



York University Senate Notice of Meeting

Thursday, May 24, 2018, 3:00 pm to 5:00 pm
Accolade Building West, Room 206, Keele Campus

AGENDA

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| 1. Chair's Remarks (L. Beagrie) | |
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| b. Report on Graduate Awards Disbursement for 2016-2017 | |
| c. Prestigious Awards Recipients | |
| 7. Academic Standards, Curriculum and Pedagogy (K. Michasiw) | 63 |
| a. Conferral of Degrees, Certificates and Diplomas Outside of Convocations (Approval) | |
| b. Pan-University Academic Nomenclature: Establishment (Appendix A) | 72 |
| 8. Academic Policy, Planning and Research (T. Loebel) | 87 |
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| b. Provost's Spring Report | |
| 9. Other Business | |

York University Senate

Consent Agenda

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

- 10. Minutes of the Meeting of April 26, 2018 (For approval) 121
 - 11. BA program in Educational Studies, Faculty of Education: Changes to Degree Requirements (For approval, ASCP Report, page 70)
 - 12. Senators on the Board of Governors re: May 1, 2018 Meeting of the Board (D.Mutimer / L.Sergio) 129
- M. Armstrong, Secretary

PRESIDENT'S KUDOS REPORT

MAY 2018



York University has been named one of [Canada's Greenest Employers](#) for the sixth consecutive time. The University has embarked on several environmentally friendly initiatives that alter the footprint of campus buildings, including five green roofs, a solar-powered electric vehicle charging station, and the LEED Gold certified Bergeron Centre for Engineering Excellence.



A team from Osgoode won the [Ontario Trial Lawyers Association Cup](#), a simulated trial that covers all aspects of a real court case. The team also won the Bergeron Clifford Award for Best Team, and individual members Karolina Iron and Alexander DeParde respectively won the Bonn Law Award for Best Cross-Examination and the H. Bruce T. Hillyer Award for Best Closing.



The [Kellogg-Schulich Executive MBA](#) program has been ranked 6th in the world in the category of Joint Programs in the recently released QS Global EMBA Rankings. The program also ranked 3rd in the world in Career Outcomes and 1st in the world in Diversity. The EMBA program received scores of 100% in both the Managerial Work Experience and C-Suite Experience sub-categories, and received top marks in the academic and employer surveys, with a score of 96.8% in the Academic Reputation category and a score of 95.4% in the Employer Reputation category.



Professor [Deanne Williams](#) is the recipient of a Killam Research Fellowship for her project, "The Girl on Stage in Early Modern England."



The [Indigenous Friends App](#), a social network designed by York students to connect and support Indigenous youth, will receive a \$210,000 grant to expand to several colleges and universities over the next three years through a Youth Opportunities Fund grant from the Ontario Trillium Foundation. The project was led by PhD candidate Alejandro Mayoral-Banos, who amplified it through Innovation York and partnered with the IP Osgoode Innovation Clinic to establish the non-profit Indigenous Friends Association.



Alumna and Lions football player [Christopher Smith](#) (BA '17) has been drafted by the Saskatchewan Roughriders in the 2018 Canadian Football League entry draft.



A team of space technology researchers from Lassonde School has been selected to be part of the [Canadian Space Agency's CubeSat Project](#). The students will design, build, launch and operate their own research satellite, which will be sent to the International Space Station in 2020 and then ejected into orbit to collect data on snow and ice coverage in Northern Canada. The team will be led by Professor George Zhu, York's Research Chair in Space Technology, who has been awarded a \$200,000 grant to support the project.



Together with his industry partner, Panaxium, Lassonde professor [Hossein Kassiri](#) received an NSERC Engage Grant for his project "Development and Characterization of an implantable system-on-a-chip for long-term ambulatory EEG monitoring." Kassiri's overall solution will overcome the limitations of current instrumentation and allow for widespread use of long-term EEG, resulting in better diagnosis and management of neurological conditions and leading to improved patient outcomes.



Three former student-athletes won medals at the 2018 Commonwealth Games:

- Melissa Humana-Paredes - Beach Volleyball - gold medal
- Pierce Lepage - Decathlon - silver medal
- Brittany Crew - Shot Put - bronze medal



York will lead an [international research collaboration](#) to calculate how well countries are managing their natural resources and meeting their United Nations Sustainable Development Goals.



The 2017 [York Research Leaders](#) were announced, recognizing leadership in their fields and a commitment to advancing innovative research projects across the vast spectrum of disciplines for the social, economic, cultural, environmental and other well-being of society. This year's recipients include Professors Douglas Crawford and Sapna Sharma, who received the President's Research Excellence Award and the President's Emerging Leadership Award, respectively.



The Centre for Feminist Research awarded its 2016-17 Mary McEwan Memorial Award jointly to two York alumni, [Dr. Funké Aladejebi](#) and [Dr. Rebecca Hall](#). The annual award recognizes a PhD dissertation produced at York in the area of feminist scholarship.



Philippine Arts and Social Sciences in the Ontario Curriculum (PASSOC), a [collaborative project](#) between York University and the Toronto Catholic District School Board (TCDSB) to create curriculum content that reflects the cultural identity of Filipino students, officially launched in March.



Lions student-athlete [Kayden Johnson](#) was awarded the top prize at the Training Ground for Saskatchewan and Manitoba. The competition consists of various events that test speed, strength and endurance, including sprints, broad and triple jumps, and endurance and speed bikes.



Alumnus [Patrick Kriss](#) (BA '03), owner of Alo Restaurant, was named Outstanding Chef in the 2018 Canada's Best 100 restaurants list. Alo was also named Best Restaurant in Canada for the second year in a row.



[Tinashe Mafukidze](#), who serves as Senior Manager, Operations, Innovation & Strategic Partnerships at YouthREX at York University, was named a finalist for RBC's Top 25 Canadian Immigrant Awards.



School of the Arts, Media, Performance and Design alumnus [Mitchell Marcus](#) was named a finalist for the Toronto Arts Foundation's Roy Thompson Hall Award of Recognition prize for significant contributions to Toronto's musical life.



The Lions [men's hockey team](#) hosted its year-end banquet to celebrate the past season and distribute team awards. Recipients included:

- Shayne Rover - inaugural Mark Cross Heart of a Lion Award
- Jesse Messier - inaugural Bill Maguire Yeoman's Service Award
- Colton Vannucci - Dave Chambers Most Outstanding Player Award
- Derek Sheppard - Graham Wise Lasting Legacy Award
- Scott Feser - Guy Burry That's a Lion Award
- Andrew Doyle - David Kosoy Best Teammate Award
- Nicolas Crescenzi - Bob Hedley Unsung Hero Award
- Dexter Bricker - Bill Purcell Community Leadership Award
- Alex Mowbray - Ian Macdonald Academic Excellence Award.



Osgoode's Price International Media Law Moot team won all three of its preliminary matches in the International Round of the [Price Media Law Moot Court Competition](#), which was held at the University of Oxford, and advanced to the quarter-finals. Team members are Nirvana Misir, Vuk Simeunovic, Brent Mendiola, Amanda Byrd, and Aravind Pillai.



Ten professors have received prestigious research awards through the [Canadian Foundation for Innovation's](#) John R. Evans Leaders Fund. The infrastructure funding, which will enable the researchers to pursue their projects, represents an investment of \$1.3M in total. The recipients are:

- Ali Abdul-Sater, Faculty of Health
- Caitlin Fisher, School of the Arts, Media, Performance & Design
- John Gales, Lassonde School of Engineering
- Lyndsay Hayhurst, Faculty of Health
- Ryan Hili, Faculty of Science
- Ali Hooshyar, Lassonde School of Engineering
- John McDermott, Faculty of Science
- Gary Sweeney, Faculty of Science
- Cora Young, Faculty of Science
- Zheng Hong (George) Zhu, Lassonde School of Engineering



Alumna [Sandi Rinaldo](#) (BFA '73) will receive the Radio Television Digital News Association's Lifetime Achievement Award for Network Programming, which recognizes an outstanding journalist who has distinguished herself through exemplary service and continued excellence during the course of her career.



Environmental Studies alumnus and current research fellow with the Robarts Centre for Canadian Studies, [Andrew Medeiros](#) was recently awarded a partnership grant from the Indigenous and Northern Affairs Canada's Climate Change Adaptation Program. Built into this grant is significant funding for graduate and undergraduate student projects, equipment and research funding. Medeiros has established a strategic partnership with the Nunavut Research Institute, and intends to bring the majority of that student funding to York.



Lassonde [Professor Hossein Kassiri](#) received the Institute of Electrical and Electronics Engineers' 2017 Jack Kilby Award for Outstanding Student Paper for his work on brain-implantable medical devices and neurological disorders. He is the first academic from a Canadian university to win the award.



Zucara Therapeutics has secured US\$3.9M in funding from the Helmsley Charitable Trust to advance their diabetes drug candidate to clinical trials. The Zucara team includes Professor [Michael Riddell](#), Professor and Graduate Program Director in the School of Kinesiology and Health Sciences at York, and part of the funding will support preclinical activities with Dr. Riddell at the University.



Two York community members are among the seven individuals who will receive a [Key to the City](#) for the important impact they have made on the City of Toronto:

- Susan Gapka - advocate for affordable housing, education, mental health, social justice, and community safety in the LGBTQ2S community;
- Judy Matthews - civic leader and philanthropist who supports a wide variety of Toronto-based educational programs, cultural organizations and city-building initiatives.



Lassonde [Professor Emeritus Gary Jarvis](#) will receive the 2018 J. Tuzo Wilson Medal from the Canadian Geophysical Union, awarded annually to recognize scientists who make outstanding contributions to the advancement of knowledge in a geophysical research area. Professor Jarvis has been recognized for his research achievements, his dedication to mentorship, and for raising Canada's profile internationally in the field of geophysics.



Psychology [Professor Michael Friendly](#), an internationally renowned leader in the development of graphical methods for statistics, has been elected a Fellow of the American Statistical Association.



The School of Arts, Media, Performance and Design recognized more than forty [Visual Art & Art History students](#) at an award ceremony celebrating their talent and creativity. Over \$6,600 in prizes were awarded to students' exceptional projects in drawing, painting, photo, print making, sculpture, time-based art and art history, as selected by faculty from each area of expertise. Among the winners were:

- Alison Romero-McBride, who received the Willowdale Group of Artists Award and won the opportunity to hold a solo exhibition in the Gales Gallery next year;
- Zac Bonin, who received the Susan Roberts Excellence in Drawing award;
- Rob Warner, who received the Sculpture Honorarium;
- Laura Sbrizzi, who received the Jeannie Thib Print Media Award;
- Esther Kim, who received the Sculpture Media Award (pictured);
- Tyler Matheson, who received the Senior Panting Media Award, plus a \$250 Toronto Image Works gift certificate for his photo based works;
- Christina Chiarelli, who received the Senior Time Based Media Award;
- and Sara Amoosoltani, who received the Outstanding Art History Essay Award.



Department of Geography PhD candidate [Yolanda Weima](#) has been named among the Top 25 finalists in the 2018 SSHRC Storytellers Award for her video on her research into human migration and its impacts. The contest challenges postsecondary students to demonstrate, in three minutes or 300 words, how their SSHRC-funded research is making a difference in the lives of Canadians.



Three faculty members from the School of Nursing have received 2018 Council of Ontario University Programs in Nursing Awards. These awards celebrate distinction in nursing education and scholarship, highlighting the outstanding achievement and dedication of nursing students, faculty, researchers and other key leaders:

- Dr. Claire Mallette - COUPN-AMS Quality Compassionate Caring Award
- Dr. Shelley Walkerley - Excellence in Teaching Award
- Gemma Percival - Clinical Instructor Award



Six Osgoode students have been selected for prestigious Hennick Centre business law internships this summer. The paid work placements are a joint initiative of Osgoode and the Schulich School of Business and will provide students with full-time workplace exposure to the client side of legal practice. The recipients and their respective internship locations are:

- Madison Black (JD '20) - Mount Sinai Hospital
- Arjin Choi (JD '19) - Ontario Securities Commission
- Aleeza Freedman (JD '19) - Centre for Addiction and Mental Health
- Rishi Nageshar (JD '19) - Investment Industry Regulatory Organization of Ontario
- Ronen Nehmad (JD/MBA '20) - World Bank Group (Washington, DC)
- Jorgen Wong (JD '20) - FirstService Residential Ontario



Faculty of Health Professor Sherry Grace has been awarded the Michael L. Pollock Established Investigator Award from the American Association of Cardiovascular and Pulmonary Rehabilitation for advancing cardiac rehabilitation through her research and scholarly contributions.



Innovation York launched the Passion to Profit Program, a joint collaboration between LaunchYU and Back 2 Basickz, which seeks to help individuals residing in the Jane and Finch community obtain the skills and knowledge needed to become successful entrepreneurs. Participants will also receive continued support once they have entered the market with their business idea.



Faculty of Health professor Kerry Kawakami will be honoured by the American Psychological Association for her significant contributions to the field of psychology. Professor Kawakami is the first woman of Asian descent to serve as editor of any American Psychological Association journal.



Alumna Bessie Cheng won the Ontario Arts Foundation's 2018 Ellen Ross Stuart Opening Doors Award.



[Ling Chen](#) (BBA '12, MBA Candidate '18) and her team won the Oxford Properties Group Smart Retail Hackathon, which challenges participants to use data and technology to propose innovative ideas to shape the future of smart shopping.



This year's [Seymour Schulich Teaching Excellence Awards](#) recipients were recognized for their outstanding teaching and learning:

- Farrokh Zandi - First place, Graduate Program TEA Winner
- Karen Chiykowski - Second place, Graduate Program TEA Winner
- Alla Volodina - First place, Undergraduate Program TEA Winner
- Greg Chiykowski - Second place, Undergraduate Program TEA Winner

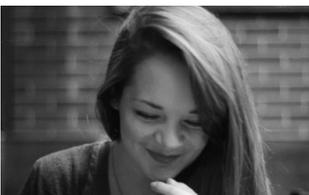


For the first time, a [Schulich team](#) made it into the top 10 finalists for the Harvard Global Case Competition, competing in Boston earlier this month. The Schulich team consists of graduate students:

- Catherine Sim
- Abhilash Shashidharan
- Swapnil Sarode
- Karen Punn
- Grishma Saheba.



