course
AOLS David W. Lambden Award, Geomatics Engineering	<p>The AOLS D.W. Lambden Award, Geomatics Engineering will be awarded to one student who has successfully completed the LE/ESSE 4660 Cadastral Surveys and Land Registration Systems and has</p> <p>a) obtained the highest grades in the class with final course grade B or higher (70 and above); and</p> <p>b) demonstrated strong interest in cadastral surveys during the course (class, assignments, projects, career as OLS, and other related course activities).</p>	UG	In course
AOLS LE/ESSE 4660 Cadastral Surveys and Land Registration Systems, Geomatics Engineering Award	<p>The AOLS LE/ESSE 4660 Cadastral Surveys and Land Registration Systems, Geomatics Engineering will be awarded to one student who has successfully completed the LE/ESSE 4660 Cadastral Surveys and Land Registration Systems and has</p> <p>a) obtained the 2nd highest grade in the class with final course grade B or higher (70 and above); and</p> <p>b) demonstrated strong interest in cadastral surveys during the course (class, assignments, projects, career as OLS, and other related course activities).</p>	UG	In course

AOLS LE/ESSE 4670 Survey Law, Geomatics Engineering Award	The AOLS LE/ESSE 4670 Survey Law, Geomatics Engineering Award will be awarded to two students who have successfully completed the course requirements for LE/ESSE 4670 Survey Law and have a) obtained the highest grades in the class and b) demonstrated a strong interest in cadastral surveys during the course (class, assignments, projects, career as OLS, and other related course activities).	UG	In course
AOLS Women in Geomatics Engineering Entrance Award	<p>The AOLS Women in Geomatics Engineering Entrance Award will be awarded to two Canadian female undergraduate students entering the Geomatics program who demonstrate good academic standing and leadership qualities. These awards will complement any other award/scholarship that the student may receive.</p> <p>The AOLS Women in Geomatics Engineering Entrance Award has been established under York University's Special Program for Women in Science pursuant to the Policy on Scholarships and Awards of the Ontario Human Rights Commission.</p>	UG	Entrance
Art and Science of Advocacy Prize	John A. Olah graduated from Osgoode Hall Law School in 1973 and went on to practice trial and appellate litigation. He established this prize to be divided equally between the two students with the highest standing in the Trial Practice course. The purpose of the prize is to encourage excellence in litigation. Mr. Olah as well wishes to acknowledge and express his appreciation for the important role that Osgoode Hall played in his life.	UG	In course
Atena Arabsalmany Memorial Scholarship	<p>The Atena Arabsalmany Memorial Scholarship will be awarded to undergraduate female students enrolled in the Space Engineering program in the Lassonde School of Engineering at York University. To be eligible students must meet the 7.5 grade point average requirement, be a Canadian citizen, permanent resident or protected person, an Ontario resident and demonstrate financial need.</p> <p>The Atena Arabsalmany Memorial Scholarship was established in loving memory of Atena Arabsalmany who was a 3rd year Space Engineering student at York University when she was tragically killed in 2008. The purpose of this scholarship is to encourage female students to pursue careers in aerospace engineering and reinforce the status of women in this field.</p>	UG	In course

Award for Excellence in Psychotherapy Process Research	<p>The Award for Excellence in Psychotherapy Process Research recognizes excellence in graduate student research through the contribution of a research paper to the field of psychotherapy process research.</p> <p>This award is open to all current graduate students in the Clinical Area of the Department of Psychology, York University. The paper may have multiple authors but the graduate student must be the lead author and the research must be based on an MA or PhD thesis and/or a minor area paper or independent research project. Papers submitted for this award must relate to the use of either quantitative or qualitative methods for studying psychotherapy process (in any treatment modality/context and using any therapy approach). The paper should be published or accepted for publication in a peer-reviewed journal in the preceding calendar year.</p>	GR	In course
Barbara Betcherman '74 Experiential Education Award	<p>The Barbara Betcherman '74 Experiential Education Award will support experiential education in the JD program at Osgoode and will be given to students whose experiential programs will promote initiatives and research about women and law, including goals of sex equality and the application of feminist legal theory. Recipients will be selected on the basis of the following criteria:</p> <ul style="list-style-type: none"> <li>Demonstrated interest (including academic, employment or volunteer activities) in issues about women and the law, sex equality goals, and the application of feminist legal theories;</li> <li>A proposed project that promotes initiatives and research about women and the law, including goals of sex equality and the application of feminist legal theories;</li> <li>Unpaid/underpaid nature of the work proposed to be undertaken;</li> <li>Academic performance; and</li> <li>Financial need.</li> </ul>	UG	In course
Britnell Ventures Inc. Business Plan Competition Prize	<p>The Britnell Ventures Inc. Business Plan Competition Prize will benefit students enrolled in the School of Administrative Studies who are completing the New Venture and Small Business Management course (ADMS 3920). The prize will be granted to the student business group project with the overall highest grade in the three project components; New Venture Business Case, a Strategic Business Plan and a Business Pitch Presentation. Two prizes will be granted each year; one to the group with the best project in the fall term and one to the group with the best project in the winter term.</p>	UG	In course

Carroll Hern Memorial Award for Excellence in Human Resources Management	The Carroll Hern Memorial Award for Excellence in Human Resources Management is established in memory of the late Carroll Anne Hern, a graduate of the Master of Human Resources Management program at York University in 2005 and the Executive Coaching Certification Program at Columbia University (New York) in 2013. With a strong intellect, impeccable values, and an engaging personality, Carroll was a true leader in the human resources field of Canada who understood how to help companies and individuals manage strategic change to achieve business excellence. Carroll's passion and love for people, as well as the importance she placed in learning and education, was at the heart of everything she did and stood for. This award is open to domestic and international students enrolled in the Master of Human Resources Management program at York University on a full-time basis, who have a grade point average of at least B+ ( or 70% for entering students). Financial need will also be considered.	GR	In course
Class of 2014 Bursary	The Class of 2014 Bursary was created to celebrate the class of 2014 graduation and create a legacy for future students. It will be given annually to a graduating JD student who has incurred significant debt pursuing her/his legal education who intends to pursue a career in the public interest.	UG	Convocation
Cutler Hockey Bursary	The Cutler Hockey Bursary created through the generosity of York Hockey Alum Gord Cutler, will be given to an entering or continuing interuniversity hockey student athlete who meets the criteria for eligibility under the current Ontario University Athletics/Canadian Interuniversity Sport requirements for athletic awards.	GR/UG	In course
D. Paul Emond '72 Award	<p>The D. Paul Emond '72 Award is available to students in the final year of the JD program who have incurred significant debt pursuing their legal education. It may be given as emergency funding or as part of the back end debt relief program. Preference will be given to those students who have demonstrated a commitment to serving the public interest through their academic and volunteer work.</p> <p>Professor Paul Emond was in the first Osgoode class that began their degree at York University. The majority of his academic career was spent at Osgoode, first in the JD program where he created a popular and highly successful course in Environmental Law, and later as the founding director of the Professional LL.M (Alternative Dispute Resolution). He created this award to celebrate his long and very happy relationship with Osgoode.</p>	UG	In course
Dean's Continuing Scholarship - MBA in India	The Dean's Continuing Scholarship - MBA in India Program will be awarded to second year students enrolled in the MBA in India Program who achieve a GPA of 7.00 (A-) on the first 30 credit hours in the Program.	GR	In course

Dean's Intl Bursary - MBA in India Program	The Dean's International Bursary will be given to incoming full-time MBA students enrolled in the MBA in India Program twinned with the GMR School of Business in Hyderabad, India who demonstrate financial need.	GR	Entrance
Debwewin Internship	<p>The Debwewin Internship is offered to support the initiative of students interested in providing community education and legal assistance support to First Nations, Métis or Inuit (Indigenous) communities and community organizations in Ontario. Students may develop a placement or work with the Ministry of Attorney General to do so. The student may work with the host organization and a local Indigenous community to develop a community-based justice project that relates in some way to the Iacobucci Report subject matter and findings. Students will also be responsible for working collaboratively with other internship students within this program to develop and deliver at least two public legal education workshops to Indigenous community members on the role of the jury and the importance of representative juries within the justice system within Ontario.</p> <p>Preference will be given to students who have experience working with Indigenous communities and Indigenous community organizations. Recipients must demonstrate solid academic achievement.</p>	UG	In course
Dr. James Wu Prize	The Dr. James Wu Prize will be awarded annually to the students who have been selected in the categories of Best Lower Year Project, Best Upper Year Project and the Best Honours Thesis at York's annual Undergraduate Research Fair.	UG	In course
Edith Knopf Bursary	Paula Knopf '75 established this bursary to celebrate the life of her mother, Edith Knopf who was the daughter of immigrants who came to Canada with no money and no knowledge of English. Edith became a role model of integrity and dedication to family and the community who took great joy in teaching English to new Canadians. This bursary will be given annually to a JD student whose first language is not English and who demonstrates financial need.	UG	In course
EMBRACE Scholarship in Dance Performance	The EMBRACE Scholarship in Dance Performance will be awarded each year to a full-time student in their fourth year of study in the Dance BFA Honours Program in the School of Arts, Media, Performance and Design at York University. To be eligible students must maintain a minimum grade point average of 7.5 and demonstrate financial need.	UG	In course
Engineering Capstone Prize	The Capstone Prize will be awarded to the first place Lassonde Student team at the Engineering Capstone Projects Competition.	UG	In course

Eric and Edna Lisus Social Justice Internship	The Eric and Edna Lisus Social Justice Internship pays tribute to Edna and Eric Lisus' enduring commitment to and interest in issues of social justice and equality in their country of birth, South Africa, and their adopted home Canada. It is available to a JD student committed to the betterment of the disadvantaged in society. Preference will be given to applicants working in unpaid or underpaid settings who demonstrate academic excellence and financial need.	UG	In course
Ferdinands Family Prize for Studies in Immigration, Citizenship and Transitions for New Canadians	The Ferdinands Family Prize for Studies in Immigration, Citizenship and Transitions for New Canadians has been established in honour of Jean and Sherwin Ferdinands, whose tremendous sacrifice, support and dedication has enabled their children to thrive and achieve academic excellence in post-secondary studies at York University. An annual prize of \$500 will be awarded to a graduate student in the Graduate Program in Education who has written the best paper on immigration, education or citizenship with a focus on the issues facing new Canadians.	GR	In course
Georgia Quartaro First Generation Psychology Student Award	The Georgia Quartaro First Generation Psychology Student Award was created to benefit undergraduate students studying psychology. To be eligible students must be the first member of their family to pursue post-secondary education, maintain a grade point average of 6.00 and be majoring in Psychology. Recipients must also demonstrate financial need.	UG	In course
Graduate Student Award in Clinical Psychology	The Graduate Student Award in Clinical Psychology was created to recognize graduate student excellence in Clinical Psychology. This award is open to senior Ph.D. (Ph.D. 3 and above) students in the Clinical graduate program in the Department of Psychology at York University. The award recognizes overall performance in all aspects of the program, with an emphasis on professional service. Excellence is determined by outstanding contributions to scholarship, academics, and, most importantly, service (e.g., to the Clinical program, to the Psychology Graduate Students' Association, the Department of Psychology at York University, the York University Psychology Clinic, and/or to a professional body). Students may receive the award only once.	GR	In course
Graduate Student Leadership Award in Clinical Developmental Psychology	The Graduate Student Leadership Award in Clinical Developmental Psychology was created to recognize graduate student leadership in the area of clinical-developmental psychology. This award is open to all Ph.D. students in the clinical-developmental program at York University. It is based upon student leadership demonstrated in various domains within the graduate program and in the field of psychology more broadly. It includes: active participation in student representation (e.g., serving as CD area student representative), service to the clinical-developmental program (e.g., leadership for practicum days, for the town hall meetings, for the yearly student open house and other student recruitment efforts), service through mentorship and support of junior students in the CD area program, service to the Psychology Graduate Student Association, and service to the profession of psychology (e.g., student leadership in the Canadian or Ontario Psychological Associations). Individuals may receive the award only once. The award is intended to be given annually.	GR	In course

Graduate Student MA Award in Clinical-Developmental Psychology	The Graduate Student MA Award in Clinical-Developmental Psychology was created to recognize graduate student leadership and scholarly excellence at the MA level in the area of clinical-developmental psychology. This award is open to MA candidates in the MA2 year in the clinical-developmental program at York University. It is based upon student leadership demonstrated in various domains within the graduate program and in the field of psychology more broadly, as well as demonstrations of academic excellence. It includes: active participation in student representation (e.g., serving as CD area student representative), service to the clinical-developmental program (e.g., leadership for practicum days, for the town hall meetings, for the yearly student open house and other student recruitment efforts), service through mentorship, service to the Psychology Graduate Student Association, and service to the profession of psychology (e.g., student leadership in the Canadian or Ontario Psychological Associations). It also includes level of academic achievement during the MA program and research activities where the student takes a central role. Individuals may receive the award only once. The award is intended to be given annually.	GR	In course
Graduate Student Research Award in Clinical-Developmental Psychology	The Graduate Student Research Award in Clinical-Developmental Psychology was created to recognize innovative graduate student research in the area of clinical-developmental psychology. This award is open to all Ph.D. students in the clinical-developmental program at York University, including students who are currently on their clinical internships. The award is oriented toward recognizing innovative clinical-developmental research (in the areas of psychopathology, assessment or intervention). Innovativeness may be demonstrated theoretically, methodologically, clinically, or practically. The committee will look favourably upon candidates who have shown creative problem solving, initiative-taking, or resourcefulness in addressing a relevant research issue in the field. Normally, successful candidates will be those students who are clearly on track to becoming independent, and productive researchers in universities, hospitals, or applied clinical settings. Individuals may receive the award only once. The award is intended to be given annually.	GR	In course
Graduate Student YUPC Award in Clinical-Developmental Psychology	The Graduate Student YUPC Award in Clinical-Developmental Psychology was created to recognize graduate student leadership (clinical-developmental psychology) within the York University Psychology Clinic. This award is open to all Ph.D. students in the clinical-developmental program at York University, who have been active in the York University Psychology Clinic. It is meant to recognize outstanding contributions to the YUPC's functioning and growth. It can include involvement in YUPC leadership activities (YUPC committee involvement; coordinating YUPC activities), clinical service to the YUPC (e.g., assessment and intervention activities), training others in clinical practice through peer mentorship and formal training initiatives, and in developing novel programs at the YUPC. Individuals may receive the award only once. The award is intended to be given annually.	GR	In course

Health Graduate Student Conference Travel Fund	The Graduate Student Conference Travel Fund is available to full-time graduate students in the Faculty of Health to offset the cost of travelling to present their graduate research at a conference. Applicants can request a maximum of \$1000 in support of their conference travel.	GR	In course
Hebrew University Summer Program Bursary	The Hebrew University Summer Program Bursary will provide support to students participating in the summer seminar at the Hebrew University of Jerusalem, as determined by Osgoode.	UG	In course
Humanity First Canada Award	Our Children are Our Future! Humanity First believes in helping students become financially better off, both now and in the future. We understand the burden that financial stress can have on students. The Humanity First Canada Award will benefit continuing undergraduate students at York University. Applicants must submit an essay (no more than 2 pages) stating how we can put "humanity first" and highlighting how they will achieve this personally (through activities like community engagement). This essay will be shared with the donor.	UG	In course
Ian Scott Public Interest Internship Award	This award will be given annually to students who have been accepted into the Honourable Ian Scott Public Internship Program where they will undertake summer employment at a public interest organization, such as a legal aid clinic, advocacy, organization or nongovernmental organization.	UG	In course
Indo Canadian Golf Association Scholarship	The Indo Canadian Golf Association Scholarship was created to benefit undergraduate student excellence at York University. Recipients must be registered as full time students in any area of study and demonstrate a combination of financial need and high academic standing (minimum cumulative GPA of 8.0). The students must belong or be actively affiliated with a York University student club with a focused attention on South Asian matters such as (but not exclusive to) the South Asian Alliance @ York U., Sri Lankan Student Alliance, Bangladesh Student Federation, Indian Cultural Association etc. Recipients must be Canadian citizens, permanent residents or protected person, residents of Ontario and demonstrate financial need.	UG	In course
J. Mark Lievonen Scholarship	Established by Sanofi Pasteur Limited, Canada's Research-Based Pharmaceutical Companies ( Rx&D ) and J. Mark Lievonen (BBA '79, MBA '87), this scholarship is awarded to a second year MBA/IMBA student specializing in Health Industry Management at the Schulich School of Business. The recipient must have achieved academic excellence in their Schulich studies to date (minimum A-, 7.0 GPA) and demonstrate a significant level of interest and commitment to pursuing a career in the health sector (as demonstrated through the submission of a statement of interest).	GR	In course

J. P. Bickell Foundation Mining Scholarship	J.P. Bickell Foundation has provided four scholarships valued at \$2,000 each to undergraduate Lassonde School of Engineering students enrolled in studies related to mining, including geotechnical, environmental geosciences, geological sciences, earth sciences program, civil, geomatics and mining engineering. To be eligible, students must be enrolled in second-year or above, have an overall average of B (6.0 GPA) or above and must demonstrate their interest in the mining industry/field. Applicants must submit a personal statement stating their interest in mining or a career related to the mining industry.	UG	In course
Jeannie Thib Print Media Award	<p>The Jeannie Thib Print Media Award will be awarded to an undergraduate student enrolled in the School of Arts, Media, Performance and Design. The award will be open to first year students taking at least one course in the Print Media area (in Visual Art and Art History), and/or 2nd, 3rd or 4th year students majoring in Print Media. To be eligible students must demonstrate artistic excellence as assessed by a Visual Arts faculty evaluator, and a minimum secondary school average of 75% for incoming students or undergraduate grade point average of 6.0.</p> <p>Jeannie was a graduate of the Visual Arts. She went on to become a talented, well-respected and successful artist who created a legacy of beautiful and powerful work. Jeannie's art is very much like Jeannie: quiet, thoughtful, good-natured, precise, calming and sometimes perfect. In Thib's hands the decorative became strong and habitable: precision resulted in enhanced expressiveness and texture became something akin to utterance. Her senses of lightness, delicacy, play and the nature of materials increasingly became a strong language for the building of a more beautiful and satisfactory world. Jeannie was generous with her time, always available to talk about her artistic experiences, share her knowledge and encourage young artists in their endeavours.</p>	UG	In course
Joan Sanderson International Experience Prize	The Joan Sanderson International Experience Prize will support undergraduate students participating in a study abroad opportunity through York International (exchange, internship or summer abroad). The award will be granted to the student with the highest grade point average of all undergraduate students participating in a study abroad opportunity who also demonstrates a financial need and is enrolled in the Faculty of Liberal Arts and Professional Studies.	UG	In course
K-2 Scholar Society of Pakistan Scholarship	The K-2 Scholar Society of Pakistan Entrance Scholarship was established to assist students from Pakistan in pursuing higher education in Canada and will be awarded to an international student from Pakistan who has been admitted into an engineering program in the Lassonde School of Engineering. Recipients will be able to renew their funding for up to three additional years provided he/she maintains full-time status in an Engineering program at the Lassonde School of Engineering (minimum of 18 credits each Fall/Winter session) with a minimum cumulative grade point average of 7.80 and maintains a valid Canadian study permit.	UG	Entrance

Kamlesh G. Moorjani Entrance Scholarship	The Kamlesh G. Moorjani Entrance Scholarship is established by Kishore K. Moorjani (BBA '94, MBA '95) in honour of his father. The scholarship will be awarded to an entering MBA student enrolled in the Schulich MBA in India program, in recognition of academic excellence and merit. The recipient will have achieved a minimum GPA of 6.00 in previous academic work, as well as an above average GMAT score.	GR	Entrance
Kavigen Nessen Kistnasamy Memorial Bursary	<p>The Kavigen Nessen Kistnasamy Memorial Bursary was established to benefit full time undergraduate students enrolled in the Department of Mathematics and Statistics with preference given to those in the Actuarial Science program. The award will be granted to the student who demonstrates the highest level of financial need.</p> <p>The family of Kavi Nessen Kistnasamy wished to honour Kavi's memory and establish the Kavigen Nessen Kistnasamy Memorial Bursary. Kavi was a student in the Mathematics and Statistics department at York University. He was planning to enroll in the Actuarial Science program at York University. He was a good friend to fellow students and a loving son and brother. Kavi valued education and understood at a very young age that education is a stepping stone to open doors to great possibilities. To honour his memory, the family wishes to help other students achieve their educational goals.</p>	UG	In course
Kenneth B. Benson Scholarship	<p>The Kenneth B. Benson Scholarship will be awarded annually to students in the Civil Engineering program within the Lassonde School of Engineering. Kenneth B. Benson has worked in the steel industry for over 50 years, and established Benson Steel in 1980. With the reputation of a first class Fabricator able to tackle the toughest challenges, Ken's business knowledge, ability to mentor, coach and lead along with his integrity make him an industry leader. His impact is evidenced through the successful completion of such projects as Roy Thompson Hall retrofit, GM 16 Bay Expansion, Dover Elevator, Baycrest Centre, the Art Gallery of Ontario transformation and hundreds of other projects within the province of Ontario and abroad. For many years, Ken sat on the Canadian Institute of Steel Construction Board of Directors as an active member, and more recently as an Honorary Director.</p> <p>From 2015 onward, the student recipient for the year prior will be invited to attend the Canadian Institute of Steel Construction Annual Conference with reasonable travel expenses covered by the Institute. Student recipients must agree to have their first and last name, faculty, major and year of study announced at the annual conference and listed in conference literature. In addition, each year's student recipient will be given the opportunity to interview for a summer internship at Benson Steel.</p>	UG	In course

Krembil Foundation Internship Award	The Krembil Foundation Public Healthcare Internship Award was established in 2014 to assist Schulich MBA/IMBA students gain practical hands-on experience through a paid internship experience with a public healthcare organization. Recipients must have completed one year of the MBA/IMBA program (equivalent to 30 credit hours) and achieved a minimum 6.0 GPA, as well as demonstrated a commitment to extracurricular work and community involvement combined with a strong interest in the public healthcare sector (as demonstrated through a written statement). Value \$10,000	GR	In course
LA&PS Fundamentals Of Learning Bursary	LA&PS Fundamentals of Learning was developed to create an opportunity for students to improve their personal and academic skills while continuing their studies without interruption. Participation in Fundamentals, including completion of assigned work, attendance at lectures and participation in tutorials, gradually helps students to internalize the habits and skills needed for academic and personal success.  Students who meet the equivalent of 80% or an "A" grade or higher will earn a one-time only bursary of \$100 in recognition of their outstanding performance in the program.	UG	In course
LA&PS U101 Bursary	For LA&PS students who were required to enroll in U101 as a basis of their admission to York for FW14.  Students who passed the U101 Course and achieved a grade of "C+" grade or higher will earn a one-time only bursary of \$100 in recognition of their achievement.	UG	In course
Lassonde School of Engineering Citizenship Medal	The Lassonde School of Engineering Citizenship Medal is awarded annually to an outstanding graduating undergraduate student in recognition of their extracurricular contributions to University life, to their school or academic department, or to Lassonde as a whole.	UG	Convocation
Lassonde School of Engineering Gold Medal	The Lassonde School of Engineering Gold Medal is awarded annually to an outstanding graduating undergraduate student in recognition of the highest academic achievement in the Lassonde School of Engineering.	UG	Convocation
Lassonde School of Engineering Research Medal	The Lassonde School of Engineering Research Medal is awarded annually to an outstanding graduating undergraduate student in the Lassonde School of Engineering showing promise as a researcher.	UG	Convocation
Linda Heather Lamont-Stewart Scholarship in Canadian Literature	Named in honour of Dr. Linda Heather Lamont-Stewart (1949-1998), a member of the Department of English and Canadian Literature specialist, this annual scholarship is designed to provide support for doctoral students in the Graduate Program in English who have demonstrated outstanding academic achievement in the field of Canadian Literature, have successfully completed their comprehensive examinations, and are embarked on the research for and/or writing of a dissertation in the field of Canadian Literature.	GR	In course

Mary Lyons Excellence Award	<p>The Mary Lyons Excellence Award will be awarded annually to an entering or continuing interuniversity volleyball or basketball student athlete who has shown outstanding leadership and demonstrated excellence in sport. To be eligible for this bursary, students must meet the current Ontario University Athletics/Canadian Interuniversity Sport requirements for athletic awards. Entering students must have a minimum admission average of 80% and continuing students must have a minimum GPA of 5.5 in their previous year of study. Preference will be given to female athletes. Where there are student athletes of equal qualification/merit, the award will be given to those with financial need.</p> <p>This award has been made possible by the generosity of Mary Lyons, inaugural Coordinator of Women's Interuniversity Sport at York University. Through her exceptional efforts in initiating and developing the women's athletic program, recruiting a strong coaching staff and establishing an active and effective student governed Women's Athletic Council (WAC), York established one of the best reputations in women's university sport at both the provincial and national level.</p>	GR/UG	In course
Mayhew Scholars Award	<p>The Mayhew Scholar award will be awarded each year to a female student enrolled in the Lassonde School of Engineering Mentorship Program. To be eligible, students must demonstrate exemplary leadership qualities and be identified as a high potential candidate based on extra-curricular activities and academic performance.</p> <p>One of Canada's largest commercial interior design and contract furnishing firms since 1982, Mayhew helps companies leverage their investment in people and real estate. By designing work environments that optimize space, promote communications and foster collaboration, Mayhew enables clients to reflect their brand through their workspace, enhancing productivity and wellness. Mayhew creates workplaces that work.</p>	UG	In course
Merei Family Scholarships	<p>The Merei Family Scholarships have been created to benefit students enrolled in the Department of Electrical Engineering &amp; Computer Science in the Lassonde School of Engineering at York University. The first scholarship will be awarded to a first year student and selection will be based in academic standing, demonstrated leadership and financial need with preference given to female candidates. This award will be renewable should the recipient continue to meet the criteria and maintain a minimum GPA of 7.5. The second scholarship will be awarded to a continuing student (minimum 24 credits completed) who has good academic standing, demonstrated leadership and financial need.</p>	UG	In course
Michael Duhig Award in Chemistry	<p>The Michael Duhig Award in Chemistry will be awarded annually to an undergraduate student majoring in Chemistry in the Faculty of Science, with a cumulative grade point average of 7.00 or higher, who has demonstrated interest and academic excellence in Chemistry. The recipient must be a Canadian citizen, permanent resident or protected person, and a resident of Ontario who demonstrate financial need. This award commemorates the life of Michael Duhig, a former Chemistry student at York University.</p>	UG	In course

Monika Federau Scholarship for Women in Business	<p>The Monika Federau Scholarship for Women in Business will be awarded annually to a first year female student enrolled in the BBA or iBBA program at York's Schulich School of Business. Selection will be based in a minimum grade of 90% for students entering from high school. The scholarship will provide recipients the opportunity to be mentored by the donor.</p> <p>Monika Federau is the Chief Strategy Officer for Intact Financial Corporation where she leads the development of corporate strategies, and oversees branding, government relations and communications. She joined Intact in 2010 as Senior Vice President, Marketing responsible for national advertising, communication and sponsorship strategies, as well as research and digital initiatives. Prior to Intact, Ms., Federau lived in Hong Kong working for a global life insurer where she was responsible for developing and executing strategies to enhance the company's brand throughout Asia. Monika serves on the Board of the Toronto Financial Services Alliance as well as on the Board of the Interactive Advertising Bureau of Canada. Monika is committed to supporting young women seeking to make their mark in business, prompting her to establish this scholarship.</p>	UG	Entrance
N.L.H. Award	The N.L.H Award was created to benefit undergraduate students studying music, visual arts, drama/theatre or dance in the School of Arts, Media, Performance and Design (AMPD, formerly known as the Faculty of Fine Arts) or any discipline in the Faculty of Environmental Studies who has a good academic standing and demonstrates financial need. The award will alternate between AMPD and Environmental Studies.	UG	In course
O.U.R. Service Award	The Office of the University Registrar (O.U.R) Service Award will be given annually to a full-time student who has demonstrated leadership and dedication in providing services that enrich the experiences of York students in a department or unit under the portfolio of the University Registrar. This award has been created in honor of former University Registrar staff who have made significant contributions to the success of the Division.	UG	In course
Osgoode Income Contingent Loan	Awarded at the discretion of the Faculty. This program is a 5 year pilot that is the first of its kind in Canada. The program will provide students with tuition loans that would not need to be repaid until they graduate. They will have 10 years to repay their loans and could apply for loan forgiveness in each year of the repayment period. Forgiveness is based on their income level.	UG	In course
Osgoode@125 Fund	On the occasion of Osgoode Hall Law School's 125th Anniversary, the Osgoode @125 Fund was established through a student-led fundraising initiative to provide support to JD students who are graduating having incurred significant debt pursuing their legal education in order to allow them to pursue a diversity of career car paths. Interest from the fund will be distributed annually for debt relief through such programs as exit bursaries and forgivable loans."	UG	Convocation

Peter Mackey Scholarship in Critical Disability Studies	<p>The Peter Mackey Scholarship in Critical Disability Studies will be given to an incoming full time doctoral student who has a disability and is enrolled in the Critical Disability Studies program.</p> <p>Peter Mackey was in the final years of completing his doctorate in the Graduate Program in Critical Disability Studies when he died suddenly on Jan. 28, 2014. An erudite and sophisticated thinker, Peter was researching the problems that disabled people experience and what might a society be like were these problems solved. Peter's passion for life and laughter, his dedication to critical disability studies and disability advocacy, as well as his love of teaching and knowledge, will be remembered through the establishment of the Peter Mackey Scholarship in Critical Disability Studies.</p>	GR	Entrance
Richard Jarrell Scholarship	<p>The Richard Jarrell Scholarship will be awarded annually to an undergraduate student studying Science and Technology Studies. To be eligible students must have been enrolled in Introduction to Science and Technology Studies (STS 2411) in the previous calendar year, completed a minimum of 24 credits and maintain a minimum GPA of 7.00. The recipient must show promise in the field of STS as indicated by the course director of STS 2411.</p>	UG	In course
Roger R. Lew Bursary	<p>The Roger. R. Lew Bursary will be awarded annually to a 2nd, 3rd or 4th year undergraduate student majoring in Biology, Biophysics or Biochemistry who demonstrates financial need.</p>	UG	In course
Rudakoff/Myles Award in Theatre for Abor. Students	<p>The Judith Rudakoff and Myles Warren Award in Theatre for Aboriginal Students shall be given to a Canadian Aboriginal student (Status, Non status, Inuit or Metis) entering fulltime undergraduate study in the School of Arts, Media, Performance and Design (formerly the Faculty of Fine Arts), or its successor that is the continuation of the original function of the Faculty of Fine Arts. Eligible students must be enrolled in at least one course in the Department of Theatre and preference will be given to students majoring or minoring in theatre. If the Department of Theatre ceases to exist, eligible students must be enrolled in at least one full course per year of study in theatre at York University. Eligible students must demonstrate financial need and artistic aptitude.</p>	UG	In course
Stewart Saxe Memorial Prize	<p>The Stewart Saxe Memorial Prize has been established in memory of Stewart Saxe by his family and friends. Stewart graduated from Osgoode Hall Law School in 1973. He was a leading labour and employment lawyer, and negotiator. He was certified as a specialist in Labour Law by the Law Society of Upper Canada and recognized as one of the top labour negotiators in the country. Stewart built the highly successful Labour and Employment Practice at Baker &amp; McKenzie, as well as serving as the managing partner of the Toronto office. The Stewart Saxe prize will be awarded annually to a student entering the second or third year of the JD program who has exhibited the highest degree of interest and academic excellence in labour and employment law.</p>	UG	In course

Stone Family Football Bursary	Created through the generosity of York football alum Shawn Stone, this bursary will be given to an entering or continuing football student-athlete who meets the Ontario University Athletics/Canadian Inter-University Sport requirements for athletic awards.	GR/UG	In course
Student Art Commission	For students selected to take part in a special art commission for the purpose of stewarding York University's top donors. Selected artists will create a series of original art (10 pieces) which will be gifted to a select group of York's benefactors at an exclusive event held to recognize their generous support of York.	GR/UG	In course
Student Therapist Award	Awarded to all undergraduate students in the athletic therapy certificate program who are participating in student therapist placements in the Sport Injury Clinic at York University.	UG	In course
Sue Vail Leadership Award	<p>The recipient of the Susan Vail Leadership Award must possess a minimum grade point average of 6.0, in the School of Kinesiology and Health Science undergraduate program and exhibit exceptional leadership qualities as demonstrated through involvement in one or more of the following: participation in extracurricular activities such as student clubs and organizations, recreation, intramurals and/or varsity sports.</p> <p>A well-rounded leader will participate in a variety of on campus activities and demonstrate a high level of commitment to enhancing the student experience at York University.</p> <p>Recipients must be Canadian citizens, permanent residents or protected persons, and residents of Ontario with demonstrated financial need.</p> <p>This scholarship is named in honour of Dr. Susan Vail in recognition of her outstanding contributions to the School of Kinesiology and Health Science, the Faculty of Health and York University.</p>	UG	In course
Superframe Award in Visual Art	The Superframe Award in Visual Art was created to recognize outstanding ability and achievement in creative work. To be eligible students must be enrolled in their first year of full time study in the Graduate Program in Visual Arts. Applicants will be evaluated on their portfolio of work. Recipients will receive a gift card valued at \$1000 to be redeemed at Superframe. Superframe was launched in 2004 by Mitch Robertson as an art focused frame shop. Superframe works with artists, galleries and collectors, from large scale exhibitions to individual works, and offers custom archival framing with a mandate to enhance and protect artwork but not compete with it for attention.	GR	In course

The Brian Dixon Founders' Award	The Brian Dixon Founders' Award was established in 2014 during the celebration of the 45th anniversary of the MBA Program in Arts & Media and in honour of Brian Dixon, one of the four founders of the Program at the Schulich School of Business at York University. The award recognizes an Arts & Media student, who has completed a minimum of 30 credit-hours and demonstrates outstanding talent and promise through both solid academic achievement (minimum B+ GPA, 6.0) and significant contribution to the Arts and Media Program through extracurricular involvement in the Schulich/York University community and/or the cultural sector.	GR	In course
The Duffield Family Bursary	The Duffield Family Bursary will be awarded to returning undergraduate students who demonstrate financial need.	UG	In course
The James Gillies Founders' Award	The James Gillies Founders' Award was established in 2014 during the celebration of the 45th anniversary of the MBA Program in Arts & Media and in honour of James Gillies, one of the four founders of the Program at the Schulich School of Business at York University. The award recognizes an Arts & Media student, who has completed a minimum of 30 credit-hours and demonstrates outstanding talent and promise through both solid academic achievement (minimum B+ GPA, 6.0) and significant contribution to the Arts and Media Program through extracurricular involvement in the Schulich/York University community and/or the cultural sector.	GR	In course
The Joe Green Founders' Award	The Joe Green Founders' Award was established in 2014 during the celebration of the 45th anniversary of the MBA Program in Arts & Media and in honour of Joe Green, one of the four founders of the Program at the Schulich School of Business at York University. The Award recognizes an Arts & Media student, who has completed a minimum of 30 credit-hours and demonstrates outstanding talent and promise through both solid academic achievement (minimum B+ GPA, 6.0) and significant contribution to the Arts and Media Program through extracurricular involvement in the Schulich/York University community and/or the cultural sector.	GR	In course
The Kristen Nedkov Entrance Bursary	The Kristen Nedkov Entrance Bursary will be given to an undergraduate at Glendon College who has been admitted under the mature basis of admission category. Preference will be given to students who self-declare as a single parent with partial or sole custody of one or more dependent children under the age of eighteen. To be eligible students must be a Canadian citizen, permanent resident or protected person, resident of Ontario and demonstrate financial need.	UG	In course
The Margaret Crawford Entrance Bursary	The Margaret Crawford Entrance Bursary will be given to an undergraduate at Glendon College who has been admitted under the mature basis of admission category. Preference will be given to students who self-declare as a single parent with partial or sole custody of one or more dependent children under the age of eighteen. To be eligible students must be a Canadian citizen, permanent resident or protected person, resident of Ontario and demonstrate financial need.	UG	In course

The Margaret Ferguson Entrance Bursary	The Margaret Ferguson Entrance Bursary will be given to an undergraduate at Glendon College who has been admitted under the mature basis of admission category. Preference will be given to students who self-declare as a single parent with partial or sole custody of one or more dependent children under the age of eighteen. To be eligible students must be a Canadian citizen, permanent resident or protected person, resident of Ontario and demonstrate financial need.	UG	In course
The Paul Schafer Founders' Award	The Paul Schafer Founders' Award was established in 2014 during the celebration of the 45th anniversary of the MBA Program in Arts & Media and in honour of Paul Schafer, one of the four founders of the Program at the Schulich School of Business at York University. The Award recognizes an Arts & Media student, who has completed a minimum of 30 credit-hours and demonstrates outstanding talent and promise through both solid academic achievement (minimum B+ GPA, 6.0) and significant contribution to the Arts and Media Program through extracurricular involvement in the Schulich/York University community and/or the cultural sector.	GR	In course
The Shawna Gordon Entrance Bursary	The Shawna Gordon Entrance Bursary will be given to an undergraduate at Glendon College who has been admitted under the mature basis of admission category. Preference will be given to students who self-declare as a single parent with partial or sole custody of one or more dependent children under the age of eighteen. To be eligible students must be a Canadian citizen, permanent resident or protected person, resident of Ontario and demonstrate financial need.	UG	In course
Tuition Offset	Established to provide funding to international graduate students per CUPE collective agreement	GR	In course
Women Who Rock Award in Global Mining Management	The Women Who Rock Award in Global Mining Management was established by the Women Who Rock in honour of their first anniversary. The award recognizes a second year female student in the Schulich MBA/IMBA program who is committed to taking the GMM specialization and is currently enrolled in a minimum of three of the four core GMM courses. The recipient will be a passionate advocate of the specialization and the sector, as demonstrated through related extracurricular involvement in the Schulich/York University community and/or the sector at large. Applicants to the award will be required to submit a detailed resume highlighting their extracurricular involvement and passion for mining.	GR	In course

APPENDIX B: AWARD FUNDING DEFINITIONS

Endowments	<p>The award is funded by investment income from a principal amount permanently established at the University.</p> <p>The interest rate is set annually by York University; the interest earned on endowments can change from year to year. The annual interest transfer amounts are typically confirmed after June of each year.</p> <p>Funds donated for an endowed award must sit for one full fiscal year (May 1st to April 31st) to accrue interest. Interest generally becomes available for disbursement the following May. For example, interest from donated funds that are received in September 2015 would not be made available for disbursement until after May 1, 2017. In some instances, the donor may choose to provide expendable funding to allow for the award to be granted prior to the release of the first interest payment.</p> <p>If a donor pays his/her donation in installments, the Division of Advancement will hold the pledge payments in an expendable account until the minimum amount of \$25,000 is reached at which time the funds are endowed.</p>
Annual Payments	<p>The award is funded by the donor via a yearly gift equal to the value of the award. Most annual donors provide their yearly amounts ahead of the award being disbursed. There are some instances where the award is granted before the funding is received. In most cases, pledge reminders for annual donations are sent out by Advancement Services, Division of Advancement.</p>
Term Awards	<p>The award is funded for a specified number of years and the donor pledges to provide funds for the value of the award for this specified time. Funding for termed awards could be donated in one lump sum or could be provided on an annual basis.</p>
One-Time-Only	<p>A donation is received to fund an award once.</p>
Government	<p>Funding is provided by the Federal or Provincial government.</p>
Operating	<p>The award is funded by a York University operating account.</p>
Transcript Notation	<p>Award bears no monetary value but is recorded on the recipient's transcript.</p>
External	<p>The award is funded by an external funding agency (i.e., AUCC, Rhodes Scholarship, NSERC). There are two models for external awards:</p> <ul style="list-style-type: none"> <li>A. York University selects the recipient, and notifies the external funding agency, which in turn disburses the funds directly to the recipient.</li> <li>B. Students apply directly to the external funding agency, which selects the recipient.</li> </ul> <p>Type B external awards are not typically posted to student accounts and are not listed as an official University award. Exceptions include the <i>Queen Elizabeth II Aiming for the Top Scholarship</i> and prestigious scholarships such as the <i>Rhodes Scholarship</i>.</p>

# **Faculty of Graduate Studies**

## Report on Graduate Awards, 2014-2015

March 31, 2016

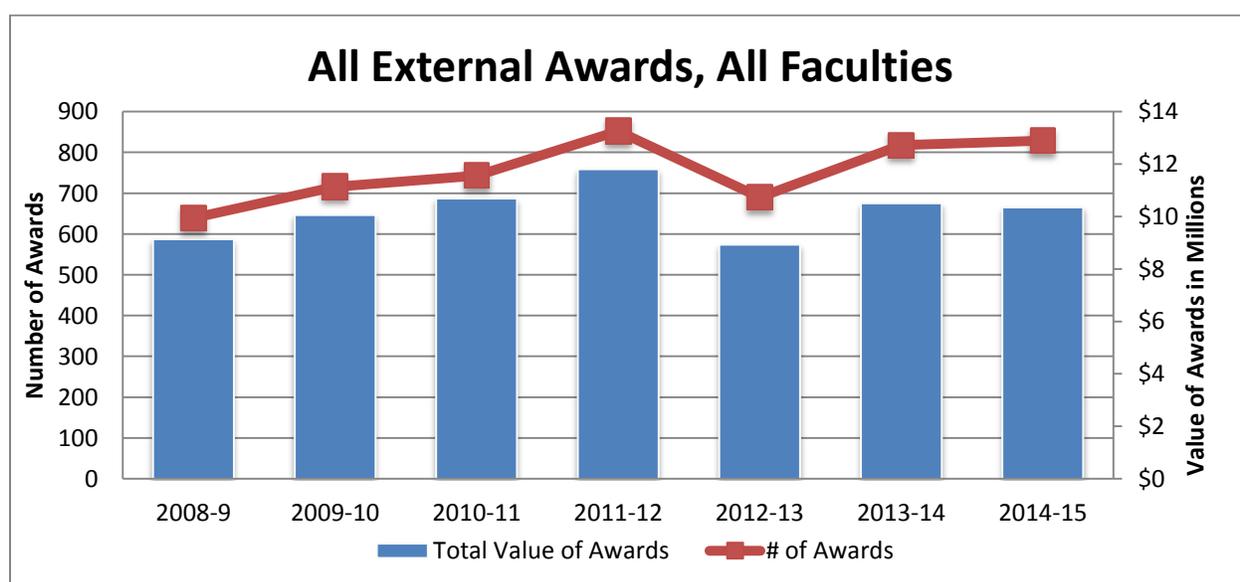
## External Award Trends: 2008-09 to 2014-15

**Note:** All financial data contained in this External Awards section of the report is taken directly from Factbook. The awards data include funding for both Master's and doctoral students.

### General Overview

Overall, the number and value of external awards held by York University graduate students remained largely unchanged from 2013-14 to 2014-15. In 2014-15, the total value of the external awards fell slightly, while the total number of students who held an external award saw a small increase. As the data by agency illustrate in the subsequent sections below, trends are not consistent across agencies, and the slight decline is largely attributable to the decrease in the success rate of SSHRC doctoral awards.