MFA candidate [Fazila Amiri](#) won a Hot Docs Lindalee Tracey Award, which honours emerging filmmakers with a passion for documentary and socially conscious storytelling.



Alumna [Jamie Miller's](#) *Prince's Tale* won the prize for Best Canadian Short Documentary at Hot Docs for its striking portrait of a burn survivor who channels his pain into art.



[Rebecca Kazdan](#) is the recipient of the Prix Molière, an annual award recognizes a student whose outstanding achievements in theatre at Glendon significantly contribute to the cultural vitality our community.



Glendon student [Haman Mamdouhi](#) is among the 3 finalists for the Prix RelèveTO in the category of young entrepreneurs. Mamdouhi is looking to use technology to break down language barriers in hospitals and health centres.



York and the U.S. Department of Energy's Fermi National Accelerator Laboratory jointly appointed physicist [Deborah Harris](#) as a professor at York and a senior scientist at Fermilab, where she will lead York's participation in the Fermilab-hosted Deep Underground Neutrino Experiment.



Schulich alumna and former member of York's Board of Governors [Susan Black](#) (PhD '00) was appointed to serve as the new President and Chief Executive Officer of The Conference Board of Canada, a leader in evidence-based, not-for-profit applied research.



[Professor Giuseppina D'Agostino](#), Founder and Director of IP Osgoode, was appointed to serve as one of seven citizen members of Vaughan Mayor's Smart City Advisory Task Force.



Osgoode alumna and child welfare advocate [Dr. Mary Ellen Turpel-Lafond](#) has been appointed director of the University of British Columbia's new Indian Residential School History and Dialogue Centre.



Executive Committee – Report to Senate

At its meeting of May 24, 2018

FOR ACTION

1. Nominees for the Election of Senate Committee Members and Other Positions

Senate Executive recommends the following individuals as candidates for election to Senate committees (non-designated seats) for three-year terms beginning July 1, 2018 and ending June 30, 2021, and for the positions of Academic Colleague to the Council of Ontario Universities and Senator on the Board of Governors.

Nominations are also accepted “from the floor” if the nominee has consented and is available for the published meeting time of the committee. Under Senate rules, nominators must report prospective nominees to the Secretary prior to the start of the meeting in order to determine their eligibility. Additional nominees may be recommended by Senate Executive prior to the meeting of May 24.

The Committee confirms that all of the candidates nominated have the requisite status as current Senators (in the case of Senate nominees to the Board of Governors) or experience (required for T&P and T&P Appeals).

Final approval for the slate of nominees is given by Senate on a motion “that nominations be closed” as moved by the Acting Vice-Chair of Senate.

Senate Nominee for Membership on the Board of Governors (Full-time faculty member; 1 vacancy; two year term; must be a member of Senate to stand for election) Board of Governors normally meets five times each year; Senate Executive meets on the third Tuesday each month at 3:00 p.m.; Senate meets on the fourth Thursday of the month at 3:00 p.m.

Kean Birch, Associate Professor, Geography, LA&PS
Alex Czekanski, Associate Professor, Mechanical Engineering, Lassonde
Alena Kimakova, Associate Professor, Public Policy and Administration, LA&PS
George Turlakis, Professor, Electrical Engineering / Computer Science, Lassonde

Academic Colleague to the Council of Ontario Universities (Full-time faculty member; 1 vacancy; two year term; Senate meets on the fourth Thursday of the month at 3:00 p.m.; Academic Policy, Planning and Research Committee meets every other Thursday at 9:30 a.m. from September to June)

Mary Helen Armour, Associate Professor, Science / Technology Studies, Science
Thomas Loebel, Associate Professor, English, LA&PS
Suzanne MacDonald, Associate Professor, Psychology, Health

Executive Committee – Report to Senate (cont'd)

George Zhu, Professor, Mechanical Engineering, Lassonde

Academic Standards, Curriculum and Pedagogy (Contract faculty member; 1 vacancy; one year term; ASCP meets Wednesdays at 1:30 p.m., normally twice each month)

Richard Gasparini, Science

Sirvan Karimi, Public Policy / Administration, LA&PS

Razvan Boconcios, Administrative Studies, LA&PS

Appeals (Full-time faculty members; 1 vacancy; meets in panels at the call of the Chair)

Lykke de la Cour, Assistant Lecturer, Social Science, LA&PS

Minas Spetsakis, Associate Professor, Computer Science / Engineering, Lassonde

Awards (Full-time faculty members; 2 vacancies) (Meets 4-5 times annually; Friday)

Ahmed Eldyasti, Assistant Professor, Mechanical Engineering, Lassonde

Maria Figueredo, Associate Professor, DLLL, LA&PS

Tenure and Promotions (Full-time faculty members; 7 vacancies; meets in panels on Thursdays at 3:00 when Senate is not in session; members participate in the deliberations of committees constituted at the Faculty level; candidates must fulfil all membership criteria)

Olasunkanmi Adegoke, Associate Professor, Kinesiology & Health Science, Health

Nirupama Agrawal, Associate Professor, Administrative Studies, LA&PS

Thomas Baumgartner, Professor, Chemistry, Science

Lily Cho, Associate Professor, English, LA&PS

Roger Fisher Status, Associate Professor, Humanities, LA&PS

Luann Good Gingrich Status, Associate Professor, Social Work, LA&PS

Dasantila Golemi-Kotra, Associate Professor, Biology, Science

Tenure and Promotions Appeals (Full-time faculty members; 2/4 vacancies; meets at the call of the Chair as needed; candidates must fulfil all membership criteria)

Khaled Barkaoui, Associate Professor, Education

Michaela Hynie, Professor, Psychology, Health

FOR INFORMATION

2. Actions Taken by the Committee Prior to and Since the Outset of the Disruption

Attached as Appendix A is an updated chronology of actions taken by Senate Executive prior to and since the beginning of the disruption that began on March 5. The Committee is confident that the remediation framework is largely completed, but will continue to monitor developments and may develop other options to assist in the completion of courses and finalization of grades.

Executive Committee – Report to Senate (cont'd)

3. Spring Meeting of Senate Committee Chairs and Secretaries

Although some chairs were unable to attend the spring gathering on May 15, the discussion was lively and productive. Those in attendance shared perspectives on Senate engagement and decorum. It could be timely and beneficial to promote wider, deeper understanding of collegial governance, its meaning, principal structures and importance. This could take the form of greater emphasis in the Senator orientation and providing an overview on the Senate Website. Additionally, Senators should be aware of the care taken by committees before they bring items to Senate, and the real, thoughtful debates that take place in arriving at consensus. It was felt that two-way communication during a disruption would profit from having a member of the FGS Dean's office available as a resource at Senate Executive meetings.

Regarding substantive items, APPRC and ASCP would like to provide Senators with fuller information about Markham campus planning, including a clearer sense of how plans are being made, status reports and identifying opportunities for input. Members of the community continue to express uncertainty about the SHARP budget model and how it impacts on academic planning, including the kind of heightened cooperation imagined by the University Academic Plan. It is hoped that upcoming discussions at APPRC and Senate will shed more light on the model and other academic resource dimensions. Objectives in the UAP are being pursued but it is not always clear how and by whom. Senate committees must play a role in terms of initiatives and oversight.

The annual survey of Senators and Senate committee members will be conducted in June and participants at the meeting were asked to suggest refinements. One attractive idea that emerged involves a questions geared toward how those serving in these capacities see their role when it comes to facilitating the flow of information between Senate and the collegium.

4. Request to Consider Amendments to Rules Concerning Senate Membership Principles

The Committee has received a communication from two Senators asking that “the Senate Rules, Procedures and Guidelines be amended to strengthen provisions regarding the behaviour of Senators in meetings and when communicating as senators outside of meetings.” They also suggested that “the rules be amended to strengthen expectations of non-Senators when attending meetings.” This proposal stems from concerns about the unwelcome negativity and personalization that have crept into recent meetings and communications. In agreeing to take up these suggestions the Committee also concluded that it would be appropriate to contemplate possible language about respectful postings on the Senate discussion listserv.

Senate rules can be amended at any time. Changes are made in a timely manner whenever necessary or desirable. However, it is required that “not less frequently than every three years an updated version of Senate's Rules, Procedures and Guidelines shall be published online (Rule A, II, 2. a).” This stipulation occasions thorough reviews of

Executive Committee – Report to Senate (cont'd)

rules, procedures and guidelines. The last such review culminated with a number of editorial and substantive changes approved by Senate in February 2016. The Committee will refer the request to the Nominations Sub-Committee, which is customarily tasked with developing recommendations on rules for the full Committee and Senate. Other suggestions are welcome from Senators at any time.

5. Faculty Council Rules Changes

As is required by Senate rules, the Committee has reviewed changes to Faculty Council rules and procedures transmitted by four Councils. It has concluded that the following are consistent with principles of collegial governance and practices elsewhere at the University:

- the creation by the Faculty Council of Arts, Media, Performance and Design of a Grad committee to promote and coordinate graduate matters
- the addition of the Vice-Principal (Research & Graduate Studies) and the Vice-Chair of Council as ex-officio members of the Policy, Planning and Nominating Committee / Comité de direction, planification et mises en candidature of Glendon's Faculty Council
- the establishment by the Faculty of Health Council of a third petitions panel which may be convened at the request of the Petitions Committee Chair to deal with overflow petitions during peak periods; membership on this panel consists of the Associate Dean, Students, and one or both of the Director, Student and Academic Services and Manager, Student Services (the changes are consistent with the overall framework for petitions at the University)

The Committee is seeking clarifications from the Education and Glendon Faculty Councils about other proposed changes received.

A number of Faculty Councils have instituted structural changes in light of the shift in responsibilities for graduate education to anchor Faculties, or are actively exploring models. The current array is quite diverse. It is anticipated that there will be further discussion about best practices in this regard. We expect that the next Dean of the Faculty of Graduate Studies will take up the question soon after appointment after which the Committee will re-revisit the issue. The University Secretariat has compiled and shared with Council Secretaries a document outlining current practices.

6. Committee Membership

Professor Justin Podur has resigned from Senate Executive in order to deal with family matters. We are grateful for his service to the Committee and University, applaud his good cheer and collegiality, and wish him the very best.

Lesley Beagrie, Chair
Franck van Breugel, Vice-Chair

Senate Executive – Chronology of Meetings and Actions, Disruption of March-April 2018

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| <p>March 1 Special Meeting</p> | <p>With a strike appearing possible within days (“imminent” in the words of the <i>Senate Policy on the Academic Implications of Disruptions or Cessations of University Business Due to Labour Disputes or Other Causes</i>), the Committee held a special meeting. At this meeting the Committee</p> <ul style="list-style-type: none"> • reviewed the Policy • confirmed an understanding of the legislative framework governing the continuation of classes in the context of a disruption and agreed to issue a commentary explaining that understanding • signed off on communications to be issued when a strike appeared imminent (on March 2) and the first day of a strike if one commenced on March 5 |
| <p>March 2</p> | <p>In accordance with the <i>Senate Policy on the Academic Implications of Disruptions or Cessations of University Business Due to Labour Disputes or Other Causes</i>, the Committee issued a declaration that a disruption appeared imminent. The communication was posted on a dedicated page on the Senate Website and distributed on Senate and Secretariat-Faculty Council listservs.</p> <p>The Committee also transmitted to Senators a “Commentary on the Continuation of Classes” in which it described the legislative framework governing authority to cancel classes in the event of a disruption.</p> |
| <p>March 3</p> | <p>The Chair of Senate received a petition signed by 27 Senators calling for a special meeting to discuss the role of Senate and Senate policy in the context of the disruption expected to commence on March 5. The petitioners asked that a special meeting be held on March 5.</p> |
| <p>March 4-5 Email canvas</p> | <p>In an e-mail canvas, the Chair of Senate sought the advice of Senate Executive members as to the timing of a special meeting as requested in the March 3 petition. A majority concluded that the special meeting should be held on Thursday, March 8 at 3:00, the normal meeting time of Senate, in order to maximize attendance.</p> |
| <p>March 5</p> | <p>On the first day of the strike by CUPE 3903, the Committee issued a formal declaration that there had been a significant disruption of academic activities. The Secretary received draft motions prepared for the special meeting of March 8. The Committee agreed to review them at a meeting on March 7 to determine if they were in order and ready for Senate consideration. The agenda for the special Senate meeting of March 8 was posted.</p> |
| <p>March 7 Special Meeting</p> | <p>The Committee held a special meeting to determine the status of draft motions submitted for consideration by Senate. Although they were received after the Committee had agreed to hold a special meeting for the purpose identified by petitioners, the Chair felt it would be helpful to review them as a courtesy to the drafters and as an aid to the Committee’s preparations for the special meeting of Senate on March 8. The Committee made the following decisions:</p> <ul style="list-style-type: none"> - the agenda will be based on a report from Senate Executive that responds to the petitioners’ request for an opportunity to discuss the role of Senate and Senate policy - consideration of the motions will be deferred pending discussion at the special meeting and reflections by the Committee |