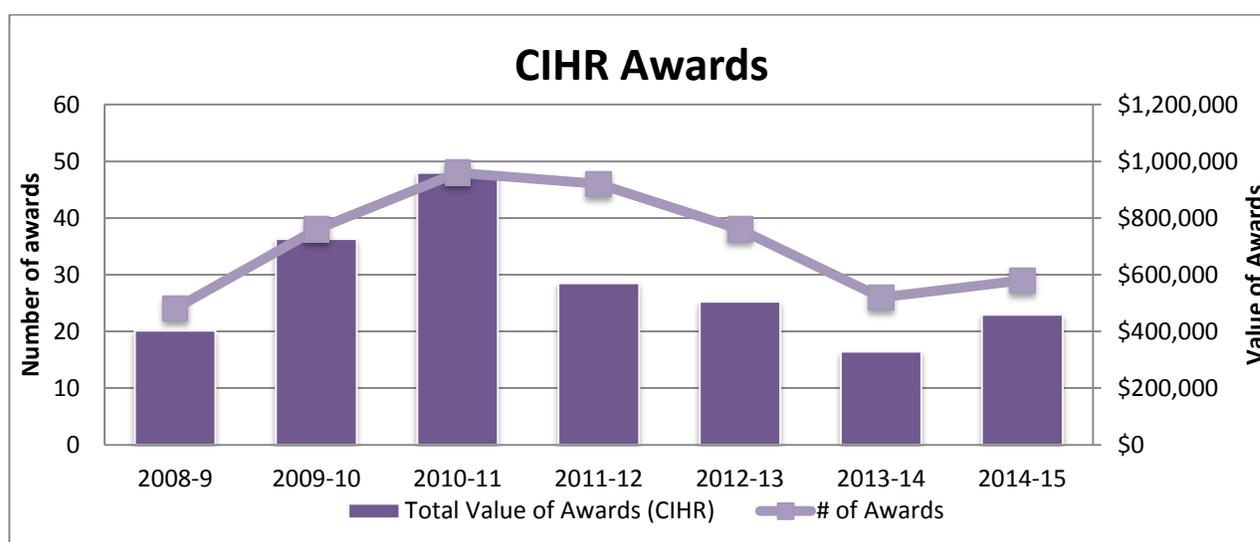
Award	All awards						
<b>Fiscal Year</b>	2008-9	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
<b>Total Value of Awards</b>	\$9,136,358	\$10,060,979	\$10,685,585	\$11,800,800	\$8,930,924	\$10,507,418	\$10,346,946
<b>Percentage Change</b>		10.1%	6.2%	10.4%	-24.3%	17.7%	-1.5%
<b># of Awards</b>	639	716	743	852	690	818	829



## Awards by Agency

**CIHR:** Both the number and value of awards paid out by the Canadian Institutes for Health Research (CIHR) have increased in 2014-15. As CIHR applications at the doctoral level are not restricted by a quota, the number of applications for doctoral awards forwarded to CIHR vary from year to year, which is a factor that explains the variances in the funding levels over the years. Since there is no limit to the number of CIHR doctoral applications we may submit to the agency, developing competitive applications is key to improving the success rate in future CIHR doctoral competitions.

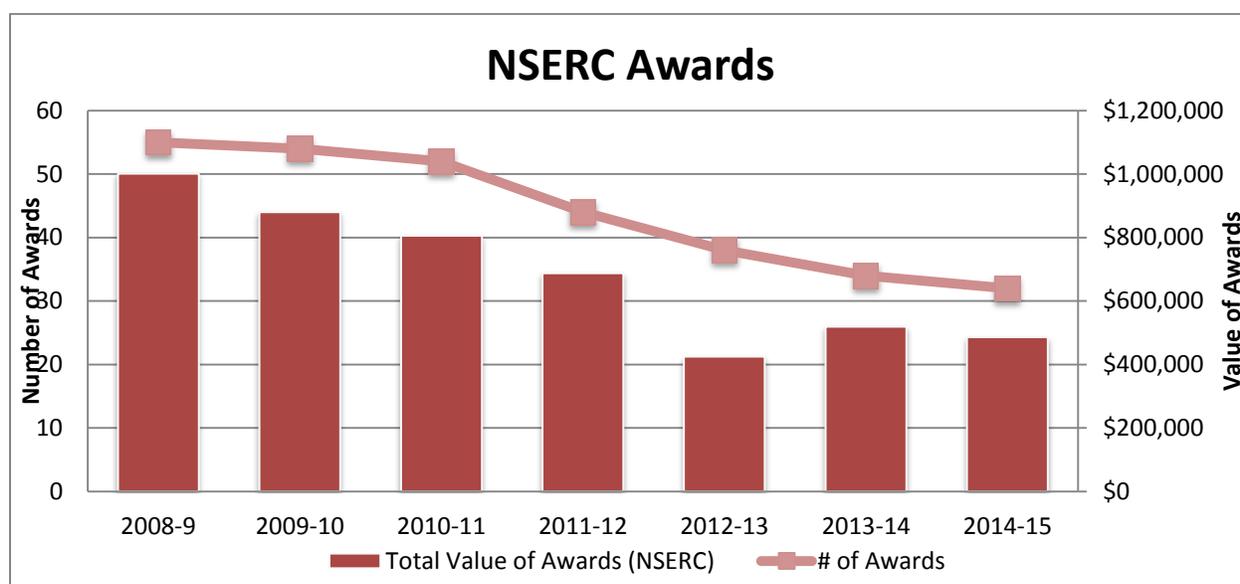
Award	CIHR						
Fiscal Year	2008-9	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Total Value of Awards	\$402,458	\$726,000	\$959,000	\$570,294	\$504,210	\$328,586	\$458,166
# of Awards	24	38	48	46	38	26	29



**NSERC:** The level of and trends in NSERC graduate student funding continue to be a concern. The university's level of NSERC graduate student funding is less than half of what it was in 2008-09. As NSERC award applications for both doctoral and Master's levels are restricted by a quota which is determined by past successes, weak performance in one year tends to be compounded in future years. For example, York's quota for the number of NSERC doctoral applications that may be forwarded to the national level of adjudication was limited to 12 for the 2016-17 competition (which took place in the fall

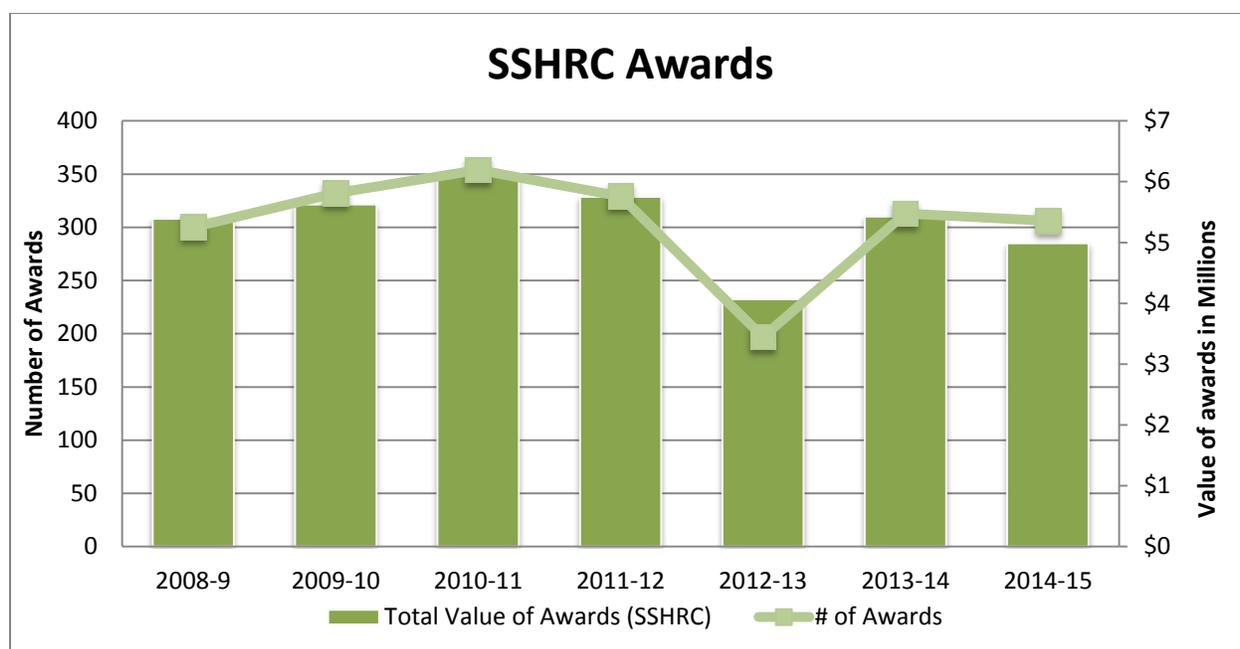
of 2015), and only 6 CGS-Master's awards could be offered in the NSERC stream in the last three years based on the allocated quota. FGS continues to receive steady numbers of applications, and enhancing the support for the development of competitive applications is essential in improving the success rate in NSERC competitions in the long run.

Award	NSERC						
Fiscal Year	2008-9	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
<b>Total Value of Awards</b>	\$1,001,072	\$879,934	\$806,167	\$687,727	\$424,666	\$519,326	\$485,670
<b># of Awards</b>	55	54	52	44	38	34	32



**SSHRC:** There was a decline in SSHRC awards funding in 2014-15, and the total value of awards was the second lowest since 2008. At the same time, SSHRC awards held by York graduate students continue to outnumber those offered by the two other agencies, with the total value 10 times more than that of CIHR and NSERC, respectively.

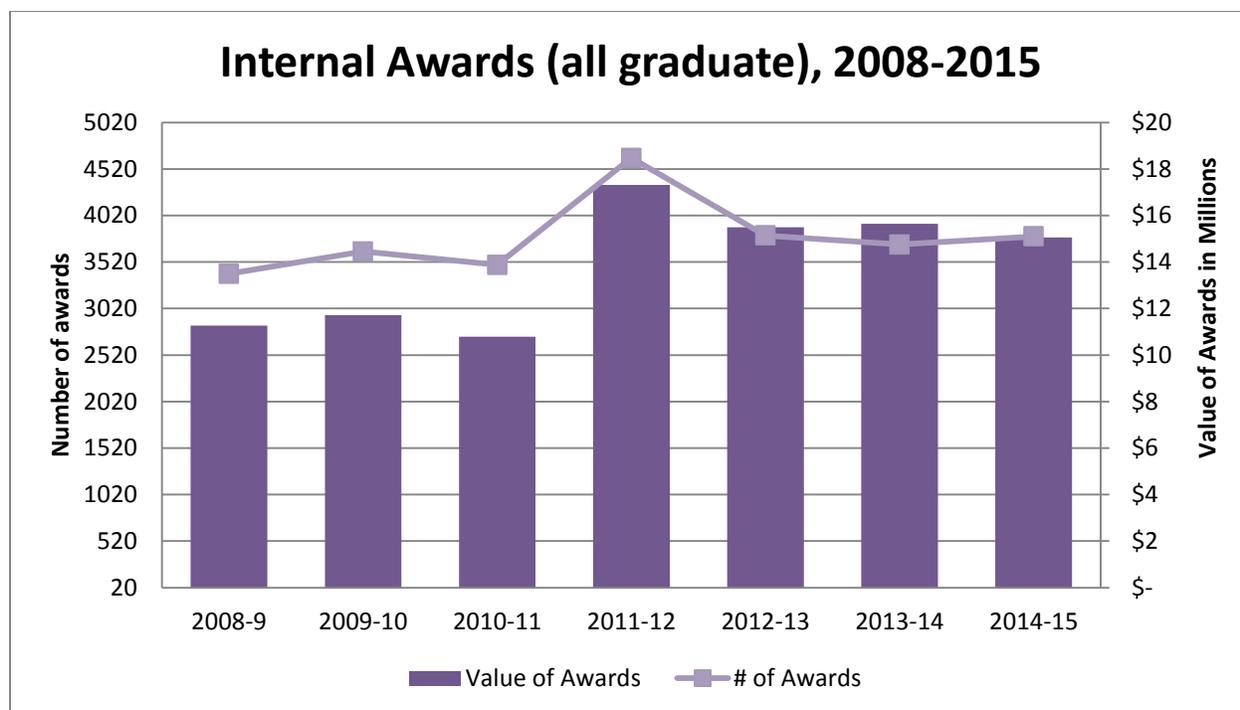
Award	SSHRC						
Fiscal Year	2008-9	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
<b>Total Value of Awards</b>	\$5,391,803	\$5,623,142	\$6,128,518	\$5,750,910	\$4,067,459	\$5,427,877	\$4,988,617
<b># of Awards</b>	300	332	354	329	197	313	306



## Internal Award Trends: 2008-9 to 2013-14

The total value of the internal awards offered to graduate students remained relatively steady in the last three years. FGS is actively working with Advancement and Student Financial Services to better coordinate between all three units the promotion and disbursement of these awards. In addition, FGS and Advancement collaborate closely on the creation of new awards, which will increase funding opportunities for York graduate students. FGS has also implemented new communication tools for graduate students including its new monthly newsletters and social media channels, and we actively use these means to promote awards opportunities directly to students, in addition to communicating through graduate programs.

Award	All						
Fiscal Year	2008-9	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Value of Awards	\$11,261,461	\$11,713,124	\$10,783,562	\$17,316,074	\$15,492,679	\$15,644,071	\$15,054,420
# of Awards	3394	3633	3489	4638	3806	3708	3795



## Major Doctoral Awards

FGS continues to play an active role in the nomination of outstanding students to Canada's most prestigious doctoral awards: the Vanier Canada Graduate Scholarship (\$50,000 for 3 years) and the Trudeau Foundation Scholarship (\$60,000 for up to 4 years). Annually, up to 167 Vanier CGS and 15 Trudeau Scholarships are offered across Canada.

The nomination process for the 2016-2017 Vanier and Trudeau competitions started in the summer of 2015 with a call for nominations. FGS received 93 nominations and self-nominations, of which twelve candidates for Vanier and five candidates for Trudeau were ultimately selected for nomination. All the nominees were assigned a senior faculty member to support the development of their final application package. As of March 2016, two of the five Trudeau nominees have been selected as finalists for the competition. Final results for both Vanier and Trudeau are forthcoming in April 2016.

Award							
Year	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
<b>Number of Applications</b>	28	19	26	12	8	160	93
<b>Number of Nominations</b>	11	10	17	4	5	27	12

<b>Number of Awards</b>	4	3	3	1	3	6	TBA
<b>Success Rate</b>	36%	30%	18%	25%	60%	22%	TBA

## Scholarships for International Students

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International students continue to be excluded from most internal and external awards due to the citizenship requirements of both federal and provincial funders. The GSMP program, which is funded by the province, places Ontario residency requirements on many graduate internal awards. International students are encouraged to apply to some of the most prestigious scholarships, which are often available to international students, including the Vanier and Trudeau scholarships, the Ontario Trillium Scholarships, Elia Scholars Program, and the Graduate Fellowships for Academic Distinction. International students are also encouraged to seek internal and external opportunities via the FGS site, the Student Financial Services awards search ([http://sfs.yorku.ca/scholarships/award\\_search/index.htm](http://sfs.yorku.ca/scholarships/award_search/index.htm)) and the Government of Canada international awards database (<http://www.scholarships-bourses.gc.ca/scholarships-bourses/index.aspx?lang=eng>). FGS is also working with the Advancement office to seek new award opportunities for international students.

## Looking Forward: 2016 and Beyond

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**Awards Management System:** The Faculty of Graduate Studies, in collaboration with Student Financial Services and the Advancement office, has begun the process of acquiring and implementing an awards management system which will facilitate the administration of awards, in particular, internal awards which are currently paper-based. This system will support the entire application process from students searching for and submitting applications to eligible awards, scholarships and bursaries to the adjudication and notification of results. Between January and March of 2016, FGS undertook consultation sessions with its internal staff, relevant units (SFS, Advancement, Registrar's Office, UIT, and OIPA) as well as graduate programs, graduate students and post-doctoral fellows in order to identify the design of the system from all user perspectives. We expect that the awards management program will not only enhance student experiences but also significantly improve administrative efficiency for all stakeholders involved award management. Other Ontario universities that have recently implemented a similar system have reported a significant increase in the number of applications received while reducing administrative resources required for the adjudication.

**Data on Post-doctoral Fellows and Visitors:** The Faculty of Graduate Studies is pleased to have responsibility for postdoctoral scholars at York University as a new part of our mandate as of January

2015. Postdoctoral awards that FGS now supports the development of include CIHR, SSHRC and NSERC Postdoctoral Fellowships, as well as Banting Postdoctoral Fellowships, among other postdoctoral opportunities. Future reporting will include baseline and current data on postdoctoral fellowships and awards. As is outlined in the University Academic Plan 2015-2020, the institution is committed to increasing the number of post-doctoral fellows and visitors on our campus and supporting their funding and research pursuits.

# Academic Standards, Curriculum and Pedagogy Committee Report to Senate

At its meeting of 28 April 2016

## Notice of Motion

### 1. Establishment of the Degree of Bachelor of Commerce • School of Administrative Studies • Faculty of Liberal Arts & Professional 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 Bachelor of Commerce.**

#### Rationale

The recommendation to establish the new degree of Bachelor of Commerce at York is one component of an initiative to change the degree designation of the existing Bachelor of Administrative Studies (BAS) to a Bachelor of Commerce (BCom). The three distinct steps to implement the initiative are as follows:

- i. establish the Bachelor of Commerce degree designation at York
- ii. change the BAS degree program to a BCom program
- iii. close the degree designation of Bachelor of Administrative Studies.

Upon approval of the degree type by Senate, the two companion resolutions will proceed consecutively to Senate for approval.

As the proposal sets out in detail (Appendix A) the change in degree designation is to better enable graduates' career success. The Bachelor of Commerce (BCom) is a highly recognized degree that is in place in many universities in Ontario and Canada, and the nomenclature is well-known externally; the BAS was proving to be less familiar terminology to employers. The student learning outcomes and the degree requirements of the BAS program are not changing with the migration to the BCom. Clarity about the nature of the degree program, the skills and knowledge it imparts will be improved by the title of Bachelor of Commerce; this in turn will support graduates' employment opportunities.

The School of Administrative Studies and the Dean of Liberal Arts & Professional Studies are keen advocates of this change. ASCP found the case to migrate the existing program to a Bachelor of Commerce degree persuasive for its significant importance to York's students and alumni; the Academic Policy, Planning & Research Committee concurs with the recommendation.

# **Academic Standards, Curriculum and Pedagogy Committee Report to Senate**

The Schulich School of Business was consulted about the initiative. Dean Horvath noted that distinct mandates and program names (BBA at Schulich and BAS within LA&PS) have enabled the two Schools to operate successfully on the same campus. The change from a BAS to a BCom degree designation maintains the name distinction between the programs and, with the student learning outcomes and requirements untouched, it holds the mandates of the Schools constant. To that end, the initiative has the support of Schulich. A copy of the Dean's statement is included in the appendix. The Provost has recorded her support for the initiative as well and is satisfied that the consultation between Schulich and LA&PS has resulted in agreement to move forward.

It will be proposed that the new degree and program name will be effective FW 2017-2018. As has been done in prior instances of degree designation modifications, alumni will be offered the option to change the designation of their BAS degree to BCom. The School of Administrative Studies and the Faculty of Liberal Arts & Professional Studies are working with the Office of the Registrar to develop the implementation plans and timelines.

**Approvals:** LA&PS Council 10 March • ASCP 23 March • APPRC (concurrence) 7 April

## **Consent Agenda**

### **2. Changes to Degree Requirements and Admission Requirements for the International Business Law Specialization, Professional LLM • Osgoode Hall Law School / Faculty of Graduate Studies**

ASCP recommends,

**That Senate approve changes to the degree and admission requirements for the International Business Law Specialization within the Professional LLM program housed in the Osgoode Hall Law School, as set out in Appendix B.**

#### **Rationale**

The International Business Law LLM specialization within the Professional LLM program was originally designed - in 2007 - to deliver advanced knowledge of Canadian and international law to internationally trained lawyers who were expected to return to their home country following completion of the LLM program. Two circumstances with the Specialization have emerged over the last decade: many of the international students are wishing to become accredited to practice law in Canada and Canadian JD graduates and non-lawyers with related professional experience are increasingly interested in the International Business Law specialization. In response the program is proposing changes to the admission and degree requirements to accommodate both developments.

# **Academic Standards, Curriculum and Pedagogy Committee Report to Senate**

The admission standards are being revised from requiring an accredited law degree obtained outside of Canada to requiring a Canadian JD or its equivalent from a university outside of Canada. Originally intended for non-Canadian trained lawyers, the degree requirements included foundational courses in core Canadian law subjects. Broadening the cohort of students to include Canadian JD holders necessitates revisions to the core curriculum, specifically to replace the foundational courses in Canadian law with core international business law courses. International students in the Specialization without core Canadian law subject equivalencies will be required to complete the foundational courses as a condition of admission. In addition, the structure of the Specialization has been revised to align with the majority of the other Professional LLM Specializations, whereby students choose a 36-credit coursework + research paper option or a 30-credit coursework + MRP option. The student learning outcomes for the program remain the same. The proposal is included in the attached Appendix.

**Approvals:** FGS Council 3 March 2016 • ASCP 6 April 2016

## **For Information**

### **1. Minor Modifications to Curriculum**

The following Minor Modifications / proposals were approved:

#### *Education*

Establishment of academic penalty legislation for BA degrees within the Faculty of Education (Mirrors the legislation for BA degrees in LA&PS, Health, Science Faculties)

#### *Graduate Studies*

Minor changes to requirements for the MSc and PhD programs in Biology  
Approval of the new MSTM rubric for the Master of Management degree program.

#### *Lassonde School of Engineering*

Minor changes to the core requirements for all BEng programs  
Minor changes to requirements for the BEng program in Civil Engineering  
Minor changes to requirements for the BEng program in Mechanical Engineering

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

# Academic Standards, Curriculum and Pedagogy Committee

## Report to Senate

### 2. Report on External Program Decisions

#### a. Quality Council Program Approval Decisions

The York University Quality Assurance Policy and its associated Procedures (YUQAP) together comprise the Senate legislation governing York's quality assurance process. The process requires the Vice-Provost Academic to submit new program and diploma proposals to Quality Council following Senate's approval. In turn, decisions from Quality Council are conveyed to the Vice-Provost who transmits them to ASCP for information.

The following are the decisions from Quality Council on York's program submissions between June 2015 – March 2016.

Program	Senate Approval	Quality Council Decision
Master of Leadership and Community Engagement	September 2015	<b>Approved to commence</b> (November 2015)
Nursing, PhD	November 2015	<b>Approved to commence with two reports</b> (December 15)  Reports: i. to be submitted at the time of admission of the first cohort of students: An update on the implementation of the hiring plan, including a program director and additional faculty ii. To be submitted four years following the admission of the first cohort of students, an update on: Enrolments in the program and provide the time of entry for each student and the proportion of students who have completed the comprehensive examination requirements by the 28 <sup>th</sup> month
Master of Real Estate and Infrastructure Schulich School of Business / FGS	December 2015	<b>Approved to Commence with Report</b> (January 2016):  The report to be submitted one year following the admission of the first cohort of students to provide an update on the implementation of the faculty hiring plan.

**Academic Standards, Curriculum and  
Pedagogy Committee  
Report to Senate**

Dual Credential Master's in Public and International Affairs; York and Laval Universities	March 2016	<b>Approved to commence</b> (April 2016)
Diploma in Intermediate Accounting (Type 3) Schulich School of Business	April 2015	<b>Approved to Commence</b> (July 2015)
Diploma in Advanced Accounting (Type 1) Schulich School of Business	February 2015	<b>Approved to Commence</b> (April 2015)
Diploma in Professional Accounting (Type 3) School of Administrative Studies	February 2015	<b>Approved to Commence</b> (April 2015)

*Alice Pitt, Acting Chair*

**York University**  
**New Program Brief**  
**of the**  
**Bachelor of Commerce**  
**March 15, 2016**

## **1. Introduction**

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

This is a proposal to establish the Bachelor of Commerce degree (BCom) at York University, effective September 2017. The BCom is one of the two most recognized management undergraduate degree types in Canada and is offered by several universities in Ontario, including the University of Toronto, McMaster University, University of Ottawa, Laurentian University, Carleton University and the University of Ontario Institute of Technology.

With the approval of the Bachelor of Commerce degree, this new designation will replace the existing designation for the program, the Bachelor of Administrative Studies (BAS)<sup>i</sup>. The BAS designation will be expired.

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

The proposal to establish the degree type and to change the degree designation of the Bachelor of Administrative Studies (BAS) and program(s) name to the new degree type Bachelor of Commerce (BCom) does not imply a change in substance, focus or direction of the program in general or program(s) in particular. The fundamental motivation for changing the name of the degree granted by York is to address the challenges that student and alumni are having in career pursuits. The proposed new degree type and change of name represents the culmination of a process initiated by alumni and students who have stressed the critical need to clarify for external communities and employers that the degree program is a business degree. The establishment of the BCom degree and changing the BAS designation to BCom will achieve that outcome for York graduates.

The degree level expectations articulated for the BAS degrees, Bachelor (90 credits), Specialized Honours (120 credits), and the Specialized Honours BAS – ITEC program, are not changing for the BCom degree (See Appendix C). Similarly, no changes to the admission (see 6.1), academic progression or graduation requirements for the BCom degree are proposed in conjunction with the establishment of the new degree type.

This submission follows the YUQAP guidelines for a new program under expedited approval; accordingly, a Bachelor of Commerce will be established as a new degree designation, the existing Bachelor of Administrative Studies programs will be approved as meeting the BCom requirements in their current forms and the designation changed to BCom, and the Bachelor of Administrative Studies will be retired as a degree designation at York.

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

The Bachelor of Commerce will be housed in the School of Administrative Studies in the Faculty of Liberal Arts and Professional Studies. The other degree offered by the School is the Bachelor of Disaster and Emergency Management. This last program is not affected by the change from BAS to BCom. The Honours Minor programs in Business, Marketing and Disasters and Emergency Management are not affected.

## **2. General Objectives of the Program**

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

The Bachelor of Commerce offered by the School of Administrative Studies aims to meet the diverse needs of traditional, mature, part-time, evening and online students seeking management education with flexibility and accessibility so they will become responsible and informed citizens with capabilities to face future challenges. Areas of disciplinary focus within the new program are as follows: Accounting, Governance and Law; Audit, Management Information Systems & Income Tax Law; Finance; Management; Management Science; Marketing. These areas are consistent with areas currently offered under the Bachelor of Administrative Studies designation.

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

The Bachelor of Commerce program will continue to play an important role within York by contributing to the achievement of both the University's and Faculty's academic priorities.

The proposed change in degree type is not a new idea and was originally proposed in 2002. More recently, it has been put forth as a key priority in multiple planning documents discussed at the Faculty and University levels. In support of the Integrated Institutional Resource Plan and LA&PS' five-year academic plan 2015-2020, the School of Administrative Studies identified the establishment of the new degree type and change over as a specific initiative towards the achievement of the goal to bring "Better Recognition, Image and Visibility for the School".

Further, it was included as an initiative in the Decanal Implementation Plan of Nov 2<sup>nd</sup>, 2015 in response to the external reviewer's report on the recent Cyclical Program Review of the School of Administrative Studies.

## **3. Need and Demand**

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

The Bachelor of Commerce nomenclature is not currently used by any unit within York University. There is one degree that has the term 'commerce' in it, but there is no duplication in content or focus (Mathematics for Commerce - MATC).

The use of the BCom designation does not change the clear distinction between it and the Bachelor of Business Administration offered by the Schulich School of Business. A significant number of students in the current BAS program are university and college transfers and international students. The majority of the program courses are available during the day, evenings, weekends and throughout the year with many summer course offerings. In contrast, Schulich's undergraduate student population is derived primarily from direct-entry high school students and the program is based upon the full-time cohort model.

The proposed change of degree designation will clarify, particularly to the broader community outside of York, the content and outcomes of the degree program. With the creation of the BCom degree, York University will be ensuring that our students, who are graduating into the global workplace, are provided with a sense of clarity knowing that the content and nature of their studies is reflected in the designation of a BCom as understood in the business community locally or internationally. As highlighted in Appendix D, the proposed name is consistent with the names of similar programs offered in Canada and several other countries.

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

The robust enrolments in the BAS program confirm the ongoing need and demand for this degree program at York. In the 2014 academic year the program had 3,475 students registered (over 3,000 full time equivalents). There are several units within the University that might benefit from this change in name (admissions, York International, career center). External stakeholders that have endorsed this change in name include CPA Ontario, which has recently accredited offerings that were originally accredited by the three legacy organizations (CA, CMA and CGA), and the Office of the General Auditor – Ontario. The programs have been successful in attracting qualified international students, and our recruitment efforts will be well-served by a degree designation that is internationally recognized. However, most importantly all current student and alumni, who are disadvantaged due to current perceptions of various stakeholders and software screens used by employers and firms, will significantly benefit from this change. Given the program's historical role of serving non-traditional students, the proposed change in degree designation will significantly enhance the outcomes for students.

With respect to the change in degree designation, there is considerable student interest in that outcome. With the approval of that change, it is anticipated that the number of students pursuing a Bachelor of Commerce or the other programs currently offered by the School such as the Honours Minors in Business or Marketing, will grow given the degree name recognition.

## **4. Program Content and Curriculum**

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

The program requirements for the Bachelor of Commerce will not change from the Bachelor of Administrative Studies. Similarly the various degree options (90-credit and Specialized Honours) will not change. They are set out in Appendix A. The review report from a very recent cyclical program review endorses the program offerings and has encouraged better clarity in terms of marketing them. The review process has yet to be fully culminated; however, the quality of the program was recognized and endorsed.

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

There are no new courses required to offer in the Bachelor of Commerce (BCom). Instead the courses that are currently part of the BAS will continue to be offered. They are listed in Appendix B.

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

Currently the class size in the BAS courses ranges from [35 – 150]. Introductory courses have higher enrolments; upper year courses where choice is broader have smaller enrolments. No increases to the class size for the Bachelor of Commerce program are anticipated.

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

Detailed information about degree requirements as displayed on the LAPS websites and University Calendar is in Appendix A. The change will only affect the BAS (90 credits and specialized honours) and BAS-ITEC (specialized honours). No other program currently offered by the School of Administrative Studies will experience any change (Bachelor of Disasters and Emergency Management, honours minors or certificates).

## **5. Program Structure, Learning Outcomes and Assessment**

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

The degree level expectations of the BCom degree are not changing from those articulated for the BAS degree. The current BAS and BAS-ITEC Degree-Level Expectations will become the BCom and BCom-ITEC Degree-Level Expectations. See Appendix C for details.

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

See Appendix C

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

See Appendix C

## **6. Admission Requirements**

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

The admission requirements in place for the BAS program will continue to support the BCom program. The established requirements prepare students to tackle the analytical rigour of the curriculum. In addition to the standard university admission requirements (OSSD, ENG4U and five additional 4U or M courses), students entering the BCom are required to have completed one 4U mathematics MHF4U (Advanced Functions), or the equivalent.

Students also must meet the University's English Language Proficiency Requirements.

## **7. Resources**

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

Faculty associated with the existing Bachelor of Administrative Studies will continue to deliver courses in the Bachelor of Commerce program. The University is committed to sustaining the program. See Table 1 for the faculty member listing and their area of expertise. The recent reviewer's report for the cyclical program review recognizes the current capacity of the Faculty to provide adequate resources for the program offerings, and the Dean's Implementation Plan has committed to renewal in specific areas of demand due to retirements.

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

As is currently the case with the BAS programs, retired and contract instructors play a role in delivering the program, based on collective agreement clauses and strong requirements for part-time instructors to provide active and current professional expertise in a rapidly-changing landscape. The requirements to be invited as a part time course director depend on the area of expertise. For instance to teach accounting or finance courses there is a clear preference for professional designation holders (such as CFA, CFP, CPA and any of its legacy designation CA, CMA or CGA).

**7.3 As appropriate, identify major laboratory facilities/equipment that will be available for use by undergraduate or graduate students and to support faculty research, and commitments/plans for the next 5 years.**

N/A

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

The School of Administrative Studies recognizes the importance of student space, especially at a commuter university like York. The Faculty of Liberal Arts & Professional Studies is undertaking a comprehensive long-term space planning exercise, the Dean's Office is exploring options to provide additional student space, including for students within the BCom program; also there are plans to enhance the professional and academic image of the School's front desk, main administrative office and Directors' suite.

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

The majority of the courses, if not all, have a dedicated course web site on Moodle. The course web sites contain multiple instructional resources designed to enrich the student's learning experience. The content of a course web site includes power point presentations used in class, recorded classes, additional exercises with solutions, assignments, quizzes, discussion forums, past examinations with complete solutions, etc.

Several initiatives are designed and offered jointly with other members of York to enhance the student's learning experience and academic achievements. Several introductory and intermediate courses offer tutorial sessions outside the hours of classes. For courses perceived as specially challenging, the New College offer PASS sessions. Recently a math boot camp has been included in the regular offerings in late summer with the aim to get students ready for quantitative courses.

There are an array of courses that go beyond the norm by engaging students in more intense types of experiential learning such as: 1) use of accounting or MRP software (SAP), 2) simulations of management or marketing decisions, 3) preparation for community services (tax clinics), etc.

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

The class sizes and mode of delivery for courses required for the Bachelor of Commerce will not be fundamentally different; the School of Administrative Studies is committed to continuous improvement of the student experience. Almost all courses have experiential learning components built in. In a business degree, reading the news and developing the ability to analyse reports in combination with case studies provides relevant experiential learning.

In addition, through the Career Center at York University, students in the Bachelor of Commerce will continue to be able to access a set of internships in the various fields of specialization: finance, marketing, management and accounting. There is no expectation to change the mode of operation; therefore no new resources would be needed.

**Table 1 – Listing of Faculty**

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

Area	Faculty Member	Rank
Accounting, Governance and Law	Evans, Paul	Assistant Professor
	Gaber, Brian	Professor (retires July 2016)
	Gelinas, Patrice	Associate Professor
	Kwon, Sung	Professor
	Lai, Liona	Associate Professor
	Leblanc, Richard	Associate Professor
	Ma, Mary	Assistant Professor
	Parkinson, John	Professor
	Peng, Songlan	Associate Professor
	Porporato, Marcela	Associate Professor
	Spraakman, Gary	Professor
	Wang, Haiping	Assistant Professor
	Waweru, Nelson	Associate Professor
Audit Management Information Systems / Tax	Hwong, Thaddeus*	Associate Professor
	Jones, Joanne C	Associate Professor
	Magee, Joanne*	Associate Professor
	Sanchez-Rodriguez,	Associate Professor
	Splettstoesser, Ingrid	Associate Professor
Finance	Domian, Dale	Professor
	Ho, Kwok	Associate Professor
	Li, Xiaofei	Associate Professor
	Lim, William	Associate Professor
	Letkiewicz, Jodi	Assistant Professor
	Robinson, Chris	Associate Professor
	Tahani, Nabil	Associate Professor
	Yildirim, Semih	Associate Professor
Management	Chuang, You-Ta	Associate Professor
	Deutsch Salamon,	Associate Professor
	Lehrer, Keith	Assistant Professor
	Richardson, Julia*	Associate Professor
	Shen, Jung-Chin	Associate Professor
	Schwartz, Mark	Associate Professor
	Thomson, Kelly	Assistant Professor
	Tsasis, Peter**	Associate Professor
	Marcus, Joel	Assistant Professor
	Karakowsky, Len*	Professor

<b>Area</b>	<b>Faculty Member</b>	<b>Rank</b>
Management Science	Bartel, Henry	Professor
	Huang, Rong Bing	Associate Professor
	Karakul, Mustafa	Associate Professor
	Ng, Peggy	Professor
	Qudrat-Ullah, Hassan	Associate Professor
	Solis, Adriano	Associate Professor
	Toyasaki, Fuminori	Associate Professor
Marketing	Carbonell-Foulquie, Pilar	Associate Professor
	Li, Lee	Professor
	Maute, Manfred	Professor
	Rusetski, Alex	Associate Professor
	Snow, Kim	Associate Professor
	Strebinger, Andreas	Associate Professor
	Whelan, Jodie	Assistant Professor

Note: \* Cross-appointed to another LA&PS unit; \*\* Cross-appointed to Faculty of Health.

## 8. Enrolment Projections

**8.1 Indicate the anticipated implementation date (i.e. year and term of initial intake), and provide details regarding the anticipated yearly in-take and projected steady-state enrolment target, including when steady-state will be achieved.**

It is anticipated that the change of degree type will attract more applicants as the nomenclature is more familiar. For example, we might anticipate increased enrolments in terms of students pursuing a degree on a part-time basis as well as students transferring credits from other post- secondary institutions to complete a degree.

	<b>Enrolment Heads</b>	<b>Fiscal Full-Time Equivalent</b>
BAS 2013	3,461	3,091
BAS 2014	3,475	3,067
BAS 2015	3,412	3,022
BAS 2016	3,512	3,115
BCOM 2017	3,512	3,115

## 9. Support Statements

Support statements are required from:

- relevant Dean(s)/Principal, with respect to the adequacy of existing human (administrative and faculty), physical and financial resources necessary to support the program, as well as the commitment to any plans for new/additional resources necessary to implement and/or sustain the program

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

All support statements received to date are included in **Appendix E**.

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<sup>i</sup> The name of the Bachelor of Administrative Studies is rooted in York University's history. In the origins of York there were two separate academic units: (1) the Faculty of Administrative Studies, renamed Schulich School of Business in 1995, and (2) the Department of Administrative Studies in Atkinson College, later renamed the School of Administrative Studies. The former Faculty of Administrative Studies (later the Schulich School of Business) started offering the Master of Business Administration (MBA) and later started with the Bachelor of Business Administration (BBA) as a delayed entry program. More recently, the BBA moved to a full 4-year program. The Department of Administrative Studies (later the School of Administrative Studies) started offering a Bachelor of Arts with major in Administrative Studies, and later a new degree was created: the Bachelor of Administrative Studies (BAS). The BAS degree was created to offer significantly more business/management content while still maintaining strong ties with liberal arts education. At that time Atkinson Administrative Studies was a brand, so it was natural to adopt the BAS name. The proposal to change the name of BAS to BCom will apply to all BAS degrees issued by York University, but not to the BA with major in Administrative Studies.

## **Appendix A**

**Calendar copy as posted on the LAPS website:**

**Bachelor of Commerce (BCom)**

**Bachelor of Commerce – Information Technology (BCom – ITEC)**



## Administrative Studies

### Bachelor of Commerce (BCom) to replace Bachelor of Administrative Studies (BAS)

#### School of Administrative Studies

#### Program Requirements

Students prior to entering the **BCom** are required to have completed one 4U mathematics MHF4U (Advanced Functions), or the equivalent.

AP/ADMS 1000 3.00, Introduction to Administrative Studies must be successfully completed prior to taking a course for which it is a prerequisite. For all other ADMS courses, AP/ADMS 1000 3.00 may be taken concurrently (corequisite) with the first ADMS course(s) taken.

For students with a prior degree in business-related programs, AP/ADMS 1000 3.00 is waived as a prerequisite for administrative studies courses. Students must replace the course with three credits in administrative studies.

The following notes apply to the Honours **BCom** and **BCom** programs:

#### Notes:

1. *These courses will not count toward the fulfillment of the 18 credits outside the major.*

AP/PHIL 3570 3.00 *Ethics of Administration*  
 HH/PSYC 3570 3.00 *Organizational Psychology*

2. *4000-level courses are open only to students in the Honours program who have completed a minimum of 78 credits, except for certain courses included within certificates where there is a C+ grade requirement on prerequisite courses. Any student may take these courses provided requirements are met.*

2. *Students are recommended to consider, when choosing their 18 required credits outside the major, the following courses in related disciplines through the School of Public Policy and Administration: AP/PPAS 2910 6.00 (cross-listed to: AP/POLS 2910 6.00).*
3. *Faculty of Liberal Arts and Professional Studies courses are recognized towards certification in a number of professional programs.*
4. *Students of professional associations should note that degree requirements must be followed. Those who wish to combine a degree and professional designation or otherwise take courses at the Faculty of Liberal Arts and Professional Studies, in accordance with Faculty requirements, are advised to obtain full details from the organizations involved which include:*

- Appraisal Institute of Canada (Ontario)
- Canadian College of Health Service
- Executives
- Canadian Institute of Marketing
- Canadian Institute of Traffic and Transportation
- Chartered Professional Accountants (CPA) Ontario
- Credit Union Institute of Canada
- Financial Planners Standards Council
- Human Resources Professionals
- Associations of Ontario
- Institute of Canadian Bankers
- Institute of Materials Management
- Societies
- Institute of Municipal Assessors of Ontario
- Ontario Association of Certified
- Engineering Technicians and Technologists
- Information Systems Audit and Control Association (ISACA)
- Purchasing Management Association of Canada
- Real Estate Institute of Canada (Toronto Chapter)
- Supply Chain & Logistics Canada (SCL)
- The Canadian Institute of Certified Administrative Managers



## Administrative Studies

- The Institute of Chartered Secretaries and Administrators in Canada
- The Insurance Institute of Ontario

### Specialized Honours BCom: 120 Credits

There are at present seven streams in the Specialized Honours **BCom** program. The prerequisites and requirements appear below.

Students prior to entering the **BCom** are required to have completed one 4U mathematics, MHF4U (Advanced Functions) or the equivalent.

**Residency requirement:** a minimum of 30 course credits and at least half (50 per cent) of the course credits required in each undergraduate degree program major/minor must be taken at York University.

**Graduation requirement:** students must successfully complete (pass) at least 120 credits which meet the Faculty's degree and program requirements with a cumulative grade point average of at least 5.00 and a major grade point average of at least 5.50.

**General education:** 18 credits of general education chosen from approved courses in humanities, modes of reasoning, natural science and social science. Minimum six credits in each of three areas: humanities, modes of reasoning, natural science and social science. Modes of Reasoning is recommended.

**Major credits:** 78 credits including:

(i) Required Honours standard core courses: 45 credits including:

- AP/ADMS 1000 3.00;
- AP/ADMS 1010 3.00;
- AP/ADMS 2200 3.00;

- AP/ADMS 2320 3.00;
- AP/ADMS 2400 3.00;
- AP/ADMS 2500 3.00;
- AP/HRM 2600 3.00 (cross-listed to: AP/ADMS 2600 3.00);
- AP/ADMS 2510 3.00;
- AP/ADMS 2511 3.00;
- AP/ADMS 2610 3.00;
- AP/ADMS 3330 3.00;
- AP/ADMS 3530 3.00\*;
- AP/ADMS 3660 3.00;
- AP/ADMS 4900 3.00;
- three additional credits in ADMS.

\*Students in the human resources stream may substitute any 3000 level or above ADMS course in place of AP/ADMS 3530 3.00.

Students who wish to meet the requirement of CHRP certification should take AP/HRM 3430 3.00 (cross-listed to: AP/ADMS 3430 3.00).

(ii) 33 additional credits at the 3000 level or above as specified in the requirements for one of the seven streams as described below. At least 18 credits in the major must be at the 4000 level.

**Upper-level credits:** at least 36 credits at the 3000 or 4000 level, including at least 18 credits at the 4000 level.

**Credits outside the major:** at least 18 credits including AP/ECON 1000 3.00 and AP/ECON 1010 3.00.

### Accounting Stream

(i) The required Honours standard core 45 credits.

(ii) 33 additional credits as follows:

- AP/ADMS 3510 3.00;
- AP/ADMS 3520 3.00;
- AP/ADMS 3585 3.00;



## Administrative Studies

- AP/ADMS 3595 3.00;
- three additional credits in ADMS at the 3000 level or above;
- AP/ADMS 4515 3.00 or AP/ADMS 4551 3.00;
- AP/ADMS 4561 3.00;
- AP/ADMS 4590 3.00;
- AP/ADMS 4510 3.00 or AP/ADMS 4520 3.00;

Six credits at the 4000 level in administrative studies to be selected from:

- AP/ADMS 4510 3.00;
- AP/ADMS 4520 3.00;
- AP/ADMS 4540 3.00;
- AP/ADMS 4552 3.00;
- AP/ADMS 4553 3.00;
- AP/ADMS 4560 3.00;
- AP/ADMS 4562 3.00;
- AP/ADMS 4563 3.00;
- AP/ADMS 4570 3.00.

**Note:** students must complete at least 18 credits at the 4000 level in the major.

### Business Research Stream

(i) The required Honours standard core 45 credits.

(ii) 33 additional credits as follows:

- AP/ADMS 3300 3.00;
- AP/ADMS 3352 3.00 (cross-listed to: AP/ECON 3130 3.00);
- AP/ADMS 4250 3.00;
- AP/ADMS 4260 3.00;
- AP/ADMS 4265 3.00;
- AP/ADMS 4300 3.00;
- AP/ADMS 4370 3.00;
- 12 additional credits at the 3000 level or above in administrative studies.

**Note:** students must complete at least 18 credits at the 4000 level in the major.

### Finance Stream

(i) The required Honours standard core 45 credits.