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| | <p>The Committee received “Notes on the Disruptions Policy and the <i>Class Cancellation Policy</i>” from the Secretary and agreed to share the document with Senate as an appendix to the Senate Executive report.</p> <p>The Committee agreed that there would be an extension of the drop date by which students can withdraw from a Winter term course without receiving a grade and the period during which students could elect a transcript notation of W. The decision will be communicated widely and promptly. New dates will be announced as the remediation framework takes greater shape. The change is applicable to undergraduate studies and will not apply to Faculties in which the Winter term withdrawal dates fell before the disruption began on March 5. No other decisions were made about a possible extension of full year courses or graduate courses.</p> |
| <p>March 9 Special Meeting</p> | <p>At a special meeting Provost Philipps reported that:</p> <ul style="list-style-type: none"> • as of March 8 the online TIMS course repository (for both undergraduate and graduate courses) showed that 58 per cent of primary course meets were active (meaning that course directors are instructing); active course percentages vary by Faculty (ranging from 30 to 100 per cent); in only three Faculties is the active course list under 50 per cent • anecdotal information indicates that student participation in courses that are continuing likewise spans a wide range • the dedicated Website housing FAQs is updated as needed (and reflects the Executive Committee’s communications); students are also being informed of developments through direct e-mail; when misinformation comes to light, or students have concerns about their rights, the Deans / Principal or their associates are following up with instructors • some placements have been put on hold, including Faculty of Education and Nursing program students; internships with public, private and not-for-profit organizations have also been impacted on a case-by-case basis; remediation planning must be sensitive to the special circumstances of such students • gate counts at the Scott Library are down from 13,000-14,000 visits daily to approximately 5,000, a still-considerable number of users • graduate thesis defenses are proceeding where they were previously scheduled and students wish to proceed; off-site locales are being used as necessary • faculty members have been provided with assistance in managing course Moodle sites in order to facilitate and expedite remediation <p>Reports from Faculty Councils were received. The Committee received the text of motions regarding the disruption dealt with by Faculty Councils.</p> <p>The Committee deferred consideration of guidance on the applicability of the Senate Policy on Course Evaluations. It did review an illustrative list of options for completing courses and finalizing grades based on the remediation framework developed during a strike in 2015. Members agreed that it was essential to lay out options as soon as possible so that the community is assured that courses can be completed albeit with remedies that do not guarantee the “same learning experience that they would have received in the absence of a Disruption” in the words of the policy.</p> <p>The Committee signed off on a communication, provided for in the Disruptions</p> |

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| | Policy, drafted in anticipation that the strike would reach the one-week mark on March 12. |
| March 12 | <p>The Committee issued a communication declaring that the Disruption that began on March 5 had exceeded one week in length. It was noted that:</p> <ul style="list-style-type: none"> • a disruption of one full week or more means that some adjustments to class schedules will be necessary for courses that have not continued • there will be modifications to normal academic regulations <p>A set of options for completing courses and finalizing grades is in development and will be communicated shortly. Some of the options will depend on how long the disruption lasts.</p> |
| March 13 | <p>At its regular March meeting the Committee:</p> <ul style="list-style-type: none"> • received a statement submitted by members of the community on authority to suspend academic activities • heard an oral report from the Provost on the impact of the disruption • reviewed an updated report from Faculty Councils • agreed that the formal examination period for courses that have continued through the disruption – and students participating in those courses – would end no later than April 23 • reflected on discussion of disruption-related matters at the special Senate meeting of March 9 • discussed draft motions on aspects of the disruption and the authority for the suspension of academic activities submitted for consideration by Senate • began discussing a fuller set of options for completing courses and finalizing grades |
| March 14 | The Committee issued a communication conveying its decision that the last day of the formal examination period for classes that have continued and students participating in those classes would be no later than April 23. |
| March 15 Special Meeting | <p>At a special meeting the Committee</p> <ul style="list-style-type: none"> • took note of statements and motions on the suspension of classes transmitted by units and Faculty Councils • received reports on the impact of the disruption from the Provost • agreed to a number of options for the completion of courses and finalization of grades to be announced on March 19 • reviewed an updated report from Faculty Councils • agreed to include, as Other Business for Which Due Notice Has Been Given, a hortative motion concerning the authority to suspend academic activities on the agenda of the regular Senate meeting of March 22, 2018; in doing so it noted that another draft motion had been withdrawn; the Committee endeavored to clarify the status of a second hortative motion about the suspension of Glendon courses |
| March 17- March 18 Email canvas | In an e-mail consultation, members contributed to the refinement of the document “Completion of Courses and Finalization of Grades” consolidating decisions made on March 16 and as previously communicated. |
| March 18 | The Committee issued a declaration that the disruption had reached its 14 th day and explained the importance of this milestone for the length of terms. |
| March 19 | The Committee issued the document “Completion of Courses and Finalization of Grades.” Members were also canvassed for their advice about a draft hortative |

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| | <p>motion about Glendon course submitted for Senate consideration. A special meeting was called for March 20.</p> |
| <p>March 20 Special Meeting</p> | <p>At a special meeting the Committee received statements on the disruption by colleagues in the Faculty of Education and the Department of Psychology.</p> <p>The Committee returned to the options for completing courses and finalizing grades. It was confirmed that instructors may re-weight assignments but that students should retain the ability to complete the course requirements according to the original grading scheme. Regarding assessed grades, it was understood that a student can elect this option if they have completed 70 per cent of assignments. Course directors have the discretion to adjust the weight of assignments if 60 per cent of course work has been completed. Faculty members may also substitute and reweight assignments in consultation with students. The document should be clear that changes should not disadvantage students.</p> <p>The Committee confirmed that the Senate Policy on the Student Evaluation of Teaching continues to apply and that surveys may be conducted for all courses to ensure that students can provide faculty members with important feedback. Faculties should develop the means by which faculty members may communicate their desire to have evaluations conducted for their courses. The results of the evaluations conducted are to be used at the discretion of individual instructors.</p> |
| <p>March 22</p> | <p>At the regular March meeting Senate voted on two hortative motions (the term hortative refers to an expression of opinion; the passage of the motions had no substantial impact and will not, for example, result in classes being cancelled). In doing so it approved a motion that</p> <p style="padding-left: 40px;">Senate hereby expresses its view that Senate, in conjunction with Senate Executive, has the authority to direct and determine that classes be suspended on the basis of academic integrity.</p> <p>It defeated a motion that:</p> <p style="padding-left: 40px;">It is the opinion of Senate that all classes on the Glendon campus should be suspended for the duration of the CUPE3903 strike.</p> <p>On a point of order, the Chair ruled that Senate Executive has followed clauses of the “Disruptions Policy” requiring a meeting of Senate within fourteen days and consultations with Senate. This ruling was challenged. On a vote, the Chair’s ruling was upheld meaning that Senate agreed the Executive Committee’s actions were in accordance with the Policy.</p> <p>The Chair advised Senate that the Chair of the Board had expressed to her the view that the Board’s legislated responsibilities for the conduct, business and affairs of the university includes decisions with respect to continuing or not classes and other University activities in a strike. The Board Chair acknowledged the significant function Senate performs on its own and through the Senate Executive in addressing the academic implications of a labour disruption.</p> |
| <p>March 23</p> | <p>The Committee updated the document “Completion of Courses and Finalization of Grades.”</p> |
| <p>March 25</p> | <p>The document “Completion of Courses and Finalization of Grades” was updated to include text on “Supporting Students” which identified resources available to</p> |

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| | students. |
| March 27 Special Meeting | <p>At a special meeting held on this date the Committee received reports from the Senate Appeals Committee on the impact of the disruption on petitions and appeals, and from the Provost. The Committee also agreed to update the March 19 “Completion of Courses and Finalization of Grades” document to reflect the following decisions:</p> <ul style="list-style-type: none"> • students may choose an assessed grade of their own volition if they have attained the requisite 70 per cent threshold and the course is eligible • the last day by which to exercise the assessed grade choice will be moved to April 9 from April 6 for courses that have continued, and to the first day of the revised examination schedule for those that are suspended (or for students who have not participated in continuing courses) • assessed grades will be revoked if students elect to undertake the final assignment • participation grades can be used to attain the 70 per cent threshold; adjustments must retain proportionality • language should be added that calls on faculty members to be flexible and reasonable when balancing academic integrity and fairness to students • although the 90-credit Computer Science program in Lassonde is not accredited, given the migration of students between programs, constituent courses will be ineligible for assessed grades • Thursday, April 5 was originally scheduled as a study day, but will be available for make-up classes for those courses that were suspended but have since resumed |
| March 28 | An updated version of the Committee’s “options” document, reflecting decisions made at the March 27 meeting, was posted and distributed on Senate and Secretariat-Faculty Council listservs. |
| March 29 | The document “Completion of Courses and Finalization of Grades” with the addition of guidance on the Osgoode Credit/No Credit option and refinements to the language on dropping a course without receiving a grade (in contrasting to withdrawing with a W transcript notation) and the date by which students could revert to an evaluated grade from Pass/Fail. |
| April 3 Special Meeting | <p>The Committee held a special meeting at which it was agreed that the “options” document:</p> <ul style="list-style-type: none"> • given the need for flexibility in the completion of courses, a provision of the Sessional Dates Policy will be relaxed such that remediation activities may be scheduled during the formal examination period of April 9 -22, provided that instructors and individual students agree to proceed; protections for students articulated in the Sessional Dates Policy will remain in place • the earliest that Summer term classes will begin is Tuesday, May 22; Schulich School of Business summer graduate courses will begin as planned on April 30; any other exceptions are subject to approval • in the hopes of maintaining full length terms in the summer, consideration of shortening the SU, S1 and S2 terms was <i>deferred</i> pending the outcome |

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| | <p>of the supervised vote, the results of which were expected to be announced on April 9</p> <ul style="list-style-type: none"> • in cases where some students in a course have completed assignments worth 70 per cent and others have not, instructors are encouraged to exercise their discretion generously and re-weight other assignments to ensure all students are treated equitably <p>Also posted this date was a communication from the Chair of the Board of Governors on the matter of authority to cancel classes in which it was proposed that a process by which to resolve the question. The Committee confirmed that Senate must be engaged in the process. As a first step, it was agreed to propose that the Chairs and Vice-Chairs of the Executive committees meet to develop preliminary advice on the mandate, composition and timelines of a group that would take up the authority question. Given his expertise and willingness to assist, Dean Sossin will be invited to participate in the discussions.</p> |
| April 3 | <p>An updated version of the Committee’s “options” document was posted and distributed on Senate and Secretariat-Faculty Council listservs. Also posted this date was a communication from the Chair of the Board of Governors on the matter of authority to cancel classes in which it was proposed that a process by which to resolve the question.</p> |
| April 10 Special Meeting | <p>At a special meeting the Committee received a motion intended for consideration at a special meeting of Senate on Thursday, April 12 at 3:00 p.m. The motion was cleared for debate. The Committee also agreed to submit a motion of its own on academic integrity and fairness to students.</p> <p>Reports were received from the Provost, Registrar and, through the Secretary, several Faculty Councils.</p> <p>The Committee approved changes to the document “Completion of Courses and Finalization of Grades” such that the following refinements will be incorporated:</p> <ul style="list-style-type: none"> • the addition of a number of smaller graduate and undergraduate programs that will begin Summer 2018 terms according to the original schedule under the Sessional Dates policy • expanded text on the ability of course directors to assist students in completing courses and finalizing grades <p>The Chair advised members that the Chair of the Board had accepted a proposed process to develop preliminary advice on the mandate, composition and timelines of a group that would take up the authority question. It was reiterated that this advice would be subject to the approval of the governing bodies.</p> |
| April 17 | <p>At the regular April meeting of Senate Executive, the Committee took up a number of matters related to the disruption, and in doing so:</p> <ul style="list-style-type: none"> • reflected on discussion of the Committee’s report at the special Senate meeting of April 12 at which two motions were approved (one on academic integrity and fairness to students which was incorporated into the “Completion of Courses and Finalization of Grades” document, the other calling for parties to resume bargaining) • paid special attention to comments on the possibility of expanding Pass / Fail grading to additional courses and permitting students to elect a Pass grade if |

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| | <p>they have completed 50 per cent of assignments with a grade of C</p> <ul style="list-style-type: none"> • agreed to additions to the list of courses that will remain on the original schedule for Summer terms • agreed to provide Associate Deans with guidance on the processing of requests for assessed grades • agreed to extend drop deadlines to December 21, 2018 • agreed, subject to further clarification from the proponents, to include a draft motion guiding Senate Executive in the matter of “actions and decision leading to a clarification of the authority and role of Senate” • agreed, subject to further consultation among members, to submit a motion of its own on the matters raised in the draft motion |
| <p>April 20 E-Mail Canvas</p> | <p>Members received the final wording of a motion submitted for consideration by Senate on April 27 under Other Business for Which Due Notice Has Been Given, and agreed not to proceed with a motion of its own.</p> |
| <p>April 24 Special Meeting</p> | <p>At a special meeting, the Committee reviewed the Provost’s Message to the Community of April 19, 2018 as background to its deliberations. It also agreed to recommend Senate approval of a proposal to temporarily broaden the Senate Policy on Pass / Fail Grades. It was agreed that the Film 4190.6.0 Field Placement course could proceed on the original Sessional Dates schedule and that graduate students will be permitted to register for Summer terms but will not be required to do so.</p> |
| <p>April 27 E-Mail Canvas</p> | <p>As the result of an e-mail canvas initiated on April 27, the Committee agreed that the following Lassonde courses could begin on the original Sessional Dates summer schedule: EECS4070 Directed Studies, EECS4080 Computer Science Project, and EECS4480 Computer Security Project.</p> |
| <p>May 1 E-Mail Canvas</p> | <p>As the result of an e-mail canvas initiated on May 1, 2018 the Committee deferred consideration of a request that a Faculty of Graduate Studies MATH course could begin on the original schedule. The request was taken up at a special meeting held on May 2, 2018.</p> |
| <p>May 2 Special Meeting</p> | <p>Based on advice from the Provost, the Committee agreed that it would be appropriate to proceed with SU and S1 terms on May 22 and to treat post-strike remediation terms separately and running them when the disruption ended (with remediation possible at any time). Instructors will be urged to exercise maximum flexibility in completing courses (by, for example, adjusting or substituting assignments)</p> <p>It was also agreed to:</p> <ul style="list-style-type: none"> • update the “options” document to emphasize reassurances that credit will be earned by students for Y and W terms with structured remediation periods following the strike • reinforce messages with language from the Disruptions Policy regarding immunity from penalty and alternative access, and stressing that students must not be left with take-it-or-leave-it remediation options • explore with the Teaching Commons resources for identifying and illustrating creative solutions (e.g. substitution of assignments, changes in weighting or kind, etc.) • encourage an easing of Letters of Permission regulations for the summer and, if possible, allow for the possibility of alpha-numeric grading [it was subsequently learned that this was not feasible] |

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| | <ul style="list-style-type: none"> • communicate that the protections in the Disruptions Policy apply if the strike continues while Summer terms are in progress but that the remediation options instituted for Y 17-18 and W 18 courses will <u>not</u> apply to Summer courses; any other remediation matters would be taken up following May 22 as necessary • urge programs to permit students to take pre-requisites out of sequence • allow students with grades outstanding who might be otherwise ineligible to progress to enrol in courses without petitioning <p>A proposal to temporarily institute “provisional grades” based on an averaging of GPA in majors and overall on courses completed was approved. Agreement was based on and understanding that:</p> <ul style="list-style-type: none"> • a grade based on evaluation will be entered following when assignments were completed and graded • a distinction between major and overall GPAs can be captured [the Registrar subsequently confirmed this] <p>The Committee received requests for courses to proceed prior to the revised Sessional Dates May 22 start date for Summer terms. Based on rationales provided it was agreed:</p> <ul style="list-style-type: none"> • PSYC 6965 may proceed as planned • MATH 6645 did not appear to meet the criteria for beginning; the decision will be communicated informally to FGS • a Schulich School of Business remediation request was <i>accepted</i> provided that the Registrar confirmed its viability [this was subsequently confirmed and communicated]; protections afforded by the Disruptions Policy will apply to Schulich courses • any new requests to proceed on the original schedule will only be entertained in the most dire or unusual circumstances <p>In the course of deliberations, it was confirmed that it was not necessary for all students to agree to attend a course in order for it to proceed.</p> |
| <p>May 7 E-Mail Canvas</p> | <p>As the result of an e-mail canvas initiated on May 2, the Committee agreed that the following Environmental Studies course could begin on the original Summer schedule: ENV5 4001</p> |
| <p>May 15</p> | <p>The Committee received a brief report advising that to date approximately 30 per cent of students applying to convocate in June will be able to do so. The number may rise as provisional grade requests are processed and as the degree audit process continues. The Vice-Provost Academic reported that Associate Deans will discuss administrative responsibilities for processing provisional grade requests (e.g. only by students’ home Faculties or others) and report back.</p> |

Senate Committee on Awards – Report to Senate

At its meeting of May 24, 2018

For Information

1. Report on New Awards for Calendar Year 2017

Attached as Appendix A is the list of new awards approved during the 2017 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. The full report with comparative data for 2016 and 2015 is attached as Appendix A.

Highlights:

- Overall, the number of new awards remained relatively constant on a year over year basis with the number of new awards decreasing slightly over the previous calendar year (92 in 2017 vs. 94 in 2016). Most are donor-funded.
- The number of new awards for Liberal Arts and Professional Studies students increased to 19 (21% of the total, as opposed to 14% in 2016 and 5% in 2015).
- Relative to their size, Osgoode and Schulich receive significant numbers of awards, partly because their alumni do well financially and give back.
- The increase in the number of new awards at Glendon is the result of funding from a group of alumni.
- For Graduate Studies, 2016 was an anomaly with the creation of new fellowships; the number of new awards in 2017 is closer to what it had been previously.
- Endowments continue to decline, a trend that began in 2014 when the Ontario Trust for Student Support (OTSS) program ended. The OTSS used to match donations dollar for dollar.
- Trends include:
 - Establishment of awards that recognize students for their contributions to their faculties and the York community at large
 - Provision of support to students so that they might participate in activities (i.e. study abroad, industry events, conferences etc.) that complement their in class learning experiences
 - Allocation of operating funds in creating scholarship programs to attract the best and brightest
 - Allocation of funds to support international students
 - Recognition of performance in a particular course or program of study.

2. Report on Graduate Awards Disbursement for 2016-2017

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 2016-17, with comparative data for the previous six years. All data is from the York University Factbook.

Senate Committee on Awards – Report to Senate

Associate Dean Zryd noted that the overall impression is that students and post-docs are doing well. FGS has made changes in internal awards, adding the York Graduate Fellowship, of over \$11.2 million in 2016-17. The full report is attached as Appendix B.

There are over 300 internal awards available to graduate students, most listed on the FGS Awards web page; these awards are donor-funded but many are distributed by individual graduate programs or Organized Research Units. The Faculty has difficulty distributing some internal awards and it is hoped the new awards software which has been recently purchased will target students to encourage applications so that all funds can be distributed. FGS provides reports regularly to Graduate Program Directors and encourages them to get applications in so that the awards can be distributed.

While Tri-Council awards have increased over last year, committee members asked what accounts for there being so many fewer CIHR and NSERC awards than in 2010-11. Associate Dean Zryd noted that doctoral CIHR applications are prepared by students on their own. With NSERC and SSHRC, the Faculty provides support and in the last three years NSERC doctoral applications have had up to 80% success rate.

The committee particularly wishes Senate to note that the number of applications York is allowed to submit for SSHRC, NSERC, and CGS-Master's awards is dependent on faculty success in obtaining research funding. Faculty are reminded of the importance of Tri-Council funding to the availability of funding for graduate students. The data is not disaggregated so that it is not currently possible to know how fine a match there is between Faculty grants and student funding, but it is clear that faculty success in Tri-Council research grants helps graduate student success.

3. 2018 Prestigious Faculty Award Recipients

2018 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.

Senior Full-time Faculty: **Dan Palermo**, Civil Engineering, Lassonde

Full-time Faculty: **Ruth Koleszar-Green**, Social Work, Liberal Arts and Professional Studies

Contract and Adjunct Faculty: **Bridget E. Cauthery**, Dance, Arts, Media, Performance & Design

Teaching Assistant: **Minha Reokenally Ha**, Mechanical Engineering, Lassonde; shared with **Reena Shadaan**, Environmental Studies, and Social Science, Liberal Arts and Professional Studies

Senate Committee on Awards – Report to Senate

2018 Distinguished Research Professorships

A Distinguished Research Professorship is awarded to a member of the faculty who has made outstanding contributions to the University through Research.

Nantel Bergeron, Department of Mathematics and Statistics, Faculty of Science, is internationally recognized as a pioneer in the development of the theory of combinatorial Hopf algebras. His work has a substantial impact on his field of study and is also used to solve many long-standing problems in other fields such as theoretical physics and computer science.

Bernard Lightman, Department of Humanities, Faculty of Liberal Arts and Professional Studies, is a leader in the field of the history of science. His interpretive historical work, much of it focused on the Victorian period, has materially influenced the way we regard some of the great intellectual shifts of the 19th and 20th centuries, especially relations between science, religion, and culture.

Anne Russon, Department of Psychology, Glendon, has made scientific breakthroughs in our understanding of orangutan cognition and ecology. She is considered the world's expert on the intelligence of orangutans, studying the free-ranging apes in the field and revealing that they imitate, communicate in complex fashion, innovate, make and use many tools, swim and fish, and make remarkable adaptations to their foraging behaviour in response to severe habitat destruction.

2018 President's Research Excellence Award

This award recognizes senior full-time faculty at the rank of Professor, with distinguished scholarly achievements who have had a notable impact on their field(s) and made a significant contribution to advancing the University's international reputation for research excellence while significantly and positively contributing to one or more aspects of the York community's intellectual life. This year's recipient, **J. Douglas Crawford**, Department of Psychology, Faculty of Health, has revolutionized three areas of neuroscience and his outstanding innovation has had an impact on international scientific thinking in the field of Visuomotor Neuroscience, ensuring Canada's status as a major player in vision research.

2018 President's Emerging Research Leadership Award

This award recognizes full-time faculty members within 10 years of their first academic appointment, who have had a notable impact on their field(s) and made a significant contribution to advancing the University's international reputation for research excellence while significantly and positively contributing to one or more aspects of the York community's intellectual life. This year's recipient, **Sapna Sharma**, Department of Biology, Faculty of Science, is recognized internationally for her very original research program in aquatic ecology. She is a leader of four international global synthesis

Senate Committee on Awards – Report to Senate

projects, involving more than 120 international researchers, including the Global Lake Temperature Collaboration, a multidisciplinary collaboration involving more than 80 scientists from over 20 countries. Her unique mathematical and modelling expertise which makes her in high demand internationally for large collaborative projects involving global-scale datasets.

Robert Kenedy, Chair



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Memorandum

To: Senate Committee on Awards
 From: Jillian Yeung Do, Director, Student Financial Services
 Karen Warner, Manager Scholarships and Bursaries
 C.C: Carol Altilia, University Registrar
 Date: April 6, 2018
 Subject: 2017 New Awards Report

Overview:

The purpose of this memo is to provide a summary of the awards approved by Student Financial Services on behalf of Senate in the 2017 calendar year (January 1 to December 31). Please refer to Appendix A for the full list of the new awards (names and public descriptions). Appendix B provides definitions for the award funding types.

Overall, the number of awards remained constant on a year over year (YOY) basis, with the number of new awards *decreasing* by 2 over the previous calendar year (92 in 2017 vs. 94 in 2016).

This memo will provide a breakdown and YOY comparator (focused on the variances between 2017 vs. 2016) of the new awards by Faculty, funding type, category (i.e. award, scholarship, bursary, etc...), value and timing of disbursement. Prior year data (2015) has been included to provide a historical perspective only.



TABLE 1: Summary of New Awards by Faculty

| Faculties | 2017 Calendar Year | | 2016 Calendar Year | | 2015 Calendar Year | |
|---|----------------------|----------------------------|----------------------|----------------------------|----------------------|----------------------------|
| | # of Awards Approved | % Share of Awards Approved | # of Awards Approved | % Share of Awards Approved | # of Awards Approved | % Share of Awards Approved |
| Non-Faculty Specific | 6 | 7% | 17 | 18% | 11 | 13% |
| Arts, Media, Performance and Design (undergraduate) | 4 | 4% | 4 | 4% | 4 | 5% |
| Education (undergraduate) | 0 | 0% | 3 | 3% | 0 | 0% |
| Environmental Studies (undergraduate) | 2 | 2% | 1 | 1% | 0 | 0% |
| Glendon (undergraduate) | 12 | 13% | 3 | 3% | 5 | 5% |
| Graduate Studies (excluding Law and Schulich) | 11 | 12% | 24 | 26% | 14 | 17% |
| Health (undergraduate) | 2 | 2% | 0 | 0% | 3 | 4% |
| Lassonde (undergraduate) | 5 | 5% | 6 | 7% | 16 | 20% |
| Law (undergraduate and graduate) | 9 | 10% | 4 | 4% | 11 | 13% |
| Liberal Arts & Professional Studies (undergraduate) | 19 | 21% | 13 | 14% | 4 | 5% |
| Science (Undergraduate) | 5 | 5% | 1 | 1% | 4 | 5% |
| Schulich (undergraduate and graduate) | 17 | 18% | 18 | 19% | 11 | 13% |
| TOTAL | 92 | 100% | 94 | 100% | 83 | 100% |

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

Overall the number of awards approved by Student Financial Services on behalf of Senate in 2017 remains stable (92 in 2017 vs. 94 in 2016).

There was a *decrease* of 11 new non-faculty specific awards (6 in 2017 vs. 17 in 2016). The individual faculties that experienced the most significant variances were Glendon, Faculty of Graduate Studies, Osgoode Hall Law School, the Faculty of Liberal Arts and Professional Studies and the Faculty of Science.

Glendon College experienced an *increase* of 9 additional awards YOY (12 in 2017 vs. 3 in 2016). All of these new awards were donor funded and in many instances the same donor is responsible for more than one of the new awards (i.e. Scott Cawfield Prize in Business Economics and Scott Cawfield Entrance Award in Business Economics; the 1980's Glendon Alumni Entrance Award and the 1980's Glendon Alumni Bursary).

The Faculty of Graduate Studies (excludes Law and Schulich) experienced a *decrease* of 13 new awards (11 in 2017 vs. 24 in 2016). A quarter of the new graduate awards established in 2016 were directly attributed to the graduate fellowship package. In addition, in 2016 the faculties of Education and Lassonde allocated operating funds to create numerous new graduate awards. All of the new awards created in 2017 were established with donor funds.

Osgoode Hall Law School saw an *increase* of 5 new awards (9 in 2017 vs. 4 in 2016). All but one of the new awards has been created with donor funds.

The Faculty of Liberal Arts and Professional Studies experienced an *increase* of 6 new awards (19 in 2017 vs. 13 in 2016) almost all of which were attributed to new donor agreements. In addition, the faculty elected to designate operating funds to establish the Outstanding International Student Leadership & Volunteer Award, and the LA&PS International Student Emergency Bursary.

The Faculty of Science saw an *increase* of 4 new awards (5 in 2017 vs. 1 in 2016) all of which were donor funded with the exception of the York Science Scholars Award.

New award levels remained relatively *stable* for the remaining faculties which include the School of Arts, Media, Performance and Design (4 in 2017 vs. 4 in 2016), the Faculty of Education (0 in 2017 vs. 3 in 2016), the Faculty of Environmental Studies (2 in 2017 vs. 1 in 2016), the Faculty of Health (2 in 2017 vs. 0 in 2016), the Lassonde School of Engineering (5 in 2017 vs. 6 in 2016) and the Schulich School of Business (17 in 2017 vs. 18 in 2016).

TABLE 2: Summary of New Awards by Funding Type**TYPE OF FUNDING**

| Funding Source | 2017 Calendar Year | | | | 2016 Calendar Year | | | | 2015 Calendar Year | | | |
|---------------------|--------------------|-----------|----------|-----------|--------------------|-----------|-----------|-----------|--------------------|-----------|----------|-----------|
| | UG | GR | UG/GR* | Total | UG | GR | UG/GR* | Total | UG | GR | UG/GR* | Total |
| Annual Payments | 11 | 4 | 2 | 17 | 4 | 2 | 2 | 8 | 4 | 3 | 0 | 7 |
| Endowments | 13 | 6 | 0 | 19 | 16 | 8 | 3 | 27 | 16 | 4 | 1 | 21 |
| One-Time-Only | 4 | 1 | 1 | 6 | 2 | 1 | 0 | 3 | 4 | 1 | 0 | 5 |
| Operating | 7 | 8 | 2 | 17 | 13 | 19 | 2 | 34 | 5 | 4 | 1 | 10 |
| Term Awards | 22 | 5 | 4 | 31 | 8 | 7 | 5 | 20 | 21 | 7 | 2 | 30 |
| Transcript Notation | 1 | 0 | 0 | 1 | 2 | 0 | 0 | 2 | 5 | 5 | 0 | 10 |
| Government | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| TOTAL | 58 | 25 | 9 | 92 | 45 | 37 | 12 | 94 | 55 | 24 | 4 | 83 |

*These awards are available to undergraduate and graduate students

Annual Payments includes awards that are externally funded

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

Donor Funded Awards (includes annual, endowments, OTO and termed)

York University has experienced a steady decline in donor funded awards established through endowments since 2014 when the provincial government discontinued to the Ontario Trust for Student Support (OTSS) program. The minimum requirement to establish an endowment at York University is \$25,000 and under the OTSS program, donors had their donation matched dollar for dollar by the provincial government thus making endowments an attractive and affordable option. Endowed awards are funded by investment income from a principal amount permanently established at the University and offer the most stable and long term form of support for students. While there was a slight recovery in endowments in 2016, the decline appears to be continuing in 2017 (19 in 2017 vs. 27 in 2016).