(ii) 33 additional credits as follows:

- AP/ADMS 3531 3.00;
- AP/ADMS 3541 3.00;
- one of: AP/ADMS 4501 3.00, AP/ADMS 4540 3.00;

At least 12 credits chosen from the following:

- AP/ADMS 4501 3.00;
- AP/ADMS 4502 3.00;
- AP/ADMS 4503 3.00;
- AP/ADMS 4504 3.00;
- AP/ADMS 4505 3.00;
- AP/ADMS 4506 3.00;
- AP/ADMS 4535 3.00;
- AP/ADMS 4536 3.00;
- AP/ADMS 4540 3.00;
- AP/ADMS 4541 3.00;
- AP/ADMS 4542 3.00;
- 12 additional credits at the 3000 level or above in administrative studies.

**Note:** students must complete at least 18 credits at the 4000 level in the major.

### Human Resources Management Stream

(i) The required Honours standard core 45 credits.

(ii) 33 additional credits as follows:

- AP/HRM 3400 3.00 (cross-listed to: AP/ADMS 3400 3.00, HH/HLST 3240 3.00);
- AP/HRM 3410 3.00 (cross-listed to: AP/ADMS 3410 3.00);
- AP/HRM 3422 3.00 (cross-listed to: AP/ADMS 3422 3.00);



## Administrative Studies

- AP/HRM 3470 3.00 (cross-listed to: AP/ADMS 3470 3.00);
- AP/HRM 3490 3.00 (cross-listed to: AP/ADMS 3490 3.00);
- AP/HRM 4460 3.00 (cross-listed to: AP/ADMS 4460 3.00);

15 credits at the 4000 level in administrative studies chosen from:

- AP/ADMS 4010 3.00;
- AP/ADMS 4370 3.00;
- AP/ADMS 4444 3.00 (cross-listed to: AP/HRM 4444 3.00);
- AP/ADMS 4910 3.00;
- AP/HRM 4050 3.00 (cross-listed to: AP/ADMS 4050 3.00);
- AP/HRM 4410 3.00 (cross-listed to: AP/ADMS 4410 3.00);
- AP/HRM 4420 3.00 (cross-listed to: AP/ADMS 4420 3.00);
- AP/HRM 4430 3.00 (cross-listed to: AP/ADMS 4430 3.00);
- AP/HRM 4440 3.00 (cross-listed to: AP/ADMS 4440 3.00);
- AP/HRM 4470 3.00 (cross-listed to: AP/ADMS 4470 3.00);
- AP/HRM 4480 3.00 (cross-listed to: AP/ADMS 4480 3.00);
- AP/HRM 4481 3.00 (cross-listed to: AP/ADMS 4481 3.00);
- AP/HRM 4485 3.00 (cross-listed to: AP/ADMS 4485 3.00);
- AP/HRM 4490 3.00 (cross-listed to: AP/ADMS 4490 3.00);
- AP/HRM 4495 3.00 (cross-listed to: AP/ADMS 4495 3.00).

### Notes:

1. Courses outside the major that may be of interest to human resources management students are: AP/ECON 3590 3.00, AP/ECON 3259 6.00, AP/ECON 3620 3.00, AP/ECON 3790 3.00, AP/ITEC 1010 3.00, HH/NURS 3770 3.00, AP/PHIL 3020 3.00, AP/POLS 3415 6.00, HH/PSYC 2120 3.00,

HH/PSYC 2130 3.00, HH/PSYC 2210 3.00, HH/PSYC 2230 3.00, HH/PSYC 3410 3.00, HH/PSYC 3420 3.00, HH/PSYC 3540 3.00, AP/SOCI 2030 6.00, AP/SOCI 3480 6.00 (cross-listed to: AP/HREQ 3480 6.00), AP/SOCI 3680 3.00 (cross-listed to: AP/REI 3680 6.00), AP/SOSC 2410 6.00, AP/REI 3580 3.00, AP/GL/WMST 3510 6.00 (cross-listed to: AP/SOSC 3130 6.00, GL/WKST 3610 6.00), AP/HREQ 3414 6.00 (cross-listed to: AP/SOCI 3414 6.00).

2. Under the certification process, HRP AO requires an average of 70 per cent with the lowest acceptable grade in any required course of 65 per cent.
3. Students must complete at least 18 credits at the 4000 level in the major.

### Management Stream

(i) The required Honours standard core 45 credits.

(ii) 33 additional credits as follows:

- AP/ADMS 3930 3.00;
- AP/ADMS 4010 3.00;
- AP/ADMS 4910 3.00;

(iii) nine additional credits selected from the following:

- AP/ADMS 3300 3.00;
- AP/ADMS 3960 3.00;
- AP/ADMS 4444 3.00 (cross-listed to: AP/HRM 4444 3.00);
- AP/ADMS 4940 3.00;
- AP/HRM 4495 3.00 (cross-listed to: AP/ADMS 4495 3.00);

(iv) 15 additional credits selected from AP/ADMS 3000 and 4000 level courses.

**Note:** students must complete at least 18 credits at the 4000 level in the major.



## Administrative Studies

### Management Science Stream

(i) The required Honours standard core 45 credits.

(ii) 33 additional credits as follows:

Nine credits:

- AP/ADMS 3300 3.00;
- AP/ADMS 3331 3.00;
- AP/ADMS 3351 3.00 (cross-listed to: AP/ECON 3120 3.00);

18 additional credits selected from the following:

- AP/ADMS 3345 3.00;
- AP/ADMS 3350 3.00;
- AP/ADMS 3352 3.00 (cross-listed to: AP/ECON 3130 3.00);
- AP/ADMS 3353 3.00;
- AP/ADMS 3360 3.00;
- AP/ADMS 4300 3.00;
- AP/ADMS 4331 3.00;
- AP/ADMS 4333 3.00;
- AP/ADMS 4340 3.00;
- AP/ADMS 4345 3.00;
- AP/ADMS 4353 3.00;
- AP/ADMS 4360 3.00;
- AP/ADMS 4370 3.00.

An additional six credits at the 4000 level in administrative studies. This may include courses not previously taken from the list above.

**Note:** students must complete at least 18 credits at the 4000 level in the major.

### Marketing Stream

(i) The required Honours standard core 45 credits.

(ii) 33 additional credits as follows:

- AP/ADMS 3210 3.00;
- AP/ADMS 3220 3.00;
- AP/ADMS 4250 3.00;
- AP/ADMS 4260 3.00;
- 15 additional credits in marketing to be chosen from any AP/ADMS marketing course (starting with the numbers 32 or 42);
- six additional credits from any 4000-level administrative studies courses.

**Note:** students must complete at least 18 credits at the 4000 level in the major.

### BCom: 90 Credits

Students prior to entering the **BCom** are required to have completed 4U mathematics, MHF4U (Advanced Functions) or the equivalent.

**Residency requirement:** a minimum of 30 course credits and at least half (50 per cent) of the course credits required in each undergraduate degree program major/minor must be taken at York University.

**Graduation requirement:** students must successfully complete (pass) at least 90 credits which meet the Faculty's degree and program requirements. The cumulative grade point average for must be at least 5.00 and the major grade point average 5.00.

**General education:** 18 credits of general education chosen from approved courses in humanities, modes of reasoning, natural science and social science. Minimum six credits in each of three areas: humanities, modes of reasoning, natural science and social science. Modes of reasoning is recommended.

**Major credits:** 54 credits including:

(i) Required core courses: 42 credits including:

- AP/ADMS 1000 3.00;



# Administrative Studies

- AP/ADMS 1010 3.00;
- AP/ADMS 2200 3.00;
- AP/ADMS 2320 3.00;
- AP/ADMS 2400 3.00;
- AP/ADMS 2500 3.00;
- AP/HRM 2600 3.00 (cross-listed to: AP/ADMS 2600 3.00);
- AP/ADMS 2510 3.00;
- AP/ADMS 2511 3.00;
- AP/ADMS 2610 3.00;
- AP/ADMS 3330 3.00;
- AP/ADMS 3530 3.00;
- AP/ADMS 3900 3.00 or AP/ADMS 3920 3.00;
- three additional credits in ADMS.

(ii) 12 additional administrative studies credits at the 3000 level or above.

**Upper-level credits:** at least 18 credits at the 3000 or 4000 level.

**Credits outside the major:** at least 18 credits including AP/ECON 1000 3.00 and AP/ECON 1010 3.00.

### Course Substitutes

Subject to course exclusions, program requirements/restrictions and residency requirements, the following courses are acceptable substitutes for the purpose of meeting BAS program requirements.

Program Course	Course Substitutes
AP/ADMS 1010 3.00	AP/ADMS 2420 3.00, AP/ADMS 2410 3.00
AP/ADMS 2600 3.00 (cross-listed to: AP/HRM 2600 3.00)	AP/ADMS 3480 3.00
AP/ADMS 3530 3.00	AP/ECON 4400 3.00
AP/ADMS 4540 3.00	AP/ECON 4410 3.00

**Program notes for BAS ITEC courses:** the following chart refers only to courses completed prior to entry to the BAS program.

BAS ITEC program course	BAS ITEC program course substitutes if completed prior to entering the program
AP/ITEC 1620 3.00	SC/CSE 1020 3.00
AP/ITEC 2620 3.00	SC/CSE 1030 3.00
AP/ITEC 3220 3.00	SC/CSE 3421 3.00
AP/ITEC 3230 3.00	SC/CSE 3461 3.00
AP/ITEC 1000 3.00	Students who have successfully completed CSE courses prior to entering the program may replace ITEC 1000 3.00 with any CSE course that has already been used towards the fulfillment of another requirement. Should no course remain, students may replace ITEC 1000 3.00 with any ITEC course not specifically required for completion of the major core.
SC/MATH 2320 3.00 and SC/MATH 2565 3.00	SC/MATH 1550 6.00 completed prior to entering the program.
SC/MATH 2565 3.00	SC/MATH 2560 3.00, SC/MATH 2570 3.00, SC/MATH 1131 3.00 completed prior to entering the program.



# Administrative Studies

**Program notes for BAS:** the following chart refers only to courses completed prior to entry to the BAS program.

BAS Program course	BAS course substitutes for Schulich courses complete prior to entering the program
AP/ADMS 1000 3.00 and three credits at the 1000 level	SB/MGMT 1000 3.00 and SB/MGMT 1010 3.00
AP/ADMS 1010 3.00	SB/MGMT 1010 3.00
AP/ADMS 2200 3.00	SB/MKTG 2030
AP/ADMS 2400 3.00	SB/OBIR 2000 3.00
AP/ADMS 2500 3.00	SB/ACTG 2010 3.00 and SB/ACTG 2011 3.00
AP/ADMS 2510 3.00	SB/ACTG 2020 3.00
AP/ADMS 2600 3.00	SB/OBIR 4200 3.00
AP/ADMS 3422 3.00	SB/OBIR 4250 3.00
AP/ADMS 3510 3.00	SB/ACTG 4400 3.00
AP/ADMS 3520 3.00	SB/ACTG 4710 3.00
AP/ADMS 3530 3.00	SB/FINE 2000 3.00
AP/ADMS 3531 3.00	SB/FINE 3200 3.00
AP/ADMS 3541 3.00	SB/FINE 4050 3.00
AP/ADMS 3585 3.00	SB/ACTG 3110 3.00
AP/ADMS 3595 3.00	SB/ACTG 3120 3.00
AP/ADMS 3660 3.00	SB/MGMT 1040 3.00
AP/ADMS 3920 3.00 and AP/ADMS 4000 3.00 unspecified	SB/ENTR 4600 3.00, SB/ENTR 4700, SB/ENTR 4800 3.00, SB/ENTR 4950 3.00
AP/ADMS 4210 3.00	SB/MKTG 4400 3.00
AP/ADMS 4225 3.00	SB/MKTG 4250 3.00
AP/ADMS 4240 3.00	SB/MKTG 4100 3.00
AP/ADMS 4245 3.00	SB/MKTG 4560 3.00

AP/ADMS 4260 3.00	SB/MKTG 3100 3.00
AP/ADMS 4285 3.00	SB/MKTG 4550 3.00
AP/ADMS 4510 3.00	SB/ACTG 4200 3.00
AP/ADMS 4520 3.00	SB/ACTG 4160 3.00
AP/ADMS 4540 3.00	SB/FINE 3100 3.00
AP/ADMS 4551 3.00	SB/ACTG 4600 3.00
AP/ADMS 4552 3.00	SB/ACTG 4620 3.00
AP/ADMS 4553 3.00	SB/ACTG 4610 3.00
AP/ADMS 4562 3.00	SB/ACTG 4720 3.00
AP/ADMS 4570 3.00	SB/ACTG 4450 3.00
AP/ADMS 4900 3.00 and must replace AP/ADMS 3900 3.00 with another 3000 or 4000 level ADMS course	SB/SGMT 4010 3.00



## Information Technology/Administrative Studies

### Bachelor of Commerce ITEC (BCom ITEC) to replace Bachelor of Administrative Studies ITEC (BAS ITEC)

#### School of Information Technology /School of Administrative Studies

#### Program Requirements

Note: students should refer to the Courses of Instruction section of information technology course prerequisites. Students prior to entering the **BCom** ITEC are required to have completed one 4U high school mathematics course or the equivalent within the last five years.

General prerequisites for all 3000 level or above courses: students must have successfully completed all 1000 and 2000 level required courses in information technology and mathematics required for their program option.

Student must obtain a minimum grade of C in either AP/ITEC 2610 3.00 or AP/ITEC 3010 3.00 in order to graduate.

#### Specialized Honours **BCom**: 120 Credits

Residency requirement: a minimum of 30 course credits and at least half (50 per cent) of the course credits required in each undergraduate degree program major/minor must be taken at York University.

Graduation requirement: students must successfully complete (pass) at least 120 credits which meet the Faculty's degree and program requirements with a cumulative grade point average of at least 5.00 and a major grade point average of at least 5.50.

General education: a minimum of 21 general education credits as follows:

- 6.00 credits in natural science (NATS)
- a 9.00 credit approved general education course in the social science or humanities categories
- a 6.00 credit approved general education course in the opposite category to the 9.00 credit course in social science or humanities already taken

Major credits: 75 credits including:

(i) Core: 60 credits including:

45 credits as follows:

- AP/ADMS 1000 3.00;
- AP/ADMS 2500 3.00;
- AP/ADMS 2510 3.00;
- AP/ADMS 2511 3.00;
- AP/ITEC 1000 3.00;
- AP/ITEC 1010 3.00;
- AP/ITEC 1620 3.00 or LE/EECS 1020 3.00;
- AP/ITEC 2610 3.00;
- AP/ITEC 3010 3.00;
- AP/ITEC 3210 3.00;
- AP/ITEC 3220 3.00 or LE/EECS 3421 3.00;
- AP/ITEC 4010 3.00;
- AP/ITEC 4030 3.00;
- AP/ITEC 4040 3.00;
- SC/MATH 1190 3.00.

Six credits as follows:

- AP/ADMS 2320 3.00 and AP/ADMS 3330 3.00; or SC/MATH 2320 3.00 and SC/MATH 2565 3.00; or AP/ECON 2500 3.00 and AP/ECON 3480 3.00;

Nine additional credits in ITEC or ADMS from:

- AP/ADMS 2200 3.00;
- AP/ADMS 2400 3.00;
- AP/HRM 2600 3.00 (cross-listed to: AP/ADMS 2600 3.00);
- AP/ITEC 2210 3.00;
- AP/ITEC 2620 3.00;
- AP/ITEC 3020 3.00;
- AP/ITEC 3230 3.00;
- AP/ITEC 3030 3.00;
- AP/ITEC 3500 3.00;
- AP/ITEC 3505 3.00;
- AP/ITEC 4000 3.00;
- AP/ITEC 4100 3.00;
- AP/ITEC 4101 3.00;
- AP/ITEC 4230 3.00.



Notes:

1. ITEC 3500 is a mandatory course in the information technology auditing and assurance stream, ITEC 3020 and ITEC 3230 are mandatory courses in the e-commerce development stream and ITEC 4101 is a mandatory course in the business systems analysis stream.

2. At least 18 credits in the major must be at the 4000 level.

(ii) Stream: an additional 15 credits from one of the following streams:

Upper-level credits: at least 36 credits at the 3000 or 4000 level, including at least 18 credits at the 4000 level.

Credits outside the major (ADMS and ITEC): at least 18 credits including AP/ECON 1000 3.00 and AP/ECON 1010 3.00 and AP/WRIT 3988 3.00 or AP/WRIT 39890 3.00.

**Information Technology Auditing and Assurance Stream**

- AP/ITEC 3500 3.00
- AP/ADMS 3521 3.00;
- AP/ADMS 4515 3.00;
- AP/ADMS 4517 3.00;
- AP/ADMS 4518 3.00.

**E-Commerce Development Stream**

- AP/ITEC 3020 3.00;
- AP/ITEC 3230 3.00;
- AP/ITEC 4020 3.00;
- AP/ITEC 4220 3.00;
- AP/ITEC 4305 3.00.

**Business Systems Analysis Stream**

- AP/ADMS 3502 3.00;
- AP/ADMS 3521 3.00;
- AP/ADMS 4511 3.00;
- AP/ADMS 4900 3.00;
- AP/ITEC 4101 3.00.

Note to Senate:

**Appendices B and C** have **not** been copied. They are available upon request from the University Secretariat.

## Appendix D

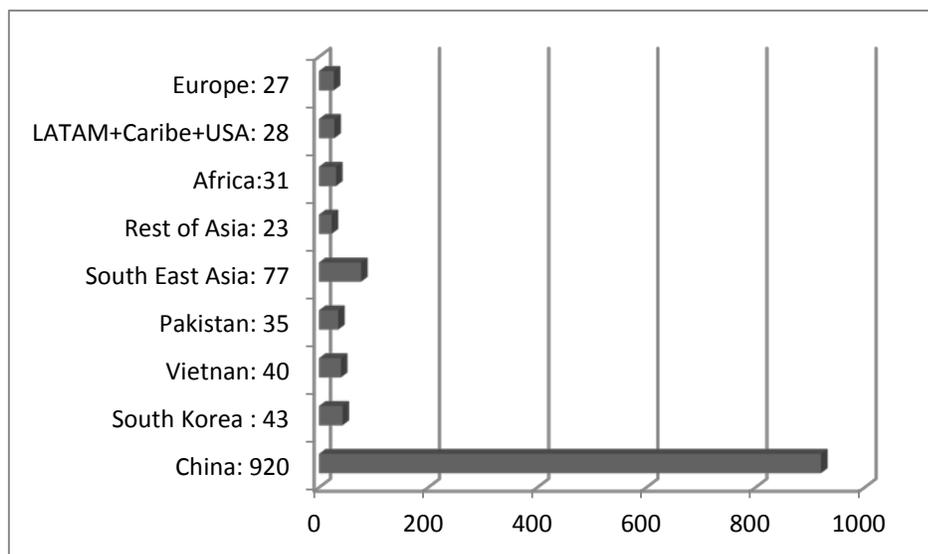
Table 2 - Bachelor of Commerce post 2002

<b>BComm</b>	<b>BCom</b>
1. MOUNT ALLISON UNIV. <a href="https://www.mta.ca/degrees/commerce/">https://www.mta.ca/degrees/commerce/</a> 2. NIPPISSING UNIVERSITY <a href="http://www.nipissingu.ca">http://www.nipissingu.ca</a> 3. RYERSON UNIVERSITY <a href="http://www.ryerson.ca">http://www.ryerson.ca</a> 4. UNIVERSITY OF GUELPH <a href="https://admission.uoguelph.ca/bcom">https://admission.uoguelph.ca/bcom</a>	1. LAURENTIAN UNIVERSITY <a href="https://laurentian.ca/program/commerce-online">https://laurentian.ca/program/commerce-online</a> 2. MACEWAN University <a href="http://www.macewan.ca">http://www.macewan.ca</a> 3. ROYAL ROADS UNIVERSITY <a href="http://www.royalroads.ca">http://www.royalroads.ca</a> 4. THOMPSON RIVERS UNIVERSITY <a href="http://www.tru.ca/distance/programs/business-management/bachelor-of-commerce.html">http://www.tru.ca/distance/programs/business-management/bachelor-of-commerce.html</a> 5. UNIVERSITY CANADA WEST <a href="https://ucanwest.ca/undergraduate/bachelor-of-commerce">https://ucanwest.ca/undergraduate/bachelor-of-commerce</a> 6. UNIVERSITY OF ONTARIO INSTITUTE OF TECHNOLOGY <a href="http://businessandit.uoit.ca/undergraduate/bachelor-of-commerce/index.php">http://businessandit.uoit.ca/undergraduate/bachelor-of-commerce/index.php</a>

Table 3 - Bachelor of Commerce in the World

<b>Australia &amp; New Zealand</b>	<b>China</b>	<b>India</b>	<b>Others</b>
University of New South Wales (Australia)	Chinese University of Hong Kong	Indian Institute of Management and Commerce	University of Wollongong in Dubai
University of Queensland (Australia)	Hong Kong Baptist University	Jain University	Varsity College (South Africa)
University of Canterbury (New Zealand)		The Bhopal School of Social Sciences Mangalayatan University	

Graph 1: International students in the BAS program as of December 2015: 1,224



## **Appendix E**

### **Letters of Support to change degree name from BAS to BCom**

Office of the Dean

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# Memorandum

To: Senate Committee on Academic Standards, Curriculum and  
Pedagogy Committee (ASCP)

From: Ananya Mukherjee-Reed, Dean

Date: March 16, 2016

Subject: Proposal to Rename BAS Qualification to BCom

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I am writing to communicate the Faculty's support to the change of nomenclature of our BAS degree to a Bachelor of Commerce (B.Com) degree. This has been a long-standing demand of our students and alumni. We are extremely pleased to finally bring this project to fruition.

I understand that for most or all tasks carried out by Admissions, Recruitment or Registrar's Office, there will be a corresponding set of tasks and requirements for review, testing, feedback or input by the faculty and/or department and therefore will require designated lead(s) within the department as a single point of contact. The departmental lead has been identified as Professor Marcela Porporato, Undergraduate Program Director, School of Administrative Studies.

The Communications requirements, to students and to alumni, will be attended to by our staff in Communications, Advancement & Alumni Engagement and IT team, with the lead responsibility residing with our Director of SEM, Mathew Harper.