In lieu of creating endowments, donors appear to be making limited term financial commitments as evidenced by the *increase* in awards funded through annual payments (17 in 2017 vs. 8 in 2016), termed awards (31 in 2017 vs. 20 in 2016) and one time only donations (6 in 2017 vs. 3 in 2016).

Institutionally Funded Awards (operating)

There has been a year over year (YOY) *decrease* in the number of awards being funded institutionally (17 in 2017 vs. 34 in 2016). In 2016 the *increase* in institutionally funded awards was partially attributed to the creation of 8 new award codes directly linked to the fellowships package and the creation of a variety of prizes and awards to recognize research and teaching excellence.

In 2017, operating funds have been allocated to create awards that:

- Support recruitment initiatives that attract top applicants (i.e. the Dean's Entrance Scholarship for Environmental Studies and the York Science Scholars Award);
- Provide financial support for international students and for travel related expenses to events

that support academia (i.e. York Global Health Travel Award, Osgoode Travel Bursary, LA&PS International Student Emergency Bursary, and Schulich International Student Bursary) and;
c) To recognize students contributions to their programs of study and their faculties (i.e. Outstanding International Student Leadership & Volunteer Award in LAPS, Schulich Outstanding Graduate Ambassador Award)

All remaining categories (i.e. transcript notations and government funded awards) have remained stable.

TABLE 3: Summary of New Awards by Value

| Award Value | 2017 Calendar Year | | | | 2016 Calendar Year | | | | 2015 Calendar Year | | | |
|--------------------|--------------------|-----------|----------|-----------|--------------------|-----------|-----------|-----------|--------------------|-----------|----------|-----------|
| | UG | GR | UG/GR* | Total | UG | GR | UG/GR* | Total | UG | GR | UG/GR* | Total |
| < \$500 | 5 | 0 | 0 | 5 | 2 | 4 | 0 | 6 | 2 | 4 | 0 | 6 |
| \$500-\$1,000 | 27 | 7 | 1 | 35 | 18 | 11 | 5 | 34 | 18 | 6 | 1 | 25 |
| \$1,001 - \$2,000 | 5 | 1 | 3 | 9 | 7 | 3 | 2 | 12 | 7 | 1 | 1 | 9 |
| \$2,001 - \$3,000 | 4 | 2 | 1 | 7 | 2 | 1 | 0 | 3 | 5 | 1 | 0 | 6 |
| \$3,001 - \$5,000 | 6 | 3 | 2 | 11 | 1 | 0 | 2 | 3 | 2 | 2 | 1 | 5 |
| \$5,001 - \$10,000 | 6 | 2 | 0 | 8 | 2 | 4 | 0 | 6 | 3 | 3 | 0 | 6 |
| \$10,001 and above | 1 | 0 | 0 | 1 | 0 | 2 | 0 | 2 | 0 | 0 | 0 | 0 |
| Amount Varies | 3 | 10 | 2 | 15 | 12 | 12 | 3 | 27 | 12 | 2 | 1 | 15 |
| No Monetary Value | 1 | 0 | 0 | 1 | 1 | 0 | 0 | 1 | 6 | 5 | 0 | 11 |
| TOTAL | 58 | 25 | 9 | 92 | 45 | 37 | 12 | 94 | 55 | 24 | 4 | 83 |

*These awards are available to undergraduate and graduate students.

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

\$3,001 - \$5,000: There was an *increase* of 8 awards in this value range (11 in 2017 vs. 3 in 2016); all but two of the new awards in this range were donor funded.

Amount varies: There was a *decrease* (-12) in number of new awards established with no set values (15 in 2017 vs. 27 in 2016). This category typically includes bursaries, travel awards and entrance awards where the number of awards disbursed and the value is dependent on the applicant pool and financial need and prizes for group competitions where the value is split between the team members.

All other award ranges (\$0, < \$500, \$500 - \$1,000, \$1,001 - \$2,000, \$2,001 - \$3,000, \$5,001 - \$10,000 and \$10,000+) remained relatively stable.

TABLE 4: Summary of New Awards by Category

| Definition | 2017 Calendar Year | | | | 2016 Calendar Year | | | | 2015 Calendar Year | | | |
|--------------|--------------------|-----------|----------|-----------|--------------------|-----------|-----------|-----------|--------------------|-----------|----------|-----------|
| | UG | GR | UG/GR* | Total | UG | GR | UG/GR* | Total | UG | GR | UG/GR* | Total |
| Award | 28 | 18 | 3 | 49 | 21 | 9 | 6 | 36 | 25 | 15 | 1 | 41 |
| Bursary | 11 | 4 | 4 | 19 | 12 | 10 | 6 | 28 | 14 | 3 | 2 | 19 |
| Fellowship | 0 | 0 | 0 | 0 | 0 | 6 | 0 | 6 | 0 | 0 | 0 | 0 |
| Prize/Medal | 14 | 0 | 1 | 15 | 4 | 4 | 0 | 8 | 7 | 1 | 1 | 9 |
| Scholarship | 5 | 3 | 1 | 9 | 8 | 8 | 0 | 16 | 8 | 5 | 0 | 13 |
| Loan | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 1 |
| TOTAL | 58 | 25 | 9 | 92 | 45 | 37 | 12 | 94 | 55 | 24 | 4 | 83 |

*These awards are available to undergraduate and graduate students

Bursary includes waivers.

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

Award: The ‘Award’ category (general term that considers a variety of criteria including academic merit, community involvement, leadership *and/or* financial need) remains the most common category under which awards are established. In 2017, there was a marked *increase* of +13 YOY (49 in 2017 vs. 36 in 2016). Of the 49 awards established last year, only 18 considered financial need which is a shift from past trends. More emphasis is now being placed on recognizing the other identified criteria.

Bursary: There was a *decrease* in the number of awards established under the “Bursary” category (19 in 2017 vs. 28 in 2016).

Prize/Medal: There was an *increase* in the number of new prizes and medal established (15 in 2017 vs. 8 in 2016). The minimal commitment required to establish a prize or medal may make this a more attractive option to donors.

Scholarships: There was a *decrease* in the number of new scholarships created (9 in 2017 vs. 16 in 2016).

TABLE 5: Summary of Awards by Timing

| Timing | 2017 Calendar Year | | | | 2016 Calendar Year | | | | 2015 Calendar Year | | | |
|--------------|--------------------|-----------|----------|-----------|--------------------|-----------|-----------|-----------|--------------------|-----------|----------|-----------|
| | UG | GR | UG/GR* | Total | UG | GR | UG/GR* | Total | UG | GR | UG/GR* | Total |
| Convocation | 9 | 2 | 0 | 11 | 0 | 0 | 0 | 0 | 5 | 0 | 0 | 5 |
| Entrance | 8 | 4 | 2 | 14 | 4 | 5 | 0 | 9 | 5 | 3 | 0 | 8 |
| In-Course | 41 | 19 | 7 | 67 | 41 | 32 | 12 | 85 | 45 | 21 | 4 | 70 |
| TOTAL | 58 | 25 | 9 | 92 | 45 | 37 | 12 | 94 | 55 | 24 | 4 | 83 |

* These awards are available to undergraduate and graduate students
 Calendar year refers to the period from January 1 to December 31

Convocation: There was a marked *increase* in the number of convocation awards established in 2017 (11 in 2017 vs. 0 in 2016).

Entrance: The number of new entrance awards *increased* by +5 (14 in 2017 vs. 9 in 2016). As mentioned previously, several faculties have allocated operating funds to the creation of entrance scholarships designed to attract top applicants.

In-Course: The timing of an award is determined in the gift agreement. *Increases* in the other two categories are offset by a *decrease* in In-course awards in 2017 (67 in 2017 vs. 85 in 2016).

Conclusion

Overall, the number of new awards remained relatively constant, with a slight *decrease* of 2 awards on a year over year (YOY) basis.

Trends in new awards over the last year include the following:

- Establishment of awards that recognize students for their contributions to their faculties and the York community at large
- Provision of support to students so that they might participate in activities (i.e. study abroad, industry events, conferences etc.) that complement their in class learning experiences
- Allocation of operating funds in creating scholarship programs to attract to best and brightest
- Allocation of funds to support international students
- Recognition of performance in a particular course or program of study

| APPENDIX A- 1 | | | | |
|--|---|--------------|------------|--------------|
| AWARD NAME | PUBLIC DESCRIPTION | DEGREE LEVEL | AWARD TYPE | AWARD TIMING |
| KPMG Accounting Scholarship | The KPMG Accounting Scholarship is established by the KPMG Foundation. This award will be granted to a second year MBA/IMBA student who is specializing in accounting, and/or a third term student of the Master of Accounting program. The successful candidate must demonstrate academic excellence, leadership skills and financial need. | GR | AW | In Course |
| Russell David Smith Graduate Award in Public and International Affairs | The Russell David Smith Graduate Award in Public and International Affairs benefits students studying at the graduate level who are enrolled in the Glendon School of Public and International Affairs program. To be eligible recipients must be in good academic standing and demonstrate financial need. The award will be renewable should the recipient continue to meet the criteria. This award was established by Russell David Smith (BA '67) in celebration of the 50th anniversary of his graduation from Glendon College and in thankful recognition of Glendon's graduate program in Public and International Affairs. When Russell wanted to pursue graduate studies in public administration in the late 60's, sadly York had no suitable program and he had to go elsewhere. Russell went on to have a fulfilling, 30 year career managing human resources programs in several Ontario government ministries. He strongly believes in the value offered to society by Canada's public servants. He hopes that this award will provide financial assistance to someone who might otherwise have been unable to pursue their studies because of lack of funds, a situation his own father found himself in when he wanted to attend university. | GR | AW | In Course |
| Raymond E. Fancher Award | The Raymond E. Fancher Award will be awarded annually to a York University graduate student for excellence in research in the History and Theory of Psychology. Senior Scholar and Professor Emeritus, Raymond E. Fancher, was a full-time professor in York's Psychology Department from 1970 until his retirement in 2005. A highlight of his career was the role that he played in the establishment, in 1980, of a new Ph.D. specialty area in York's Psychology Graduate Program, devoted to the History and Theory of Psychology. Since its inception, the area has established an international reputation and has consistently produced a steady stream of accomplished and successful graduates. | GR | AW | In Course |
| The Dr. James Gillies Entrance Award | Created in honour of Schulich's Founding Dean, Dr. James McPhail Gillies (1924 to 2015). This award will be given to an incoming master's level Schulich School of Business student who demonstrates academic excellence and financial need. Recipients must be Canadian citizens, permanent residents or protected persons, residents of Ontario and demonstrate financial need. Value: Variable | GR | AW | Entrance |

| AWARD NAME | PUBLIC DESCRIPTION | DEGREE LEVEL | AWARD TYPE | AWARD TIMING |
|---|---|--------------|------------|--------------|
| Daniel & Nicole Simunac "Most Well-Rounded" MBA/IMBA Award | The Daniel & Nicole Simunac "Most Well-Rounded" MBA/IMBA Award is presented to an incoming MBA/IMBA student. The student will demonstrate good academic standing (B average or better) and well-rounded experience in extracurricular, community and/or industry involvement. Value: \$1,000. | GR | AW | Entrance |
| Stephen K. Levine Award in Social and Political Thought | The Stephen K. Levine Award in Social and Political Thought benefits students (Masters or Doctoral) studying in the Graduate Program in Social and Political Thought, who demonstrate academic excellence and financial need. This award was established by a York graduate to express gratitude to a former professor and friend. From 1971 to 2004, Levine was a Professor in the Social Science Division and the Social and Political Thought Program at York University. He is also Dean of the doctoral program in expressive arts at the European Graduate School (Switzerland) and co-founder of The Create Institute, a three-year training program in Expressive arts Therapy (Toronto). Author and editor of many books in the field of expressive arts, including Trauma, Tragedy and Therapy: The Arts and Human Suffering. | GR | AW | In Course |
| Amanda Dean Chartrand Excellence Award in Health Management | The Amanda Dean Chartrand Excellence Award in Health Management is presented to a graduating MBA/IMBA student specializing in Health Industry Management. The student will demonstrate academic excellence (B average or better) and a strong connection to the health industry through community involvement or volunteer work. Value: \$1,500. | GR | AW | Convocation |
| Schulich Outstanding Graduate Ambassador Award | The Outstanding Graduate Ambassador Award honours a graduate student volunteer for exemplary contribution to the Schulich Graduate Ambassador Program. The award recognizes the recipient's exceptional participation, creativity, and commitment to a positive and memorable student experience. | GR | AW | In Course |
| Jared Kligerman MBA/IMBA Award | The Jared Kligerman MBA/IMBA Award is established by Schulich alumnus Jared Kligerman (MBA '11) and will be presented to a graduating MBA/IMBA student who demonstrates good academic standing and financial need. Value: \$1,000. | GR | AW | Convocation |
| Schulich Student Experience Fund - ARTM | The Schulich Student Experience Fund - ARTM has been designed to provide financial support for students studying in the MBA Specialization in Arts and Media to help with costs associated with attending arts, media and entertainment related conferences and special events that add to the students' learning experience and provide valuable networking opportunities. Value: various amounts depending on funding and student need. | GR | AW | In Course |

| AWARD NAME | PUBLIC DESCRIPTION | DEGREE LEVEL | AWARD TYPE | AWARD TIMING |
|--|---|--------------|------------|--------------|
| Schulich Student Experience Fund - RE & I | The purpose of the Schulich Student Experience Fund - RE&I is to provide students, specializing in Real Estate and Infrastructure at Schulich, with new and practical learning experiences beyond the traditional classroom. These enhanced, hands-on learning experiences include real estate tours, special guest lectures, global case competitions, field trips, specialized training on industry-specific software, career networking events, and more. Value: various depending on funding and student need. | GR | AW | In Course |
| Lillian Campbell Memorial Award | The Lillian Campbell Memorial Award will be granted to Graduate student(s) conducting research into the use and development of assistive technology to benefit the education of those with learning disabilities. Preference will be given to applicants living with learning disabilities. A gifted teacher, researcher and academic, Lillian Campbell (PhD '15) was at the height of her academic career in the Faculty of Health when cancer stole her future. A faculty member at York University, Ms. Campbell passed away after a long and brave battle with a rare, incurable cancer. Throughout her career, Campbell advocated for students diagnosed with learning disabilities; her research focused on supporting their development of academic skills and learning strategies with the use of computer assistive technology. | GR | AW | In Course |
| Gail Shimoda Graduate Bursary in Geography | The Gail Shimoda Graduate Bursary was created to provide support to graduate students in the Department of Geography to conduct field work locally or globally as part of the requirements to complete their graduate studies. Recipients must be Canadian citizens or permanent residents who have demonstrated financial need. | GR | BU | In Course |
| Kingsley Abu Imonikhe Graduate Award | The Kingsley Abu Imonikhe Graduate Award will be awarded to one full time, domestic and one full time international Masters or PhD student experiencing financial need and with at least a B average. Preference will be given to students in Engineering (Civil, Mechanical, Electrical, Computer Science), or Business fields such as Finance or Financial Accountability in the Faculty of Liberal Arts and Professional Studies. This award was established by York alumna Diana Imonikhe '05, '08, '17 to honour her father, Kingsley Abu Omokhovwa Imonikhe (1955-1991). He was a hardworking, loving father who had a keen interest in education. He received a Diploma in Engineering from Auchi Polytechnic, pursued Civil Engineering and Management at the University of Leeds in the United Kingdom and later returned to Nigeria to work with Arbico Nigeria Limited. Diana is a firm believer in the power of education to create opportunities and accelerate a person's path to success. She hopes to give someone else the opportunity to learn and grow at York University. | GR | AW | In Course |

| AWARD NAME | PUBLIC DESCRIPTION | DEGREE LEVEL | AWARD TYPE | AWARD TIMING |
|--|--|--------------|------------|--------------|
| Annear/Bertram Family Graduate Award | The Annear/Bertram Family Graduate Award will be awarded to full time or part time graduate students who are studying/doing work on or utilizing the Prigent Papers in the Scott Library Archives. In any given year should there be no suitable student working with the Prigent Papers, the award will be open to graduate students enrolled in the School of Public Policy and Administration. To be eligible students must be in good academic standing and demonstrate financial need. | GR | AW | In Course |
| Ian P. Howard Family Foundation Graduate Scholarship | The Ian P. Howard Family Foundation Graduate Scholarship will be awarded annually to an entering full time Master's level graduate student who is studying vision or performing research in a vision-related field of study and is supervised by a member of the Centre for Vision Research. Established by the Ian P. Howard Family Foundation by Toni Howard and her three children, Ruth, Neil, and Martin, to honour their late father, Dr. Ian P. Howard (1927-2013), an influential vision scientist, Founder of the Centre for Vision Research (formerly the York Vision Group), Distinguished Research Professor, Professor in York university's Department of Psychology, a wonderful mentor, and an exceptional human being. | GR | SC | Entrance |
| VISTA Graduate Scholarship | Vision: Science to Applications (VISTA) is a collaborative research program funded by the Canada First Research Excellence Fund (CFREF, 2016-2023) that builds on York's world-class interdisciplinary research in biological and computer vision. VISTA spans five York faculties (Health, Engineering, Science, Arts Media Performance & Design; Liberal Arts & Professional Studies), five research centers (including the Centre for Vision Research), and over 50 partners in the international research community and non-academic sectors such as healthcare and industry. The VISTA Graduate Scholarship will provide financial support to high-caliber scholars conducting research that is aligned with the VISTA program under the supervision of a VISTA Core Member. VISTA Associate Members are eligible to co-supervise with a Core Member. This support provides funds in addition to standard York University support to attract and train leading vision researchers of tomorrow. A list of Core and Associate members can be found on the VISTA website. VISTA Graduate Scholarships will be awarded competitively based on the strength of the candidate, the strength of the research proposal, and fit with the goals of the VISTA program. The scholarship is available to domestic and international Masters and Doctoral students in the amount of \$10, 000 per year for up to 2 years for Masters, and up to 4 years for Doctoral students. | GR | SC | In Course |

| AWARD NAME | PUBLIC DESCRIPTION | DEGREE LEVEL | AWARD TYPE | AWARD TIMING |
|---|---|--------------|------------|--------------|
| Agnes Orosz and Wojtek Niebrzydowski MBA Entrance Award | The Agnes Orosz and Wojtek Niebrzydowski MBA Entrance Award is established by Schulich alumni Agnes Orosz (MBA '96) and Wojtek Niebrzydowski (MBA '86). It is awarded to a student entering the first year of the MBA and IMBA program, who demonstrated exceptional academic excellence, strong leadership skills and financial need. Preference will be given to an international student with an undergraduate degree from a Polish or Hungarian university. The recipient will have achieved a minimum GPA of 6.0 in previous academic work, as well as an above average GMAT score. Agnes Orosz (MBA '96) and Wojtek Niebrzydowski (MBA '86) share a common experience of attending Schulich as international students originating from Central Europe. The impact of their Schulich education has been rewarding on their lives and career. | GR | AW | Entrance |
| Canada Graduate Scholarship to Honour Nelson Mandela | http://www.sshrc-crsh.gc.ca/funding-financement/programmes-programmes/fellowships/cgs_mandela-besc_mandela-eng.aspx | GR | SC | In Course |
| International Student Award | Each year, the Schulich School of Business provides a number of International Student Awards to incoming full-time international graduate students who demonstrate academic excellence. | GR | AW | In Course |
| Schulich Emergency Bursary | Each semester, a limited number of bursaries are available to domestic graduate students who demonstrate financial need. This bursary is designed to assist students who have been placed in serious financial difficulty due to sudden and unexpected situations. | GR | BU | In Course |
| Schulich International Student Bursary | The Schulich International Student Bursary will be given to incoming full-time graduate students who demonstrate financial need. | GR | BU | In Course |
| Schulich Student Experience Fund - GMM | The purpose of the Schulich Student Experience Fund - GMM is to provide students, specializing in Global Mining Management at Schulich, with financial support to enable them to obtain extensive interactions with industry leaders through attendance at industry events and conferences, strategy field studies at mining companies and mine site visits. Value: various depending on funding and student need | GR | AW | In Course |
| CIBC Fine Arts Graduate Student Award | The CIBC Fine Arts Graduate Student Award will support graduate students in the 'Culture and Entertainment' theme. To be eligible, students must be enrolled full time in an MFA, MA or PhD program within the School of Arts, Media, Performance and Design and must demonstrate artistic excellence through a portfolio review. Special consideration will be given to students whose work is of an interdisciplinary, cross-departmental, or cross-Faculty nature. | GR | AW | In Course |

| AWARD NAME | PUBLIC DESCRIPTION | DEGREE LEVEL | AWARD TYPE | AWARD TIMING |
|--|---|---------------------|-------------------|---------------------|
| Global Leadership Bursary | Students selected to participate in the Global Leadership Initiative Program can qualify for a Global Leadership Bursary. In order to be considered, applicants must meet qualifications for field study selection. Recipients will use this funding to defray expenses of the travel and accommodations while in the field. | GR | BU | In Course |
| Global Assistance Foundation of Canada Bursary | The Global Assistance Foundation of Canada Bursary will be awarded to a Canadian student with a physical and/or mental disabilities for the purpose of attending a Canadian post-secondary institution with preference given to a student with financial need. The Global Assistance Foundation of Canada is inspired by the perseverance demonstrated by these students and wants to help them to pursue their goals by providing a bursary to help with the financial costs related to the pursuit of a post-secondary education. The Global Assistance Foundation of Canada was created to help vulnerable members of all communities and with the belief that those with mental and physical disabilities should have access to and be able to seek the same opportunities as others. | GR/UG | BU | In Course |
| Osgoode Travel Bursary | The Osgoode Travel Bursary provides financial support for travel to conferences and events that will be of benefit to the recipients experience and learning. | GR/UG | BU | In Course |
| Schulich 50th Anniversary Award | Established from the proceeds of the 50th Anniversary Gala held in May 2016, this award will be given to selected incoming full-time graduate and/or undergraduate level Schulich School of Business students. Recipients of this award will demonstrate academic excellence and financial need. | GR/UG | AW | Entrance |
| Patel Family Fighting Spirit Award | The Patel Family Fighting Spirit Award will recognize students who are able to persevere and overcome life's ups and downs with a fighting spirit by achieving the greatest jump in grade point average from one year to the next. Undergraduate or graduate students enrolled in full-time studies at the Lassonde School of Engineering are eligible. | GR/UG | AW | In Course |
| Patel Family Scholarship for Building Strong Communities | The Patel Family Scholarship for Building Strong Communities will recognize the best all-around student (undergraduate or graduate) who exhibits leadership qualities with an emphasis on helping fellow students and building strong communities within their school, community and/or workplace. | GR/UG | SC | In Course |
| Amy K. MacDonald Bursary | The Amy K. MacDonald Bursary will be granted to a student who has demonstrated financial need and who has previously been incarcerated (as an adult or juvenile) or who is the child of a previously/currently incarcerated individual. | GR/UG | BU | In Course |
| Social Work Alumni Field Education Bursary | The Social Work Alumni Field Education Bursary will be granted annually to one full or part-time undergraduate and graduate student in the School of Social Work who is in good academic standing and demonstrates financial need. To be eligible students must be entering into their placement. | GR/UG | BU | In Course |

| AWARD NAME | PUBLIC DESCRIPTION | DEGREE LEVEL | AWARD TYPE | AWARD TIMING |
|---|---|--------------|------------|--------------|
| York University Service Award | The York University Service Award will be awarded to a student who is currently serving or have previously served in the Canadian Armed Forces, and who has a disability (i.e. physical, sensory, mental health or learning disability) as defined by the Ontario Human Rights code. This award is open to undergraduate and graduate students who are enrolled in full or part time studies at York University. Consideration will also be given to students who have a disability and who are the children of current or former military personnel. This award was established by York University to honour the dedicated men and women who serve our country and also reflects York's longstanding commitment to accessibility for students from all walks of life and our priority of supporting students with disabilities. This award is renewable for an additional 3 years assuming the recipient maintains continued enrolment and good academic standing. | GR/UG | AW | Entrance |
| Schulich Start-Up Night Prize | The Start-Up Night Prize will be awarded to the first prize winner of the event competition. | GR/UG | PR | In Course |
| VIBE Arts for Children and Youth Award | The VIBE Arts for Children and Youth Award will be granted to an incoming or continuing full time undergraduate student enrolled at York University. To be eligible, recipients must be in good academic standing and demonstrate engagement in the arts education for children and youth in the community by submitting a one page statement outlining their involvement. Preference will be given to students who have been involved in the VIBE Arts for Children and Youth organization. This award recognizes community involvement and leadership in arts education for children and youth. VIBE Arts for Children and Youth (formerly known as Arts for Children and Youth) is an award winning charity committed to providing children and youth in under-resourced communities with high quality community and school based arts education. | UG | AW | In Course |
| KPMG Undergraduate Scholarship | The KPMG Undergraduate Scholarship is established by the KPMG Foundation. This award will be granted to a fourth year BBA/iBBA student with a specialization in accounting. The successful candidate must demonstrate academic excellence, leadership skills and financial need. | UG | AW | In Course |
| Carlo Franciscutti Prize in Italian Studies | The Carlo Franciscutti Prize in Italian Studies will be granted to a first year undergraduate student enrolled in the Italian Studies program in the Faculty of Liberal Arts and Professional Studies who has the highest grade point average in the course. | UG | PR | In Course |

| AWARD NAME | PUBLIC DESCRIPTION | DEGREE LEVEL | AWARD TYPE | AWARD TIMING |
|---|--|--------------|------------|--------------|
| Glendon EMLyon Mobility Award | The Glendon EMLyon Mobility Award was created to benefit full time undergraduate students travelling to France as part of the Glendon - EMLyon Dual Degree Program by assisting with the travel costs related to participation in the program. To be eligible students must have a GPA of 6.00 or higher and preference will be granted to those that demonstrate financial need. This award will be allocated only if and when students travel to France. | UG | AW | In Course |
| Outstanding International Student Leadership & Volunteer Award, LA&PS | The Outstanding International Student Leadership & Volunteer Award honours international students in the Faculty of Liberal Arts & Professional Studies for exceptional contribution to an undergraduate student association in the Faculty and/or in other areas of the York community (internally and/or externally). It recognizes outstanding achievement in upholding the vision of building strong and inclusive communities at the local, national and international level. This award honours international students who have distinguished themselves in the areas of volunteer contributions, service and/or leadership. One award valued at \$300. Student must be an undergraduate LA&PS major and an international student, paying international fees. | UG | AW | In Course |
| Jack Walker QC Award for Excellence in Legal Ethics and Professionalism | The Jack Walker QC Award for Excellence in Legal Ethics and Professionalism will be given annually to up to two graduating students who have achieved academic excellence and who, throughout their time at Osgoode, have demonstrated Jack Walker's dedication to professionalism through their courtesy, honesty and integrity both in and outside the classroom. The award was established in honour of Jack Walker on the occasion of his 50th anniversary of his call to the Bar. Jack graduated from Osgoode Hall Law School in 1965 and, after teaching at the law school for a number of years, went on to become the most renowned and highly respected property tax lawyers in Canada and has acted on many high profile cases. He co-founded the International Property Tax Institute, was the founder of the Ontario Property Tax Lawyers Association and has written extensively on the topics of assessment and property taxation. | UG | AW | Convocation |
| Adam Clark Student Legendary Achievement Award | The Adam Clark Student Legendary Achievement Award will be awarded to an undergraduate student affiliated with McLaughlin College who has demonstrated a student leadership role within the College. | UG | AW | In Course |