Matters related to courses and curriculum will be attended to by AD Programs, and Manager of Curriculum. We routinely hire YUTA personnel to assist with these tasks which include:

- Updates to all CAS rules to reflect new academic qualifications
- Updates to any course description content
- Participate in testing and review required for averages and decisions to operate correctly

Matters related to Records and Degree Audit will be overseen by AD Students and his staff. Members of the Faculty's SEM Committee will participate in reviews and approvals that may be required for records updates as well as the review and



testing of degree audit for BCom.

Let me reiterate that this is an extremely important project for us, and on behalf of the Faculty, I would like to assure ASCP and the relevant stakeholders in the York community that we will do everything possible at our end to bring it to completion.

**To:** Ananya Mukherjee-Reed, Dean, Faculty of Liberal Arts & Professional Studies  
**CC:** Rhonda Lenton, Provost; Alice Pitt, Vice Provost Academic; J.J. McMurtry, LA&PS; Cheryl Underhill, Senate ASCP; Robert Everett, Senate APPRC  
**From:** Dezsö Horvath, Dean, Schulich School of Business  
**Date:** March 21, 2016  
**Subject:** Proposal to change the program name of the *Bachelor of Administrative Studies (BAS)* to *Bachelor of Commerce (BCom)*

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**OFFICE OF THE DEAN**

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<http://schulich.yorku.ca>

Thank you for sending the above proposal and asking Schulich to comment on it.

York University finds itself in the unusual situation of having two business schools, plus other programs with significant business elements, at the same university. While there are examples of universities that have multiple business programs, those programs are typically delivered through different campuses. I am in fact unaware of any university that delivers two competing business programs on the same campus.

Both the Schulich School of Business and the School of Administrative Studies (SAS) have been offering business programs on Keele campus for a very long time. SAS's mandate has been to focus on the education of undergraduate part-time students (mostly 105s, but more recently also 101s) while Schulich's mandate was to run an undergraduate business program for full time students and provide graduate education. The differentiation between the two business schools has also been aided by the dissimilar names of the degree programs offered – the Bachelor of Administrative Studies (BAS) in the case of SAS and the Bachelor of Business Administration (BBA) and International BBA (iBBA) in the case of Schulich. This delineation of mandates and the use of distinct program names has allowed the two schools to operate successfully on the same campus.

Schulich has been supportive of various SAS initiatives, including some at the graduate level. For example, it has provided letters of support to various undergraduate business certificates. It has provided letters of support for SAS to implement Masters and PhD programs in Human Resource Management (now offered by the School of Human Resource Management in LA&PS), a Master of Financial Accountability, a Master in Disaster and Emergency Management and, more recently, a Diploma in Professional Accounting. Schulich is not opposed to SAS further expanding its portfolio of graduate degree programs as long as those are in non-core business areas, and subject to the usual consultation process.

Schulich supports the proposal to change the SAS undergraduate program name to Bachelor of Commerce, understanding that with this change it will be necessary to maintain and perhaps strengthen the existing differentiation of our offerings consistent with our original mandates, in order to ensure that such a change in name does not increase the possibility of confusion in the minds of those in our respective stakeholders.

There are two critical elements to our differentiation. The first relates to undergraduate programming. SAS has structured its undergraduate activity for very effective delivery in a format suited to part time studies and has built a considerable strength in its ability to respond to the needs of students wishing to pursue studies in this manner. Of course, a proportion of its activity attracts full time students and if the current ratio were maintained in the future, that would meet the differentiation requirement. As has been the case, Schulich's undergraduate activity would remain a "full time only" program.



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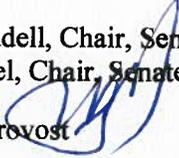
The second critical element relates to graduate studies. Here as well, we believe we must reinforce the status quo. It will be important to ensure that Schulich retains a clear mandate to provide graduate business management programs in all core areas of business management. As is now the case, SAS would have the ability to expand graduate programming in business-related areas (such as Disaster Management or Sports Management). This does not preclude LA&PS from offering management courses within non-management graduate programs (as it already does) as long as those courses do not make up a substantial part of the program and no separate diploma or degree is offered for the completion of such courses.

Our experience with prospective students and faculty, with potential employers, with ranking and accreditation bodies, and with our donors clearly indicates the importance of differentiation in situations such as the one we are now facing with the proposed name change. By ensuring clear differentiation between Schulich programs and SAS programs, both Schools will be able to maintain and build on their mandates, strengthening themselves and the University as a whole.



## Memorandum

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

From: Rhonda Lenton, Provost 

Date: March 22, 2016

Subject: Proposal to establish BCom degree designation and  
discontinue the BAS degree designation, School of Administrative Studies



I have reviewed the proposal from the School of Administrative Studies in the Faculty of Liberal Arts & Professional Studies to establish a Bachelor of Commerce (BCom) degree designation, which will replace the Bachelor of Administrative Studies (BAS) degree currently offered by the School; and I am writing to express my support for this proposal.

Replacement of the BAS degree designation with a BCom is not a new idea: it has been raised for discussion from time to time over the past ten years. Now, however, this change has become increasingly important. Common degree nomenclatures for business programs at most Canadian and international universities tend to be either the BBA or BCom. Input from our graduates, students and potential employers indicates that the BAS designation is not well understood in the business community, and, as a result, its equivalence with the BCom in substance and quality is not appreciated. Furthermore, employers are increasingly utilizing online application mechanisms that screen for particular qualifications which do not recognize the BAS. This represents a significant disadvantage for our BAS graduates as they seek to pursue the meaningful careers for which their degrees have prepared them. The program continues to attract strong enrolments, but this confusion in nomenclature is also a factor in our ability to present the program clearly to potential students and to recruit to the program students seeking a high quality business degree, both locally and internationally. The BAS has for many years been an important program for York in terms of our institutional identity and our ability to achieve enrolment objectives. The proposed degree designation change recognizes the evolution of the program since its establishment and reflects the program as it is currently offered. It is important to note that there will continue to be a clear distinction, in relation to mandate, content and audience, between this program and the BBA offered by the Schulich School of Business; in fact, this proposed degree change may provide opportunities to clarify and strengthen that distinction.

It is intended that this change from the BAS to the BCom will be introduced for students entering the program in Fall 2017. However, students currently in the program and graduates of the program will have the option of requesting that it apply to them as well.

It is important to emphasize that the proposed change is in the degree designation only – there will be no changes in the content and curriculum of the program, admission and progression/graduation requirements, learning objectives and outcomes, etc.. As a result, it is not anticipated that there will be resource implications. Consultations with other relevant programs have been undertaken. I note the letter of support from the University Registrar indicating the importance of development of a communications plan in relation to this change, as well as the letter from the Schulich Dean.

I strongly support this proposal, and urge its approval by the relevant university bodies.

Cc: Dean A. Mukherjee-Reed  
AVP Academic A. Pitt

Office of the Associate  
Vice-President  
International

Toronto, February 23 2016

200 YORK LANES  
4700 KEELE ST.  
TORONTO ON  
CANADA M3J 1P3  
T 416 736 5177  
F 416 736 5176  
yorkinternational.yorku.ca

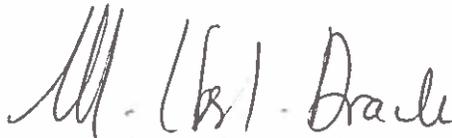
Dear Committee Members,

I understand that ADMS is proposing a change of degree designation from a Bachelor of Administrative Studies (BAS) to Bachelor of Commerce (BCom).

I support the proposal for the following reasons:

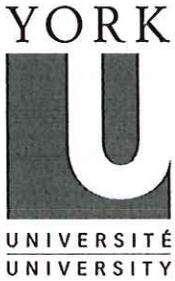
- BCom is a most commonly used degree designation in Commonwealth countries. The change would establish some consistency.
- ADMS counts a large number of international students for whom a degree designation well recognized in other countries, has great value. The same applies to many ADMS students who are considering a global career.
- Lastly, BAS, as an acronym, may actually be confused with Bachelor of Applied Sciences. The change would certainly reduce ambiguity.

Sincerely,



Dr. Marilyn Lambert-Drache  
Associate Vice-President International





February 2, 2016

To whom it may concern,

CAREER CENTRE

Tel 416 736 5351  
Fax 416 736 5684  
career@yorku.ca  
www.yorku.ca/careers

The York University Career Centre would support a change in the Faculty of Liberal Arts and Professional Studies BAS designation to a B.Com. designation as it would assist with marketing York students within this program to employers looking to recruit York students for full time, part-time, summer, and experiential education opportunities such as internship and /or co-op positions. Employers are familiar with the B.Com. designation as it is common among many universities across Canada and as such would help put York students on an equal footing with students at other post-secondary institutions.

The Career Centre also agrees that a revised designation could help students compete more effectively with students from other B.Com. programs, such as McMaster University's, and this could, in turn, support the Faculty's and York University's recruitment efforts.

Kind regards,

A handwritten signature in blue ink, appearing to read "Julie Rahmer", written over a horizontal line.

Julie Rahmer

Director, Career Centre

York University



February 8<sup>th</sup>, 2016

Bartosz Amerski CPA, CA

Audit Manager  
Office of the Auditor General of Ontario  
20 Dundas St. West, Suite 1530  
Toronto, Ontario

**To the attention of:**

Dr. Adriano Solis  
Associate Professor  
Acting Director, School of Administrative Studies  
York University

Dear Mr. Solis:

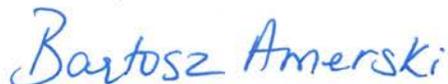
Please accept this letter as my support for the Faculty of Liberal Arts and Professional Studies School of Administrative Studies proposal:

- To establish a new degree type, Bachelor of Commerce (BCom), School of Administrative Studies, Liberal Arts & Professional Studies
- To change degree designation from a Bachelor of Administrative Studies (BAS) to Bachelor of Commerce (BCom).
- To close the BAS degree type.

I support this proposal because I witnessed firsthand the challenges that York BAS degree holders face when they seek employment opportunities at the Office of the Auditor General of Ontario (Auditor General). Although the Auditor General has hired BAS degree holders, this only took place after I personally intervened and brought forward to HR resumes that failed to pass the initial screening. The resumes were rejected, as the screening process failed to identify BAS as a valid business degree name. Since I am a part-time faculty at York, concerned students/applicants were able to directly forward to me their resumes that were unjustly rejected. If this didn't happen, qualified BAS degree holders wouldn't even be invited for an interview.

As an alumnus of School of Administrative Studies, I understand and agree with the students' comments presented in Appendix B of the proposal document. These comments are reflective of the challenges and questions that I faced for the past ten years about my BAS degree.

Sincerely



Bartosz Amerski CPA, CA

February 8, 2016.

Dr. Adriano O. Solis  
Acting Director, School of Administrative Studies  
Atkinson College  
York University  
4700 Keele Street  
Toronto, ON M3J 1P3

Collins Barrow Toronto LLP.  
11 King Street West  
Suite 700  
Toronto, Ontario  
M5H 4C7 Canada

T. 416.480.0160  
F. 416.480.2646

[www.collinsbarrowtoronto.com](http://www.collinsbarrowtoronto.com)

Dear Dr. Solis,

Please accept my congratulations on the wonderful work York University's faculty have been performing in building and enhancing student careers.

I write to affirm my support to change the degree name from Bachelor of Administrative Studies to Bachelor of Commerce.

Opportunities for candidates:

The key words used to search for candidates with skills as listed in your BAS courses is not Administrative Studies rather is BCom. Thus in our searches your graduates will not show up. While your graduates are best of breed, as they do not show up in our search they are at a disadvantage from the very beginning. They do not get the required opportunity to present themselves and compete with other candidates.

Title as a representation of skills:

BAS reflects specialization in areas of administration which more often than not means the back office administrative work and does not reflect the expertise in commerce that the course trains your students.

For the above stated reasons I strongly believe that the change in name will be more reflective of the course content & training and will provide York Graduates the necessary opportunity they deserve.

I am available for any additional discussion or if you require any clarification.

Kind regards



**Charan Kumar Bommireddipalli**  
**Partner, Enterprise Governance**

Email: [ckumar@collinsbarrow.com](mailto:ckumar@collinsbarrow.com)

Cell: 416-670-6476

**From:** Brian Leader <bleader@cpaontario.ca>  
**To:** "Gary Spraakman (garys@yorku.ca)" <garys@yorku.ca>  
**Cc:** "porpomar@yorku.ca" <porpomar@yorku.ca>

---

**Date:** Friday, February 12, 2016 04:12PM  
**Subject:** Faculty of the Liberal Arts and Professional Studies, School of Administrative Studies Proposed Change from BAS to BCom

History:        ➔ This message has been forwarded.

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Dear Gary:

I have reviewed the proposal by the Faculty of the Liberal Arts and Professional Studies, School of Administrative Studies to:

Establish a new degree type, Bachelor of Commerce (BCom);

Change degree designation from a Bachelor of Administrative Studies (BAS) to Bachelor of Commerce (BCom); and

Close the BAS degree type. But the real effect is to replace in the calendar and degree issued by York BAS with BCom.

I also note that this student-led initiative is fully supported by the Dean's Office of LA&PS and that the fundamental motivation for changing the name of the degree granted by York is to address student and alumni concerns that the current name, BAS, disadvantages them in their careers. And, that the new degree type and change of name represents the culmination of a process initiated by alumni and students who are currently disadvantaged due to perceptions of various stakeholders and screens used by employers and firms.

Based on my review the proposal details, which I agree do not imply a change in substance, focus or direction of the program in general or program(s) in particular and, the fact that the change from BAS to BCom is fully supported by the Dean, faculty and students, this e-mail confirms CPA Ontario's support.

In closing, CPA Ontario looks forward to continuing to work closely with the Faculty of the Liberal Arts and Professional Studies, School of Administrative Studies, York University. If you need anything further, please do not hesitate to contact me.

Yours truly,

Brian

**Brian Leader** FCPA, FCA  
Vice President & Learning Advisor  
[bleader@cpaontario.ca](mailto:bleader@cpaontario.ca)

**Chartered Professional Accountants of Ontario**  
69 Bloor Street East Toronto ON M4W 1B3  
T. 416 969.4273 M. 416 720.2699  
Toll Free: 1 800 387.0735 x 4273  
[cpaontario.ca](http://cpaontario.ca)



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## Proposed Changes to the International Business Law Specialization, Professional LLM

<b>Existing International Business Law Admission and Degree Requirements</b>	<b>Proposed International Business Law Admission and Degree Requirements</b>
<p><b>Admission Requirements:</b> To be eligible for admission, an applicant normally must meet the following criteria:</p> <p><del>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.</del></p> <p><b>Degree Requirements</b> Students in the International Business Law program are required to complete 36 credits as follows:</p> <ul style="list-style-type: none"> <li>• 6 credits are drawn from required courses in <b>Law 6508 6.0: Legal Research and Writing for International Students</b> and <b>Law 6508 3.0: Introduction to Canadian Law</b>.</li> <li>• 21 credits drawn from a selection of the International Business Law core courses, including:</li> <li>• 9 elective credits drawn from remaining International Business Law core courses, complementary LLM</li> </ul>	<p><b>Admission Requirements:</b> To be eligible for admission, an applicant normally must meet the following criteria:</p> <p>An LLB or JD degree (or its equivalent from a university outside of Canada) 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.</p> <p>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.</p> <p>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.</p> <p><b>Degree Requirements</b> Students in the International Business Law specialization are required to complete 36 credits.</p> <p>There are two options for completing the degree requirements:</p> <p>Option 1:</p> <ul style="list-style-type: none"> <li>• 30 credits of coursework, including least 21 credits from International Business Law core courses</li> <li>• An independent Major Research Paper (70 pages) [6 credits]</li> <li>• Advanced Legal Research Workshop (LAW 6101)</li> </ul>

<p>specializations and/or select upper year JD courses.</p> <p>Students are also required to complete a minimum 30 page research paper. This requirement can be completed by either:</p> <ul style="list-style-type: none"> <li>• submitting a 30 page Significant Research Paper as a form of evaluation in at least one course;</li> <li>• completing an independent significant research paper [3 credits] (30 pages); or,</li> <li>• completing a major research paper [6 credits] (70 pages).</li> </ul> <p>Some students are also required to take summer preparatory courses. These courses are generally required for students who have completed their law degree in a country other than the United States or the United Kingdom.</p>	<p>Option 2:</p> <ul style="list-style-type: none"> <li>• 36 credits of coursework; including least 21 credits from International Business Law core courses</li> <li>• A significant research paper (30 pages) completed as the means of assessment for one of the courses within the specialization</li> </ul> <p>Some students will also be required to take our summer preparatory courses and foundational courses in Introduction to Canadian Law and/or Legal Research and Writing. These courses are generally required for students who have completed their law degree in a country other than Canada, the U.S. or the U.K, and students admitted without an LLB or JD degree.</p>
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## Change to Program/Graduate Diploma Academic Requirements Proposal Template

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*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 International Business Law

**2. Effective Session of Proposed Change(s):** Summer 2016; if Summer 2016 is not possible, we propose to have the changes implemented for the following year, Summer 2017.

**3. Proposed Change(s) and Rationale**

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

We submit this proposal to:

- a) Modify the degree requirements for the Professional LLM specializing in International Business Law;
- b) Amend the admission requirements for the Professional LLM specializing in International Business Law to allow students with a Canadian JD or LLB to be admitted to the program; and
- c) Change the program intake each year to fall instead of summer.

### **Rationale**

The International Business Law LLM specialization is one of Osgoode Professional Development's LLM offerings originally designed specifically for internationally trained lawyers. The program was approved in 2007 as Business Law for International Students (BLIS), and its objective was to provide internationally trained students with a law degree from outside of Canada with the opportunity to acquire advanced knowledge of Canadian and international law and a sophisticated set of legal skills that would allow them to take on leadership roles in the practice of business law internationally. When the program was initially designed, it was envisioned that most students would return to their home country following completion of the degree. The degree as it was initially designed was not intended to lead to accreditation to practice law in Canada.

The program has been growing and running successfully since 2007, and over the past few years, has undergone some significant changes. The program's name has been changed from Business Law for International Students to International Business Law, and the curriculum has accordingly been modified and improved through the addition of new core international and business related courses. For those students in the program wishing to become accredited to practice law in Canada through the National Committee on Accreditation (NCA), we have also made available NCA approved elective courses that can help students complete at least some of their NCA requirements.

As the years have passed, we have come to better understand the demand for the program, the ultimate career and life goals of our students, and student success rates. More specifically, we have come to realize that many of our international students do, in fact, wish to stay in Canada following completion of their degree. Many are also interested in undergoing the process of becoming accredited to practice law here through the NCA process. Regarding student success, ultimately, what we have found is that the students who tend to succeed both in the program and post-graduation are those who come to us with a few years of professional experience prior to starting the LLM, and we would like to continue the trend of attracting these high level professional candidates.

Over the next few years, our goal is to continue to attract high level students with professional experience to the program and to add international business related courses taught by well-known and experienced faculty ( both from Canada and abroad). We would also like to make the program consistent with our other Professional LLM specializations by opening it up to Canadian JD or LLB graduates, as well as an increased number of non-lawyers with related professional experience.

In order to make the above happen, we are proposing to tweak the degree requirements, and open up the admission requirements to allow Canadian JD and LLB graduates into the program. This change will make the program more consistent with our other LLM offerings, continue to increase the quality of our student body, and foster diversity of experience and opinion in the classroom. With the exception of two required foundational courses in Canadian law, the core curriculum in the program is international in nature, taught at an advanced level, and we believe well-suited for Canadian graduates interested in the specialization.

*a) Modifying the Degree Requirements*

At present, the course requirements for the International Business Law assume that students do not have a foundational background in core Canadian law subjects. Accordingly, students in the program are required to take courses in Legal Research and Writing (3 credits) and Introduction to Canadian Law (3 credits) , plus 21 credits from a roster of core international business law courses, and 9 elective credits, for a total of 36 credits.

With students in the program who have completed their law degrees in the UK or US and, assuming this proposal is approved, Canadian JD and LLB graduates in the program, it no longer makes sense for these courses to be required for all students. Accordingly, we are proposing to require these foundational courses only for internationally-trained students who cannot demonstrate that they have taken subject equivalencies. These courses would be required by way of conditions on admission offers.

It is proposed that we modify the course requirements so that they become consistent with the majority of our other Professional LLM specializations. Students will be required to complete 36 credits. There will be two options for completing degree requirements. Option 1 consists of 30 credits of coursework, an independent Major Research Paper (70 pages) [6 credits], and Advanced Legal Research Workshop (LAW 6101). Option 2 consists of 36 credits of coursework and a significant research paper (30 pages) completed as the means of assessment for one of the courses within the specialization.

To accommodate the students who are not required to take the foundational courses in Introduction to Canadian Law and Legal Research and Writing, our plan is to mount two new core international business related courses for 2016/2017. We also currently have a number of related course offerings currently planned for the 2016/2017 year that are offered through other Professional LLM specializations that we will open up to students needing additional credits.

*b) Opening up the Admissions Requirements*

When the program was first approved, it was intended for internationally trained lawyers who did not have a background in Canadian law. Accordingly, in order to be admitted to the program, students needed to have completed a first degree in law from a four year program at an accredited institution outside Canada. In limited cases, we also admitted students with a first degree in a discipline other than law with a superior academic record to encourage interdisciplinary studies involving law, such as public administration and law or economics and law.

With the curriculum changes and course additions we have made over the past number of years, the program is now well suited to Canadian JD and LLB graduates. We are accordingly proposing to open up the admission requirements so that, like most of our other Professional LLM specializations, we accept

both Canadian and internationally trained JD and LLB graduates. We will continue to accept students without a law-degree (both Canadian and internationally trained).

*c) Changing the Program Intake to Fall of each year instead of Summer*

The International Business Law LLM specialization is the only full-time LLM specialization at Osgoode Professional Development with a summer start; all of our other programs start in the fall. This leads to a number of scheduling and administrative difficulties, including problems with OSAP eligibility and timing for payment of fees. We accordingly propose to have the program coded for a fall start so that the timing is harmonized with the start of all of our other programs.

**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.**

Changes to the Requirements

*a) Changes to the Degree Requirements*

Currently, students in the Professional LLM in International Business Law must complete 36 credits as follows:

- 6 credits drawn from required courses in Legal Research and Writing and Introduction to Canadian Law;
- 21 credits drawn from a selection of the International Business Law core courses; and
- 9 elective credits 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).