| AWARD NAME | PUBLIC DESCRIPTION | DEGREE LEVEL | AWARD TYPE | AWARD TIMING |
|--|--|--------------|------------|--------------|
| LA&PS International Student Emergency Bursary | The LA&PS International Emergency Bursary is administered by the Associate Dean, Global & Community Engagement in the Faculty of Liberal Arts & Professional Studies. This bursary is to assist current LA&PS international students who are experiencing financial need and meet the criteria listed below. It is intended to cover costs directly related to the student's academic success. Eligible students must: - be in the Faculty of LA&PS - be an international (study permit) student, paying international fees - experiencing financial difficulty through unforeseen circumstances - be registered and pursuing an undergraduate degree - be enrolled in courses at the time of application - have already applied to York International Student Bursary Note: Both full and part-time students who meet the above criteria are eligible to apply. You may only apply once to this bursary during your academic career at York University. | UG | BU | In Course |
| Patel Family Capstone Project Award | The Patel Family Capstone Project Award will be granted to one group competing in the Lasonde Engineering Capstone Competition. The award will be given to the team whose project exhibits the most potential to positively impact human well-being with maximum, immediate benefit. | UG | AW | In Course |
| Portuguese and Luso Brazilian Studies Entrance Award | The Portuguese and Luso Brazilian Studies Entrance Award will be awarded to the incoming undergraduate student with the highest admission average, majoring or minoring in Portuguese and Luso Brazilian Studies. | UG | AW | Entrance |
| The Emily Masty Memorial Award | The Emily Masty Memorial Award will be granted to a full time undergraduate student of Aboriginal descent, enrolled in the Faculty of Liberal Arts and Professional Studies who has demonstrated outstanding academic excellence. | UG | AW | In Course |
| The J. Addison Scholarship | The J. Addison Scholarship will be granted to incoming undergraduate students from J. Addison School who have been granted direct entry to York or will be entering through a YUELI pathway/conditional offer. To be eligible students must have an incoming grade point average of 80% and hold a student visa. | UG | SC | Entrance |
| Gary D'Mello Prize for the Women's Bridging Program | The Gary D'Mello Prize for the Women's Bridging Program will be granted to the first year York student with the highest grade point average who entered the University from the Women's Bridging Program. | UG | PR | Entrance |
| Gary D'Mello Prize in English | The Gary D'Mello Prize in English will be granted annually to the student with the highest essay grade in the course Gender Studies (AP/EN 2010) in the Faculty of Liberal Arts & Professional Studies. | UG | AW | In Course |

| AWARD NAME | PUBLIC DESCRIPTION | DEGREE LEVEL | AWARD TYPE | AWARD TIMING |
|--|---|--------------|------------|--------------|
| Silver Prize in Finance (BAS) | The Silver Prize in Finance will be awarded to the graduating student with the second highest grade point average in the undergraduate BAS Honours program. The prize will be awarded at the June convocation and will consider all undergraduate BAS graduates from the October, February and June convocation cycles. | UG | PR | Convocation |
| Silver Prize in Finance (BCom) | The Silver Prize in Finance will be awarded to the graduating student with the second highest grade point average in the undergraduate BCom Honours program. The prize will be awarded at the June convocation and will consider all undergraduate BCom graduates from the October, February and June convocation cycles. | UG | PR | Convocation |
| Gold Prize in Finance (BAS) | The Gold Prize in Finance will be awarded to the graduating student with the highest grade point average in the undergraduate BAS Honours program. The prize will be awarded at the June convocation and will consider all undergraduate BAS graduates from the October, February and June convocation cycles. | UG | PR | Convocation |
| Gold Prize in Finance (BCom) | The Gold Prize in Finance will be awarded to the graduating student with the highest grade point average in the undergraduate BCom Honours program. The prize will be awarded at the June convocation and will consider all undergraduate BCom graduates from the October, February and June convocation cycles. | UG | PR | Convocation |
| Jenny Sferrazza '16 Prize for Criminal Law | The Jenny Sferrazza '16 Prize for Criminal Law will be given to the graduating student who has the highest combined grade in first-year Criminal law, Evidence and Criminal Procedure. Jenny had a passion and love for the law. She graduated with Bachelor of Arts degree in Law and Society from the University of Calgary in 2009. She went on to become a Judicial Clerk for the Calgary Youth Courts, a Bail Office Clerk at the Calgary Young Offenders Centre where she taught and helped guide troubled children and was then appointed as the youngest Justice of the Peace in Alberta. She graduated from Osgoode with a Juris Doctor degree in 2016 but sadly passed away before she could begin her career as a criminal lawyer. | UG | PR | Convocation |

| AWARD NAME | PUBLIC DESCRIPTION | DEGREE LEVEL | AWARD TYPE | AWARD TIMING |
|--|---|--------------|------------|--------------|
| Angel PAW Prize | The Angel PAW Prize will be awarded to a first year student on the Lassonde School of Engineering who has the highest grade point average across EECS 1012 (Net-centric Introduction to Computing) and 1022 (Programming for Mobile Computing) or equivalent. The Angel PAW Prize has been established in loving memory by the family of Phillip Wedderburn, who passed away at the age of 24 in 2015 from cancer. He was a Seneca@York student and died before finishing his degree. Phillip loved computers and was passionate about technology; he was specifically interested in software engineering and developing. While a student, he worked on a Google Glasses project which he particularly enjoyed. This award honours Phillips legacy. | UG | PR | In Course |
| President Emeritus Mamdouh Shoukri International Award for Global Health | The President Emeritus Mamdouh Shoukri International Award for Global Health will be awarded to full time undergraduate students enrolled in the Global Health program in the Faculty of Health in association with the Dahdaleh Institute for Global Health. The award will be awarded to a continuing international student who has a grade point average of 6.00 and who demonstrates financial need. | UG | AW | In Course |
| The Konrad Group Design and Technology Undergraduate Scholarship | The Konrad Group Design and Technology Undergraduate Scholarship will be awarded to a 3rd or 4th year student enrolled in the Bachelor of Design program in the Department of Design. Applicants must demonstrate academic excellence by having a minimum GPA of 7.5. Preference will be given to students who demonstrate creativity and innovation with respect to the intersection of the fields of design and technology. | UG | SC | In Course |
| Louise Biely Yolles Scholarship | The Louise Biely Yolles Scholarship will be awarded in alternate years as follows: 1) granted to an outstanding full time anthropology major who completed 90 credits; awarded to a student with the highest CGPA who has clearly demonstrated promise in at least one of these areas: social justice, ethics, psychoanalytic anthropology, child development, the role of mothers and fathers, gender studies, individual experience related to forms of culture and/or qualitative methods. Preference will be given to students with a history of participation in McLaughlin College activities. 2) granted to an outstanding full time McLaughlin College undergraduate student who has completed 90 credits; awarded to McLaughlin student with highest CGPA who meets the following additional criteria: history of participation in college activities and courses taken in at least one of the following areas: gender studies, child development, the role of mothers and fathers, attaining sexual identity ethics/or qualitative research methods. This scholarship was established through a bequest by and named after York graduate and former McLaughlin College course instructor Louise Yolles (MA'80). | UG | SC | In Course |

| AWARD NAME | PUBLIC DESCRIPTION | DEGREE LEVEL | AWARD TYPE | AWARD TIMING |
|--|--|--------------|------------|--------------|
| Interdisciplinary Social Science Undergraduate Student Award | The Interdisciplinary Social Science Award has been established by the Interdisciplinary Social Science (ISS) program to offer assistance to an upper-level ISS student. To be eligible, students must have completed 54 credits or more and be entering their third or fourth year. Recipients of the award will be chosen on the basis of academic achievement (minimum cumulative grade point average of 6.00). | UG | AW | In Course |
| Chris Robinson Prize in Personal Finance | The Chris Robinson Prize in Personal Finance will be awarded to the graduating student with the highest grade point average in the courses which make up the required core curriculum as specified by agreement between the Financial Planning Standards Council and the School of Administrative Studies. | UG | PR | Convocation |
| Dean's Undergraduate Research Award (DURA) Poster Prize | The Dean's Undergraduate Research Award (DURA) Poster Prize will be granted annually to the DURA student with the best poster presentation at the Summer Research Conference. | UG | PR | In Course |
| Dean's Undergraduate Research Award (DURA) | The Dean's Undergraduate Research Awards provide financial support to qualified undergraduate students who would like to gain research experience in an academic setting by working in York University research labs over the summer. These positions are meant to stimulate interest in undergraduate students in scientific research and to encourage undergraduate students to undertake graduate studies and pursue a research career in these fields. | UG | AW | In Course |
| Iris Turcott Memorial Award | The Iris Turcott Memorial Award will be awarded to the dramaturgy and/or playwriting student within the School of Arts, Media, Performance and Design who achieves the highest grade in THEA 4290. Should multiple students have the same grade, the award will be given to the student who has sustained academic excellence throughout their program. Iris Turcott was co-founder and co-artistic director of Playbill Theatre. She spent 17 years as company dramaturg at the Canadian Stage and worked at the Stratford Festival in the development of Daniel MacIvor's Best Brothers (2012) and Judith Thompson's The Thrill (2013) and was also company dramaturg at Factory Theatre. She taught at the National Theatre School of Canada, and served on the board of directors for the LMDA (Literary Managers and Dramaturgs of the Americas) In 2008, she was awarded the George Luscombe Award for mentorship in theatre. In 2013, she was selected as Playwrights Guild of Canada's Honorary Award recipient for her devotion to Canadian theatre and her work with Canadian plays and playwrights. | UG | AW | In Course |

| AWARD NAME | PUBLIC DESCRIPTION | DEGREE LEVEL | AWARD TYPE | AWARD TIMING |
|---|--|--------------|------------|--------------|
| Bernard Luk Essay Prize in East Asian History | The Bernard Luk Essay Prize in East Asian History was created to benefit students with outstanding essays on East Asian History that are submitted in third and fourth year courses. This award was established in memory of Bernard Luk, an internationally recognized authority on the history of Hong Kong. After receiving his PhD in History for Indiana University in 1977, he taught at the Faculty of Education, Chinese University of Hong Kong before joining the History Department at York University in 1991. Despite the magnitude of his professional achievements, friends, family, students and colleagues might miss him most for his thoughtfulness and unwavering sense of social justice. | UG | PR | In Course |
| Osgoode Hall Faculty Association (OHFA) Bursary | This OHFA Bursary was established in 2017 at the request of the Osgoode Hall Faculty Association with a University contribution of \$50,000 to support students with financial need. | UG | BU | In Course |
| Anshu and Romia Arora Bursary | The Anshu and Romia Arora Bursary will be given annually to a first year student in the JD program who has financial need. Anshu Arora graduated from Osgoode Hall Law School with an LLM degree in 2014. In gratitude for the education he received, he and his wife, Romia, have established this bursary. | UG | BU | In Course |
| Willoughby Family Bursary | The Willoughby Family Bursary was established by Jim and Karen Willoughby in gratitude for the support of their families and to acknowledge the meaningful connection of both Osgoode Hall Law School and York University to their lives. The bursary will be given to a JD student in financial need with preference given to a mature student. | UG | BU | In Course |
| Navi Pillay Award | The Navi Pillay Award will be given to a JD student(s) who will participate in experiential education in the area of international and transnational law, including Osgoode's International and Transnational Law Intensive Program, as well as other international human rights programs. Navanethem 'Navi' is a South African jurist who served as the United Nations High Commissioner for Human Rights from 2008 to 2014. In 2016, she was invited to Osgoode Hall Law School to deliver York University's N. Silvalingam Memorial Lecture in Tamil Studies. On this occasion, members of the Tamil community raised funds to endow this award in recognition of her remarkable career. | UG | AW | In Course |
| Scott Cawfield Prize in Business Economics | The Scott Cawfield Prize in Business Economics will be awarded the graduating student with the highest grade point average in the Business Economics program at Glendon College. Both domestic and international students will be considered. | UG | PR | Convocation |

| AWARD NAME | PUBLIC DESCRIPTION | DEGREE LEVEL | AWARD TYPE | AWARD TIMING |
|------------------------------|---|--------------|------------|--------------|
| Glendon Class of 66-67 Award | The Glendon Class of 66-67 Award will benefit full time continuing undergraduate York students enrolled at Glendon College who have completed a minimum of 60 credits. The recipient will be a student who has successfully completed all general education courses with the highest grade point average in the year of being granted the award and who demonstrates financial need. | UG | AW | In Course |
| The Gwenda Gordon Bursary | The Gwenda Gordon Bursary will be awarded to an undergraduate who has been admitted at Glendon under either the mature or transfer student categories who is a sole support parent and who demonstrates financial need. In the first year, the bursary will be granted to one incoming undergraduate student. In the second year it will be available for renewal to the initial recipient. The bursary will be renewable for a maximum of an additional five (5) years i.e. for a total of 6 bursaries. Once the recipient graduates or does not meet the renewal criteria, a new student will be awarded as per the set criteria. The recipient can be in any year of study. 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. | UG | BU | In Course |
| The Suzie Nedkov Bursary | The Suzie Nedkov Bursary will be awarded to an undergraduate who has been admitted at Glendon under either the mature or transfer student categories who is a sole support parent and who demonstrates financial need. In the first year, the bursary will be granted to one incoming undergraduate student. In the second year it will be available for renewal to the initial recipient. The bursary will be renewable for a maximum of an additional five (5) years i.e. for a total of 6 bursaries. Once the recipient graduates or does not meet the renewal criteria, a new student will be awarded as per the set criteria. The recipient can be in any year of study. 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. | UG | BU | In Course |