It is proposed that we simplify the degree requirements to make them consistent with most of our other Professional LLM specializations. Students will be required to complete 36 credits, and will have two options:

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 the area of specialization.

For any internationally trained students needing foundational courses in Introduction to Canadian Law and Legal Research and Writing, these courses will be required by way of

conditions on admission offers.

*b) Changes to the Admission Requirements*

Currently, the admission requirements for the program are as follows:

- 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.

It is proposed that the admission requirements be harmonized with most of our other Professional LLM specializations:

- An LLB or JD degree or its equivalent from a university outside of Canada 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.

How will the Proposed Requirements Support the Program Learning Objectives

The Student Learning Outcomes for the International Business Law specialization are the same as for all of our Professional LLM specializations, and are set out below. The additional courses offered in the International Business Law specialization and the addition of Canadian trained students to the program will contribute to the same rigorous learning outcomes set for the Professional LLM.

	The Professional LLM is awarded to students who have demonstrated:
<b>1. Depth and Breadth of Knowledge</b>	<ul style="list-style-type: none"><li>• An ability to identify and explain the major theoretical and conceptual frameworks on which the student's area(s) of specialization is based;</li><li>• 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;</li><li>• A thorough understanding of the underlying policies and problems relating to the student's area(s) of specialization;</li><li>• 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;</li><li>• An ability to articulate alternative legal approaches or frameworks that could and should be considered by policymakers, regulators, judges, stakeholders and others;</li><li>• Critical assessment of the effectiveness of the law in meeting its objectives and intended purposes;</li><li>• Knowledge of the international, comparative and interdisciplinary dimensions of the student's area(s) of specialization; and</li><li>• Thorough understanding of current issues, including academic scholarship and debate, at the forefront of the student's area(s) of specialization.</li></ul>

<b>2. Research and Scholarship</b>	<ul style="list-style-type: none"> <li>• Critically evaluate current legal research, theory and scholarship in the student's area(s) of specialization;</li> <li>• Competently employ techniques of legal reasoning and argument, such as case analysis and statutory interpretation, to analyze complex and advanced legal issues;</li> <li>• Competently apply research methodologies; and</li> <li>• An ability to formulate and support sustained and well-reasoned argument in written form, including: <ul style="list-style-type: none"> <li>○ Understanding of and effective use of legal authorities;</li> <li>○ Articulating ideas clearly, precisely and persuasively;</li> <li>○ Developing arguments and presenting conclusions in a logical and coherent manner; and</li> <li>○ Demonstrating independent and critical analysis.</li> </ul> </li> </ul>
<b>3. Level of Application of Knowledge</b>	<ul style="list-style-type: none"> <li>• 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;</li> <li>• 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</li> <li>• An ability to identify, formulate and critically evaluate legal reform proposals.</li> </ul>
<b>4. Professional Capacity/ Autonomy</b>	<ul style="list-style-type: none"> <li>• An ability to address his/her own learning and professional objectives and to select an appropriate plan of study;</li> <li>• Reasoned and autonomous decision making when presented with complex legal, professional and ethical situations;</li> <li>• An ability to act professionally and autonomously in planning, implementing and completing academic work;</li> <li>• Behaviour consistent with academic integrity and high professional standards; and</li> <li>• An ability to articulate the multiplicity of roles and the ethical and/or professional responsibilities one assumes as a member of the legal profession.</li> </ul>

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

**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 Director of the Professional LLM in International Business Law, Professor Jinyan Li, as well as Osgoode’s Professional Stream Graduate Studies Committee (which consists of the Director of the Professional LLM, the Director of the Research of Graduate Studies at Osgoode, as well as student and administrative representatives).

The only possible impact of the proposed changes is to increase the number of elective courses options available for students studying in other LLM specializations. Otherwise, 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.**

As noted above, we are planning on mounting at least two new additional international business related courses and are currently in discussions with potential instructors.

All of the Professional LLM programs are self-funding, and as such, resource implications are a matter of internal budgeting. We are confident that we have the resources to mount the additional two courses with existing tuition revenue from the program.

The additional courses will not have any adverse effect on faculty resources at Osgoode Hall Law School. Full-time faculty at already teach in the Professional LLM in International Business Law 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.

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

Current students will not be affected by the proposed changes.

#### 4. Calendar Copy

Existing Program/Graduate Diploma Information (change from)	Proposed Program/Graduate Diploma Information (change to)  [Also includes previously submitted proposed changes to the specialization in Dispute Resolution]
<p><b>OSGOODE PROFESSIONAL DEVELOPMENT PROGRAM MASTER OF LAWS</b></p> <p>ADMISSION REQUIREMENTS</p> <p>To be eligible for admission, an applicant normally must meet the following criteria:</p> <p><b>Canadian Common Law</b> 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.</p> <p><b>International Business Law</b> 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.</p> <p><b>All other Specializations</b> 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.</p> <p>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.</p> <p>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.</p> <p>Applicants without an LLB or JD degree will be</p>	<p><b>OSGOODE PROFESSIONAL DEVELOPMENT PROGRAM MASTER OF LAWS</b></p> <p>ADMISSION REQUIREMENTS</p> <p>To be eligible for admission, an applicant normally must meet the following criteria:</p> <p><b>Canadian Common Law</b> 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.</p> <p><b>International Business Law</b> An LLB or JD degree (or its equivalent from a university outside of Canada) 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.</p> <p>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.</p> <p>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.</p> <p><b>All other Specializations</b> 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.</p> <p>In cases where an applicant has relevant experience (typically 5 years) or where an applicant</p>

conditionally admitted based on completion of the one-week intensive course Law 6149 0.0 Introduction to Graduate Legal Studies

## 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 complete 36 credits as follows:

- 6 credits are drawn from required courses in **Law 6508 6.0: Legal Research and Writing for International Students** and **Law 6508 3.0: Introduction to Canadian Law**.
- 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

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 Law 6149 0.0 Introduction to Graduate Legal Studies.

## 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 specialization are required to complete 36 credits

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 are also required to take summer preparatory courses. These courses are generally required for students who have completed their law degree in a country other than the United States or the United Kingdom.

#### **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

There are two options for completing the 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 the specialization

Some students will also be required to take our summer preparatory courses and foundational courses in Introduction to Canadian Law and/or Legal Research and Writing. These courses are generally required for students who have completed their law degree in a country other than Canada, the U.S. or the U.K, and students admitted without an LLB or JD degree.

#### **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

- 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  
 Securities Law  
 Tax Law

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  
 Securities Law  
 Tax Law



# Academic Policy, Planning and Research Committee

## Report to Senate

At its meeting of April 28, 2016

The Academic Policy, Planning and Research Committee met on March 31, April 7 and April 14, 2016 and submits the following report to Senate for action and information.

### FOR INFORMATION

#### 1. Markham Centre Campus Academic Planning

The press of other business meant that discussion of this item was truncated when Senate met on February 25 and March 31. It was agreed that time would be set aside for discussion of this item. The text of the item as it appeared in February is reproduced below, and a presentation from the Provost and Vice-President Finance and Administration distributed prior to the February Senate meeting is appended.

#### Text Excerpted from APPRC's Report to Senate in February

As reported to Senate in January, APPRC agendas now have Markham Centre Academic Planning as a standing item. The Committee also committed to furnishing updates on a monthly basis so that Senators are informed and engaged as the process unfolds.

At its meeting of January 14, the Committee was briefed on developments and learned the following:

- Discussions with the Ministry of Training, Colleges and Universities were ongoing in anticipation of a submission by MTCU to the Treasury Board. Approval by the Treasury Board will release funding for the campus.
- It is hoped that, with funding secure, a final agreement will be signed in April or May.
- The University is working with the York Region District School Board on programs for high school students, and it is seeking temporary office space in the vicinity of the new campus in order to establish a presence and connect with the community.
- The Convergence Centre remains open but may be moved for greater proximity to the new site.
- The physical plant will consist of new facilities, but it may be desirable or necessary to utilize capacity available nearby (for example, it has been mooted that some lectures might be held during the day at a cinema close to the grounds).

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

## **Report to Senate (cont'd)**

Provost Lenton provided the Committee with a more substantial report at its meeting of February 11. A version of her presentation to the Committee that day is appended to this report. It covered many aspects of planning at this stage, including the principles intended to guide planning and implementation. APPRC members posed a variety of questions which elicited the following elaborations and additions:

- The campus is due to open no earlier than 2020. Planning assumes that enrolments will reach 4,000 within six years.
- Since students must be able to complete degree programs (but will not be precluded from studying on the Glendon and Keele campuses), Markham will offer general education and elective courses. Senators may recall in this regard that Markham will not be a separate Faculty but rather a new site for existing units and Faculties to furnish programs that have an accent on innovation and distinctiveness.
- It is a planning assumption that the full-time faculty complement will be maximized. Administrative services and staff resourcing will be designed to take advantage of overall operations and systems.
- The governance model is in development. Thorough and careful planning will be vital and must take account of logistical considerations arising from the processing of (for example) student appeals.
- A hallmark of the curriculum will be innovation, but it is expected that this will also characterize the evolving programs offered at Glendon and Keele.

Program development, complements and governance remain key focal points in discussion. A number of Faculties are actively assessing opportunities associated with the Markham Campus, and APPRC urges Councils to take up the discussion in an appropriate collegial manner and timely way.

### **Additional Information**

At subsequent meetings APPRC has been advised that negotiations leading to the signing of a Memorandum of Understanding are ongoing. The academic program committee has been expanded to include representatives of Faculties and units that are interested in developing curriculum while a student services group has been struck.

Documentation is attached as Appendix A.

**R. Pillai Riddell, Chair**



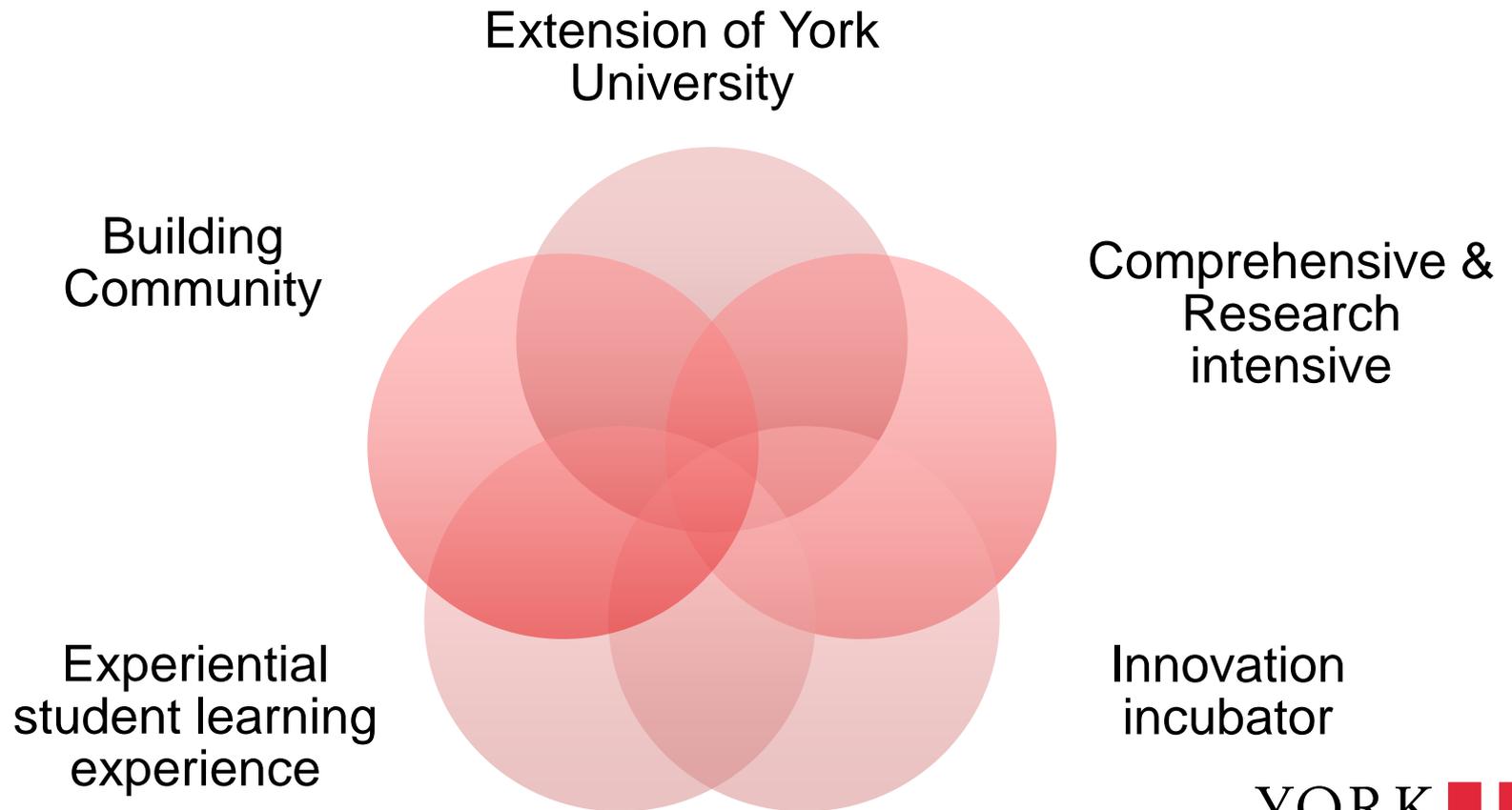
# Markham Centre Campus Planning: Senate Update February 25, 2016

Rhonda Lenton VP Academic & Provost

Gary Brewer, Vice President Finance & Administration

# Vision

## An Integrated and Interactive Campus



# Priorities

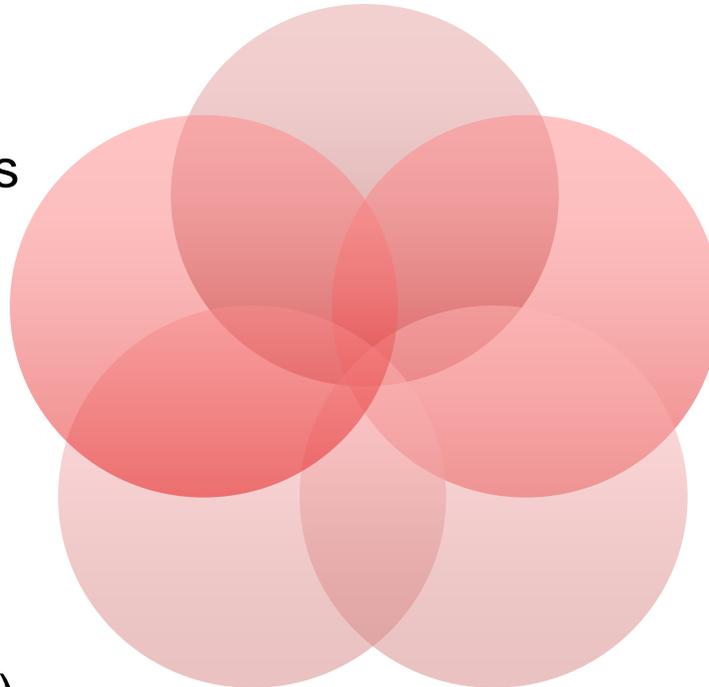
Academic Quality  
in Research &  
Student Learning  
Experience

Integrated  
student services

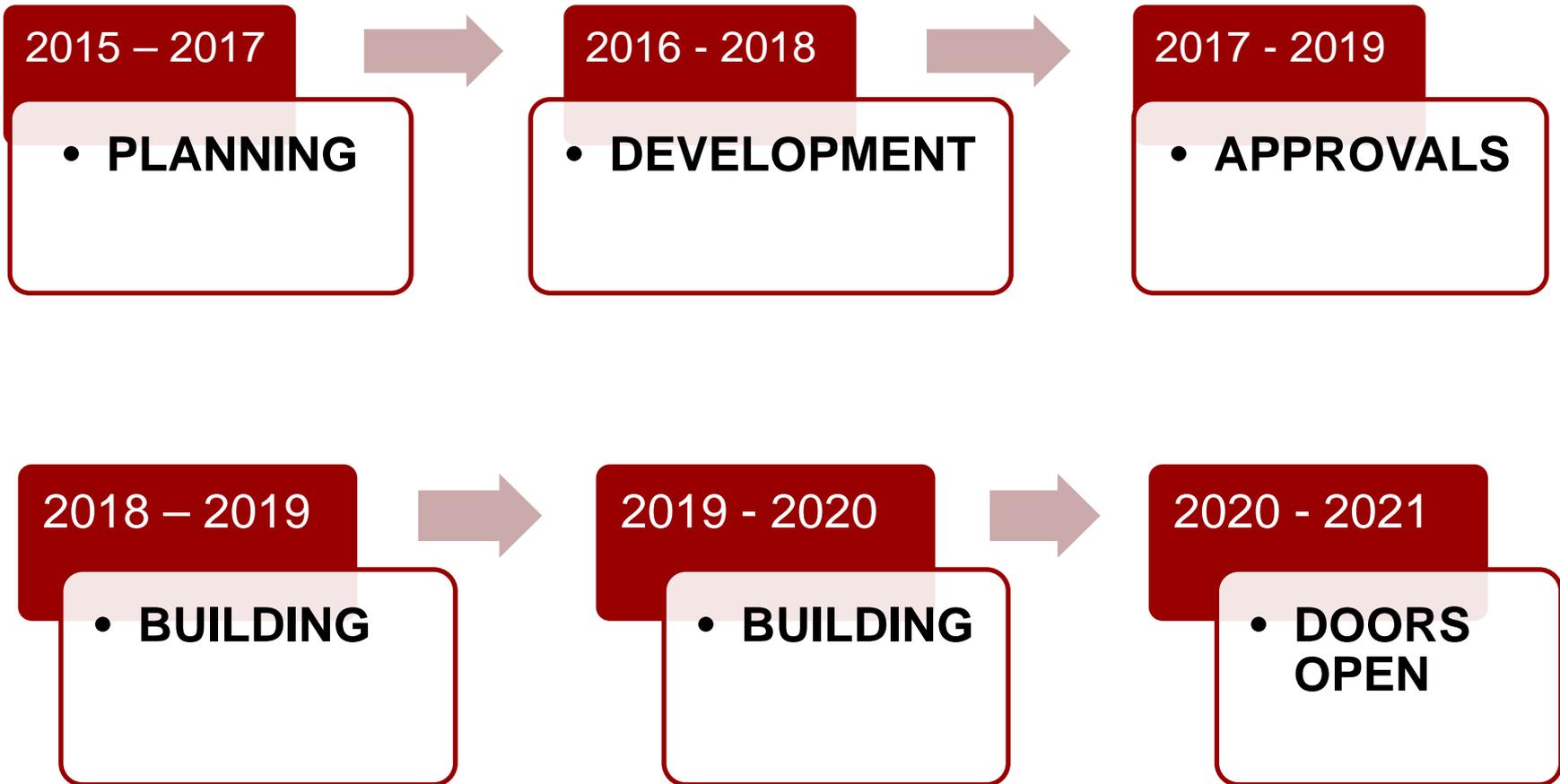
Engaged and  
integrated  
campus  
experience

Building  
Community  
(local and  
internationally)

Sustainable  
campus  
operational/  
economic  
integration



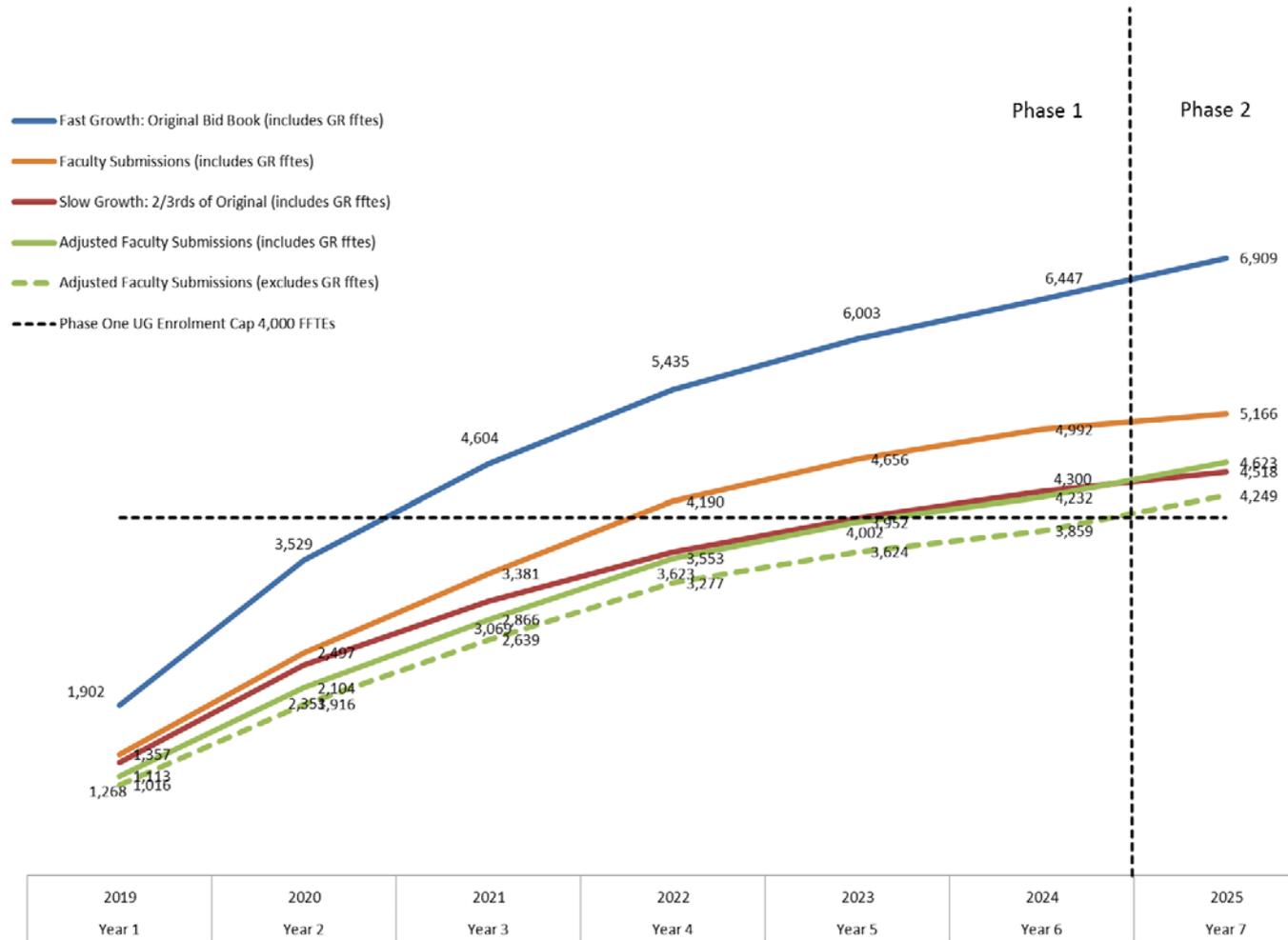
# Markham - Tentative Timeline



# Possible Academic Programs Identified to Date

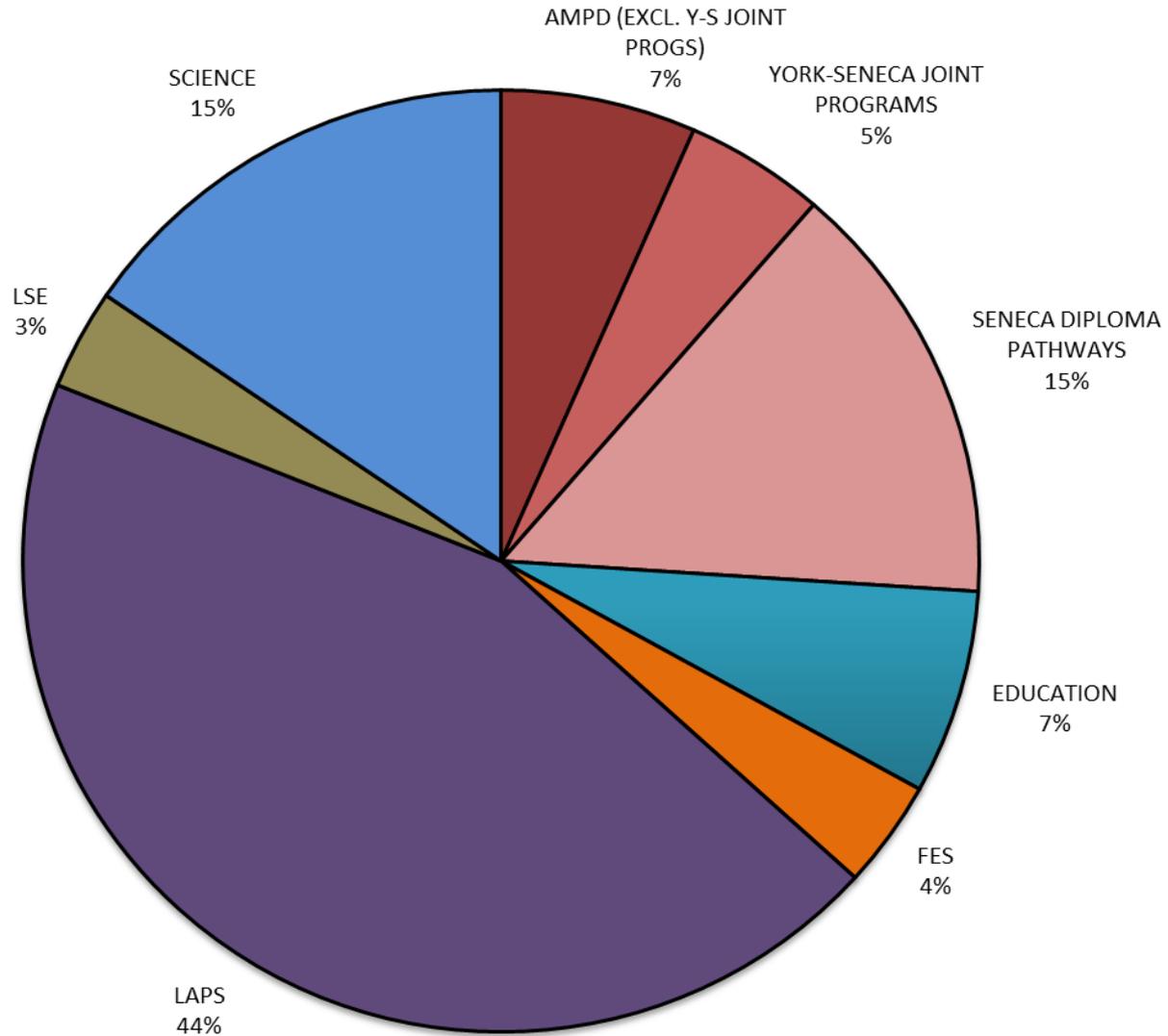
Faculty	Degree Programs
Arts, Media, Performance & Design	<ul style="list-style-type: none"> <li><input type="checkbox"/> Interactive Information Design (BA/MA/PhD) {Undergraduate BA degree being aligned to allow for a dual degree option with Seneca}</li> <li><input type="checkbox"/> Games and New Entertainment Media (BA/MA/PhD)</li> <li><input type="checkbox"/> Digital Cultures (BA, MA, PhD)</li> </ul>
Education	<ul style="list-style-type: none"> <li><input type="checkbox"/> Technological Education (BEd)</li> <li><input type="checkbox"/> New Learning Technologies (Bed/MEd)</li> </ul>
Environmental Studies	<ul style="list-style-type: none"> <li><input type="checkbox"/> Environmental Management {Seneca Environmental Technology and Environmental Technician Certificates map onto the degree}</li> </ul>
Liberal Arts & Professional Studies	<ul style="list-style-type: none"> <li><input type="checkbox"/> Bachelor of Commerce {renamed BAS}</li> <li><input type="checkbox"/> Social Science (BA)</li> <li><input type="checkbox"/> Criminal Justice Administration (BA)</li> </ul>
Engineering	<ul style="list-style-type: none"> <li><input type="checkbox"/> Liberal Engineering {BASc}</li> <li><input type="checkbox"/> MEng</li> </ul>
Science	<ul style="list-style-type: none"> <li><input type="checkbox"/> Medical Science and Biotechnology (BSc)</li> <li><input type="checkbox"/> Entrepreneurial Science (BSc)</li> <li><input type="checkbox"/> MSc</li> </ul>

# Enrolment Models (Markham based on green)

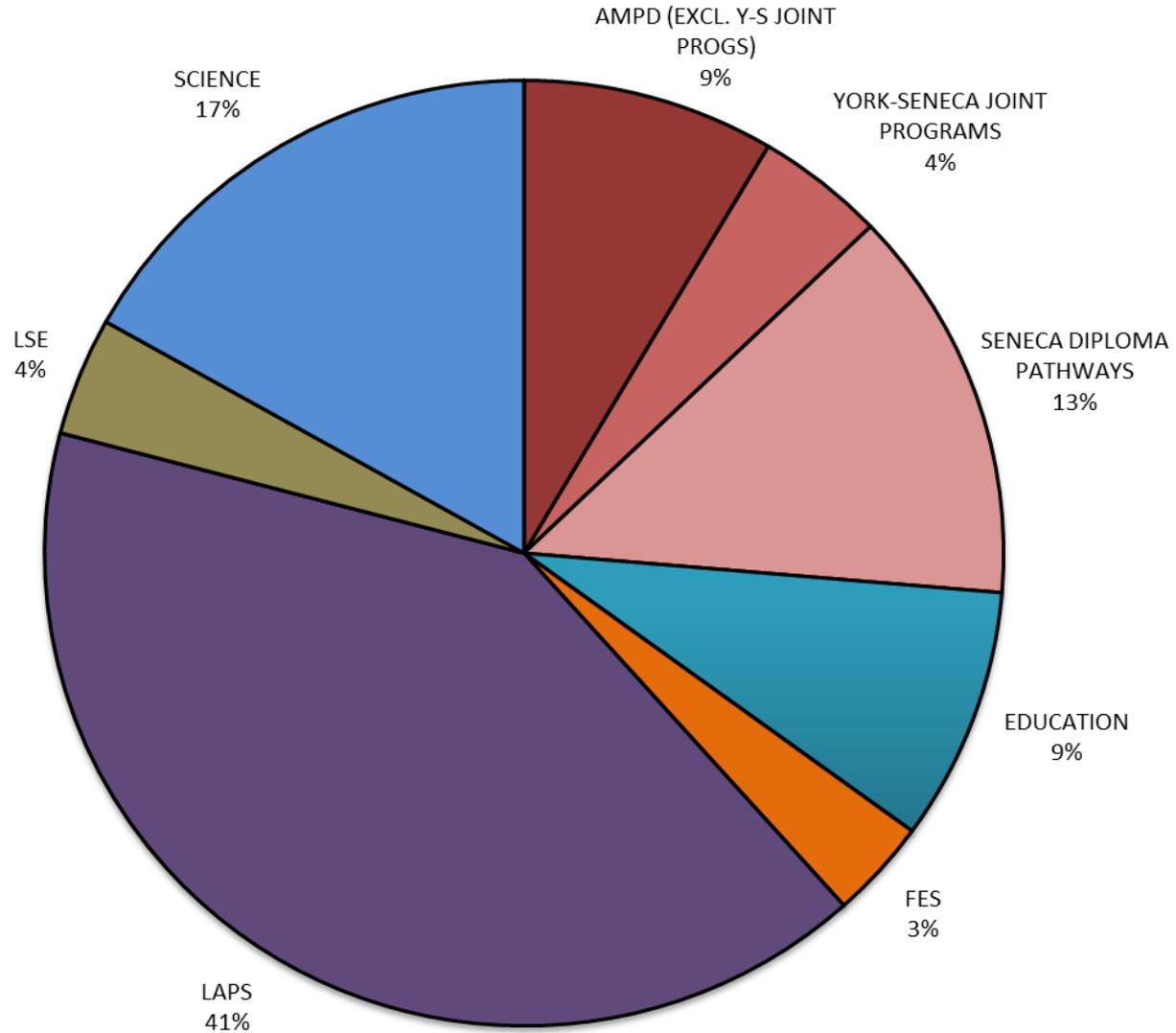


	Year 1 2019	Year 2 2020	Year 3 2021	Year 4 2022	Year 5 2023	Year 6 2024	Year 7 2025
Fast Growth: Original Bid Book (includes GR fftes)	1,902	3,529	4,604	5,435	6,003	6,447	6,909
Slow Growth: 2/3rds of Original (includes GR fftes)	1,268	2,353	3,069	3,623	4,002	4,300	4,518
Faculty Submissions (includes GR fftes)	1,357	2,497	3,381	4,190	4,656	4,992	5,166
Adjusted Faculty Submissions (includes GR fftes)	1,113	2,104	2,866	3,553	3,952	4,232	4,623
Adjusted Faculty Submissions (excludes GR fftes)	1,016	1,916	2,639	3,277	3,624	3,859	4,249

# Undergrad Eligible FTEs by Faculty (Year 2025)



# Undergrad & Grad Eligible FTEs by Faculty (Year 2025)



# Governance

- Markham campus – no new Faculties planned for Phase 1
- Goal is to bring together relevant programs to discuss governance in 2016 – 2017
- Potential for departments at the new campus while also looking for ways to realize vision for integrated campus
- Implications for Councils / Senate

# HR

- Complement plan aligned with enrolment
- Staff / services yet to be discussed
- Potential for existing faculty to transfer appointments as relevant and/or to teach courses at Markham

# Community Engagement

- Building on existing community engagement
- Establishing a presence in Markham
- Developing a 5-year Outreach Plan in York Region
- Leasing space in Markham Centre to support initiatives
  - Including the development of an innovation hub in Markham based on program interests (e.g., Health, Education, etc)

# Space/Capital Planning Update

- Total land area for Markham Centre campus: 5 acres
- Multi-phased implementation:
  - Phase 1: 4,120 students
  - Phase 2: 2,000 students
  - Phase 3 onwards: 10,000 -15,000 students
- City of Markham and York University planning and design requirements
- Vibrant academic precinct and strong campus identity within an urban hub
- Shared use of adjacent community resources (food, recreation, district energy, etc.)
- Flexibility and mobility through design of space

# Markham Centre – Site Plan



# Campus Common



# High Density – an urban context



# Sustainable / Interconnected



# Transparent / Safe / Open



# Next Steps – Capital Planning

- Provincial Funding Confirmation – 2016 Budget (Feb)
- Illustrative Timeline (assuming I/O delivery model):
  - York User Group Process to confirm program requirements and generate building output specification (April – June 2016)
  - I/O Procurement Process commences (July 2016)
  - Planning/Design Consultant retained (September 2016)
  - York User Output Specification confirmed (Nov 2016)
  - Start of Construction (Mid 2018)

# The Senate of York University

## Minutes

**Meeting:** Thursday, March 31, 2016, 3:30 p.m., Senate Chamber, N940 Ross, Keele.

G. Comninel (Chair)	R. Irving	A. Pitt
M. Armstrong (Secretary)	V. Jain	G. Rakhaminov
R. de Costa (Acting Vice-Chair)	M. Karakul	I. Roberge
H. Ahmed	R. Karambayya	T. Salisbury
J. Amanatides	A. Khandwala	D. Scheffel-Dunand
K. Amoui	R. Lenton	L. Sergio
M. Annisette	D. Leyton-Brown	M. Shoukri
C. Arden	B. Lightman	J. Simeon
A. Belcastro	M. Longford	D. Skinner
M. Biehl	L. Lum	L. Sloniowski
K. Bird	M. Martel	A. Solis
S. Brixey	M. McCall	L. Sossin
A. Davis	G. McFadden	J. Steprans
P. Delaney	A. Medovarski	N. Sturgeon
I. Ferrara	J. Michaud	C. Till
H. Fisher	J. Morrison	G. Tourlakis
J. Goldberg	K. Mridul	F. van Breugel
D. Golemi-Kotra	A. Mukherjee-Reed	G. Vanstone
R. Haché	D. Murray	J. Warren
D. Hastie	D. Mutimer	R. Waugh
C. Heidari	R. Mykitiuk	L. Wright
C. Heron	J. O'Hagan	H. Wu
R. Hornsey	S. Pagiatakis	J. Yeomans
D. Horvath	A. Perry	M. Zito
M. Hosale	B. Pilkington	
R. Iannacito-Provenzano	R. Pillai Riddell	

### 1. Chair's Remarks (G. Comninel)

The Chair thanked Senator de Costa for serving as Acting Vice-Chair and expressed appreciation to Senators for attending the rescheduled meeting to ensure that pressing business was transacted. He welcomed the Chair of the Board of Governors, Senator Rick Waugh, attending with others from the Presidential Search Committee. At the February meeting Senate had begun debate on a motion under other business, but the mover had since asked that the motion be withdrawn.

### 2. Business Arising from the Minutes

There was no business arising from the minutes.

### 3. Inquiries and Communications

The Academic Colleague to the Council of Ontario Universities, Senator Tourlakis, presented the most recent COU Issues Update.

#### 4. Executive Committee

- a. Presidential Search: Discussion of the Content of Senate's Advisory Statement

It was moved, seconded and *carried* **“that Senate move into Committee of the Whole for the purpose of discussing the content of an Advisory Statement to the Presidential Search Committee to be submitted for Senate approval in April.”**

The Acting Vice-Chair, now presiding, reminded Senators of the purpose and special rules governing discussions in committee of the whole, adding Senate Executive's suggestion that interventions be kept to no more than three minutes.

There were two substantial interventions. One Senator recalled that Senate's advisory statement in 2006 referenced the desirability of a bilingual President (minimal fluency may suffice) given that the University is bilingual with research, teaching and learning conducted in both official languages. It was worth restating this in light of the granting of partial designation and the emphasis placed on bilingualism in the Strategic Mandate Agreement. Another Senator pointed to a troubling North tendency to name presidents from outside the academy, perhaps to capitalize on their familiarity with complex organizations. The tradition of drawing leaders from within universities should be honoured in this search, and it would be especially appropriate to seek out a distinguished scholar with a sound grasp of the virtues and challenges facing the Liberal Arts coupled with an ability to champion the Humanities and Social Sciences. This suggested a new President with recent experience in the classroom and as a researcher. Speaking for the Search Committee, Senator Waugh emphasized the importance of Senate's input into the development of the position profile and reminded Senators that comments and suggestions on any aspect of the search could be communicated directly.

It was moved and *carried* **“that the Committee of the Whole rise and report.”** The Chair resumed presiding, and the Vice-Chair confirmed that comments made by Senators would be summarized for the Executive Committee.

- b. Information Items

Senate Executive advised that it had issued the annual call for expressions of interest in Senate committee membership and other positions elected by Senate.

#### 5. Academic Policy, Planning and Research

- a. Department of Computational Arts, School of the Arts, Media, Performance and Design: Establishment and Recommendation to the Board of Governors (Statutory Motion)

It was moved and seconded **“that Senate approve the establishment of a Department of Computational Arts in the School of the Arts, Media Performance and Design and recommend formal establishment by the Board of Governors.”**

The Chair of APPRC acknowledged that the documentation was remiss in not referencing Digital Humanities. Attention to digital media has also grown in other disciplines, and it was argued that access to special facilities is critical for those studying digital media throughout the University. The Provost stressed the need for Faculties and programs to share space in this and other contexts, and cited features of the new SHARP budget model that will facilitate cooperative arrangements.

On a vote the motion *carried*.

b. Markham Campus Planning Update

Consideration of an update from APPRC was *deferred* to the April meeting of Senate.

c. *Other Information Items*

APPRC urged Senators to participate in the next stage of consultations on the Plan for the Intensification and Enhancement of Research (PIER).

**6. Academic Standards, Curriculum and Pedagogy**

a. Master of Management: Statutory Motion to Establish a Degree Type

It was moved and seconded **“that Senate approve the establishment of a Master of Management degree type.”**

The Dean of Liberal Arts and Professional Studies confirmed she had met with the Dean of the Schulich School of Business in the first of a series of regular meetings, described in the documentation, focusing on the evolution of business, administration and management studies at York. These consultations are premised on the necessity of a timely, sustained and collegial approach to avoid duplication while strengthening the University’s offerings and presence overall.

On a vote, the motion *carried*.

b. Master of Management: Establishment of a Degree Program

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

c. Establishment of a Dual Credential Program: Master of Public and International Affairs at York University and the *Maîtrise en Affaires publiques* at Laval University, Glendon / Faculty of Graduate Studies

It was moved, seconded and *carried* **“that Senate approve the establishment of a dual credential program involving the Master of Public and International Affairs (MPIA) at York University and the *Maîtrise en Affaires publiques* at Laval**

**University, effective Fall-Winter 2016-2017 pending approval to commence by the Quality Council.”**

- d. Establishment of a Minor Degree Option in Human Resource Management, School of Human Resource Management, Faculty of Liberal Arts & Professional Studies

It was moved, seconded and *carried* “**that Senate approve the establishment of a Minor degree option in the Human Resource Management program housed in the School of Human Resource Management, LA&PS, effective Fall-Winter 2016-2017.**”

- e. Establishment of a 90-Credit Degree Option within the BA Program in Digital Media, School of the Arts, Media, Performance and Design, Lassonde School of Engineering

It was moved, seconded and *carried* “**that Senate approve the establishment of a 90-credit (delayed-entry) degree option within the BA program in Digital Media jointly offered by the School of the Arts, Media, Performance and Design and the Lassonde School of Engineering, effective Fall-Winter 2016-2017.**”

- f. Information Items

ASCP reported on the implementation of provisions in new or amended policies approved by Senate in February. The Committee also reported that it had approved minor modifications to the requirements for BA programs in Human Rights and Equity Studies in Arts, Media, Performance and Design and a revised rubric for the Graduate Program in Electrical Engineering and Computer Science.

#### **7. Joint Report of Academic Policy, Planning and Research and Academic Standards, Curriculum and Pedagogy**

As conveyed by APPRC and ASCP, Senate *received* a report of the Joint Sub-Committee on Quality Assurance and the annual report on Non-Degree Studies as submitted by the Vice-Provost Academic.

#### **8. President’s Items (M. Shoukri)**

The President’s monthly Kudos Report was *noted*. The President expressed particular pleasure at seeing the University through the eyes of alumni benefactor Victor Dahdaleh as he visited campus for the first time since making a transformative donation in support of global health. Dr Shoukri provided additional details about the membership and mandate of the new Advisory Committee on Inclusion, and invited Senators to provide input into its deliberations. The federal government’s recent budget has a number of allocations that will benefit the postsecondary education sector, including enriched funding for innovation, infrastructure and access. With regard to the capital development envelope, it was expected that a call for proposals would be issued in the near future. Although mindful that provinces must match half the cost of approved projects, the University will develop a bid.

The University continues to support Professor Felipe Montoya and his family in their efforts to remain in Canada, and he urged the community to rally behind their cause. Senator Sturgeon conveyed the gratitude of the Faculty of Environmental Studies to Dr Shoukri, Provost Lenton and University Secretary Armstrong for their aid, and described concrete ways in which Senators can help.

### 9. Other Business for Which Due Notice Has Been Given

- a. Discussion of Freedom of Expression and Academic Freedom

Consideration was *deferred* to the regular April meeting of Senate.

### 10. Other Business

- a. York Region Science and Technology Fair

Senator Pillai Riddell drew attention to an on-campus event for students in grades 7-12 scheduled for April 2, and thanked those who had participated in organizing an event that is important to exhibitors while enhancing York's reputation and recruitment efforts.

- b. Adjournment

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

### Consent Agenda

- c. Minutes of the Meeting of February 25, 2016

The minutes of the meeting of February 25, 2016 were *approved by consent*.

- d. Senators on the Board of Governors re March 1, 2016 Meeting of the Board

Senate *received* a synopsis of the March 1 meeting of the Board of Governors as presented by Senators Leyton-Brown and Lightman.

- e. Establishment of a Game Arts Stream within the BA Program in Digital Media, School of the Arts, Media, Performance and Design / Lassonde School of Engineering

Senate *approved by consent* a recommendation of ASCP to establish a Game Arts Stream in the BA Program in Digital Media, School of the Arts, Media, Performance and Design / Lassonde School of Engineering/

G. Comninel, Chair \_\_\_\_\_

M. Armstrong, Secretary \_\_\_\_\_