| AWARD NAME | PUBLIC DESCRIPTION | DEGREE LEVEL | AWARD TYPE | AWARD TIMING |
|---|---|--------------|------------|--------------|
| The Bonnie Rosyki Bursary | The Bonnie Rosyki Bursary will be awarded to an undergraduate who has been admitted at Glendon under either the mature or transfer student categories who is a sole support parent and who demonstrates financial need. In the first year, the bursary will be granted to one incoming undergraduate student. In the second year it will be available for renewal to the initial recipient. The bursary will be renewable for a maximum of an additional five (5) years i.e. for a total of 6 bursaries. Once the recipient graduates or does not meet the renewal criteria, a new student will be awarded as per the set criteria. The recipient can be in any year of study. 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. | UG | BU | In Course |
| The Jennifer Crawford Bursary | The Jennifer Crawford Bursary will be awarded to an undergraduate who has been admitted at Glendon under either the mature or transfer student categories who is a sole support parent and who demonstrates financial need. In the first year, the bursary will be granted to one incoming undergraduate student. In the second year it will be available for renewal to the initial recipient. The bursary will be renewable for a maximum of an additional five (5) years i.e. for a total of 6 bursaries. Once the recipient graduates or does not meet the renewal criteria, a new student will be awarded as per the set criteria. The recipient can be in any year of study. 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. | UG | BU | In Course |
| Luise Herzberg Award for Women in Science | The Luise Herzberg Award for Women in Science was created to support the Dean's Undergraduate Research Awards (DURA) in the Faculty of Science. These awards provide paid, 16 week positions to qualified undergraduate students to work in York University research labs over the summer term. This award was established through a bequest by York Professor Emeritus Paul Herzberg who worked at York from 1966 - 2002 and taught statistics to undergraduate psychology students. He wishes to further the education of Women in Science in memory of his mother, Luise Herzberg, who came to Canada in 1935 as a refugee and astrophysicist with \$2.50 in her pocket. This award will specifically support female participants. | UG | AW | In Course |
| Scott Cawfield Entrance Award in Business Economics | The Scott Cawfield Entrance Award in Business Economics will benefit an incoming undergraduate student who has been admitted into the Glendon College Business Economics program in recognition of academic achievement. The award will be open to both domestic and international students. | UG | AW | Entrance |

| AWARD NAME | PUBLIC DESCRIPTION | DEGREE LEVEL | AWARD TYPE | AWARD TIMING |
|---|---|--------------|------------|--------------|
| Selina Twum Memorial Scholarship in Dance | The Selina Twum Memorial Scholarship in Dance will be awarded to a fourth year undergraduate student enrolled in the Dance Program in the School of Arts, Media, Performance & Design (AMPD). The scholarship will be granted to the student who demonstrates outstanding performance in Dance based on the recommendation of the Chair of the Dance Program. | UG | SC | In Course |
| York Science Scholars Award | The York Science Scholars Award will be awarded to domestic and international students admitted to the Faculty of Science. Selection is based on the following criteria: high academic achievement (minimum 80% admission average or equivalent), a demonstrated passion for science and community service, demonstrated leadership skills, a desire to make a difference for their communities and demonstrated involvement beyond academics. For international students requiring the English language test for admission, required scores are as follows: YELT: band 1, TOEFL: iBT 100 and IELTS: 7.5. York Science Scholars will receive a \$5,000 entrance scholarship which will be renewable in their second year if they achieve a minimum average of B+ in their first year of study. York Science Scholars will receive a \$10,000 entrance scholarship which will be awarded in two parts. The first as an entrance scholarship and the second part once the experiential component (i.e. comprised of participation in a mentorship or research project) is successfully completed. | UG | AW | Entrance |
| York Global Health Travel Award | The York Global Health Travel Award was established to support the international mobility of undergraduate students engaged in global health initiatives. The award will support qualified Global Health students to travel abroad to participate in international activities in the field of global health by helping to cover travel and accommodation expenses. The award will be granted to undergraduate students who want to complete a global health project as part as a one-term (11 weeks) international placement to meet the requirement of their academic program. Priority will be given applicants with demonstrated financial need who are wanting to travel to placements in organizations with which the Faculty of Health has a Memorandum of Understanding and/or a Practicum Agreement by the application deadline. | UG | AW | In Course |
| Glendon 50th Anniversary Bursary | The Glendon 50th Anniversary Bursary will be awarded annually to a Glendon undergraduate student who demonstrates financial need. | UG | BU | In Course |
| Walker Law Prize | The Walker Law Prize was established by Walker Law, a corporate/commercial litigation firm, and its founder, Tanya Walker '05 who was also the first Black Female Bencher elected from Toronto in the 220 year history of the Law Society of Upper Canada. It will be given annually to the student who stands first in the Advanced Commercial Litigation Workshop. | UG | PR | In Course |

| AWARD NAME | PUBLIC DESCRIPTION | DEGREE LEVEL | AWARD TYPE | AWARD TIMING |
|--|---|--------------|------------|--------------|
| Fokus Media Awards | The Fokus Media Awards were established by Fokus Media to provide support to current Communication Studies majors who are interested in pursuing a career in advertising, marketing or media. One award will be open to undergraduate students in LA&PS who are enrolled in the courses COMN 3700 or COMN 3701. The award will be granted to the student who has the highest grade point average in either of these courses, demonstrates financial need and will be continuing as a Communication Studies major. To be eligible students must submit a letter outlining how one or both of these courses contributed to their knowledge of advertising and marketing and how this knowledge shapes their career plans. The second award will be open to all 4th year undergraduate students in LA&PS who are graduating from the Communications Studies program. The award will be granted to a student who has completed 84 credits, who has the highest overall grade point average in the program and demonstrates financial need. To be eligible students will submit a letter outlining why they want to pursue a career in advertising, media and marketing. | UG | AW | In Course |
| Mimi Choi Book Prize | Named in memory of Mimi Choi, a PhD Student in the Graduate English Program of Liberal Arts & Professional Studies and a tutorial assistant at Glendon, who passed away suddenly in 2017, this book prize is awarded for the best essay at the 1000-level. | UG | PR | Convocation |
| Advantage Fitness - Building Champions Award | The Advantage Fitness - Building Champions Award will be awarded to full time and part time undergraduate students (incoming and continuing) who are affiliated with the fitness and lifestyle unit of Athletics and Recreation. To be eligible students must achieve a minimum grade point average of 6.0 or an admission average of 70% and demonstrate financial need. The award will be renewable as long as the recipients continues to meet the award criteria. | UG | AW | In Course |
| The 1980's Glendon Alumni Entrance Award | Established by students who studied at or graduated from Glendon from 1980 - 1989, the 1980's Glendon Alumni Entrance Award was created to recognize top students admitted to the Glendon Communications program and will be awarded to one full time undergraduate Bilingual (French and English)/Francophone* student who demonstrates financial need. This award was established as part of Glendon's 50th Anniversary Celebration. Recipients must be Canadian citizens, permanent residents or protected persons. *Francophone students refers to students who have a particular knowledge of French as an Official Language and use French at home, including people whose mother tongue may not be French or English. | UG | AW | Entrance |

| AWARD NAME | PUBLIC DESCRIPTION | DEGREE LEVEL | AWARD TYPE | AWARD TIMING |
|--|---|--------------|------------|--------------|
| The 1980's Glendon Alumni Bursary | Established by students who studied at or graduated from Glendon from 1980 - 1989, the 1980's Glendon Alumni Bursary was created to recognize top students registered in the Glendon Communications program and will be awarded to one full time undergraduate continuing Bilingual (French and English)/Francophone* student who demonstrates financial need and academic achievement. This award was established as part of Glendon's 50th Anniversary Celebration. Recipients must be Canadian citizens, permanent residents or protected persons. *Francophone students refers to students who have a particular knowledge of French as an Official Language and use French at home, including people whose mother tongue may not be French or English. | UG | AW | In Course |
| Dean's Undergraduate Research Award (DURA) for Physics and Applied Chemistry | The Dean's Undergraduate Research Awards for Physics and Applied Chemistry provides paid, 16 week positions to qualified domestic undergraduate students majoring in Physics or Applied Chemistry to work in York University research labs over the summer term. These positions are meant to stimulate interest in undergraduate students in scientific research and to encourage undergraduate students to undertake graduate studies and pursue a research career in these fields. | UG | AW | In Course |
| McLaughlin College Council Academic Achievement Award | The McLaughlin College Council Academic Achievement Award will be awarded to two undergraduate students enrolled at York University, who are affiliated with McLaughlin College. To be eligible recipients must have demonstrated community involvement with the McLaughlin College and have a minimum GPA of 6.0. | UG | AW | In Course |
| Kneeshaw Award | The Kneeshaw Award will be granted to an undergraduate student who demonstrates good academic standing and who has made an outstanding contribution to student life at Winters College by demonstrating involvement through the submission of a one page personal statement. | UG | AW | In Course |
| Honourable Lawrence T. Pennell Bursary | The Honourable Lawrence T. Pennell Bursary will be given annually to student graduating from the Law School who has an articling position in, or expressed desire to practice in a small town or rural community in Canada. Preference will be given to students with financial need and high debt. Lawrence Pennell graduated from Osgoode Hall Law School in 1938 and went on to a distinguished in government and the judiciary. In 1962 he was elected to the Canadian House of Commons as the Liberal Member of Parliament for Brant-Haldimand. He served as the Parliamentary Secretary to the Minister of Finance (1964-1965) then as the Solicitor General of Canada (1965). He left politics in 1968 and was appointed to the Supreme Court of Ontario where he served until 1985. This award was created by his daughter Kerry Pennell as a tribute to her father, his many contributions to the Canadian justice system and his love of small town Canada. | UG | BU | In Course |

| AWARD NAME | PUBLIC DESCRIPTION | DEGREE LEVEL | AWARD TYPE | AWARD TIMING |
|--|---|--------------|------------|--------------|
| Dean's Entrance Scholarship for Environmental Studies | The Dean's Entrance Scholarship for Environmental Studies is awarded on the basis of academic excellence and will be given annually to the five high school students (domestic) admitted to the Bachelor in Environmental Studies with the highest entrance averages. This scholarship is only applicable to the Fall entrance cycle. | UG | SC | Entrance |
| Faculty of Environmental Studies' Specialist High Skills Major Award | The Faculty of Environmental Studies' Specialist High Skills Major Awards were created to recognize a high school student's passion for sustainable change. Students that have completed a SHSM program in Environment, Energy, Transportation, Agriculture, Arts & Culture or Horticulture & Landscaping and are entering the Bachelor in Environmental Studies program at York University for a Fall start are eligible for these awards. | UG | AW | Entrance |
| John Stephenson Computer Science Activity Fund | The John Stephenson Computer Science Activity Fund will benefit students enrolled in the Computer Science program at the Lassonde School of Engineering who have submitted a written statement explaining their financial need and how the funds would support their learning experience. Eligible students will receive funds to help cover their educational activity-related expenses which may include but are not limited to the following: purchasing technology, textbooks and professional clothing, payment of conference fees and costs to travel to attend hackathons. | UG | BU | In Course |

Faculty of Graduate Studies
Report on Graduate Awards, 2016-2017

March 22, 2018

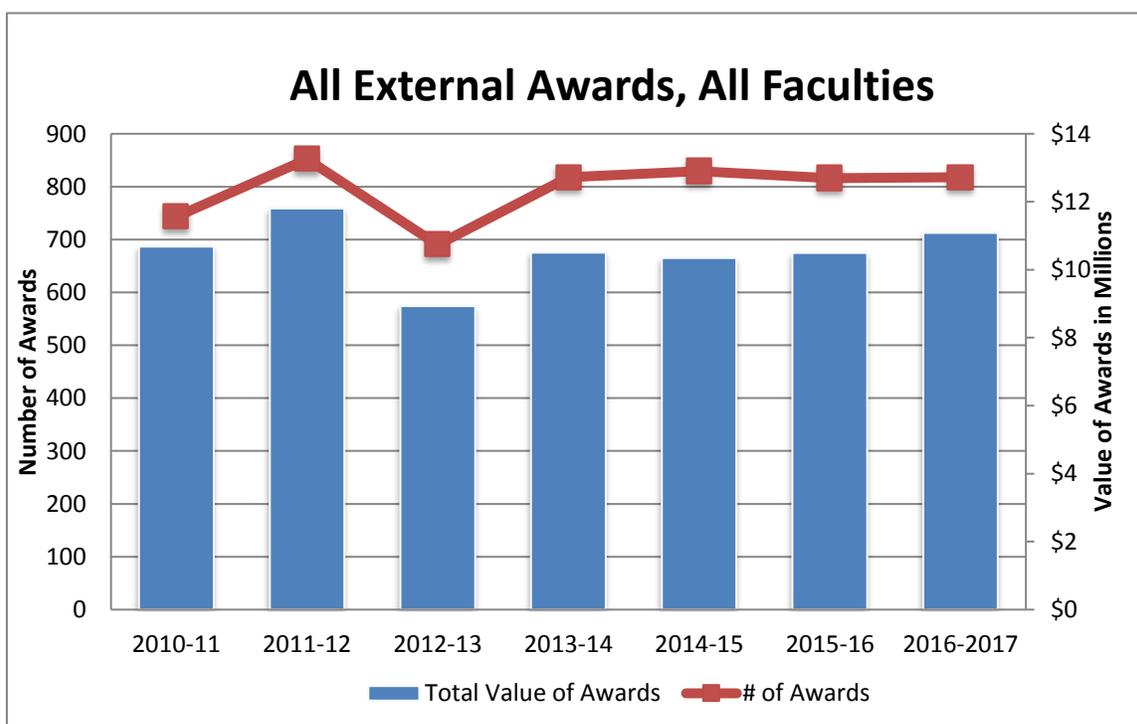
External Award Trends

Note: All financial data contained in Sections 1 and 2 of the External Awards Trends are taken directly from Factbook (i.e. provided by Office of Institutional Research and Analysis), which is based on funds disbursed in the fiscal year. We compile the data from Factbook over the last seven years, to the most recent year of 2016-17. Section 3, which is a newly added section in this year's report, is based on the internal competition results at the Faculty of Graduate Studies (FGS) and the results up to the 2017-18 year are included.

1. General Overview

The value of external awards held by York University graduate students rose to over \$11 million, an increase of more than \$500,000 from the year before. We saw an increase in the level of funding for all three of the Tri-council awards (CIHR, NSERC and SSHRC) in 2016. The total number of awards remains relatively consistent over the last four years.

| Fiscal Year | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-2017 |
|------------------------------|--------------|--------------|-------------|--------------|--------------|--------------|--------------|
| Total Value of Awards | \$10,685,585 | \$11,800,800 | \$8,930,924 | \$10,507,418 | \$10,346,946 | \$10,498,131 | \$11,081,878 |
| Percentage Change | 6.2% | 10.4% | -24.3% | 17.7% | -1.5% | 1.5% | 5.6% |
| # of Awards | 743 | 852 | 690 | 818 | 829 | 816 | 818 |



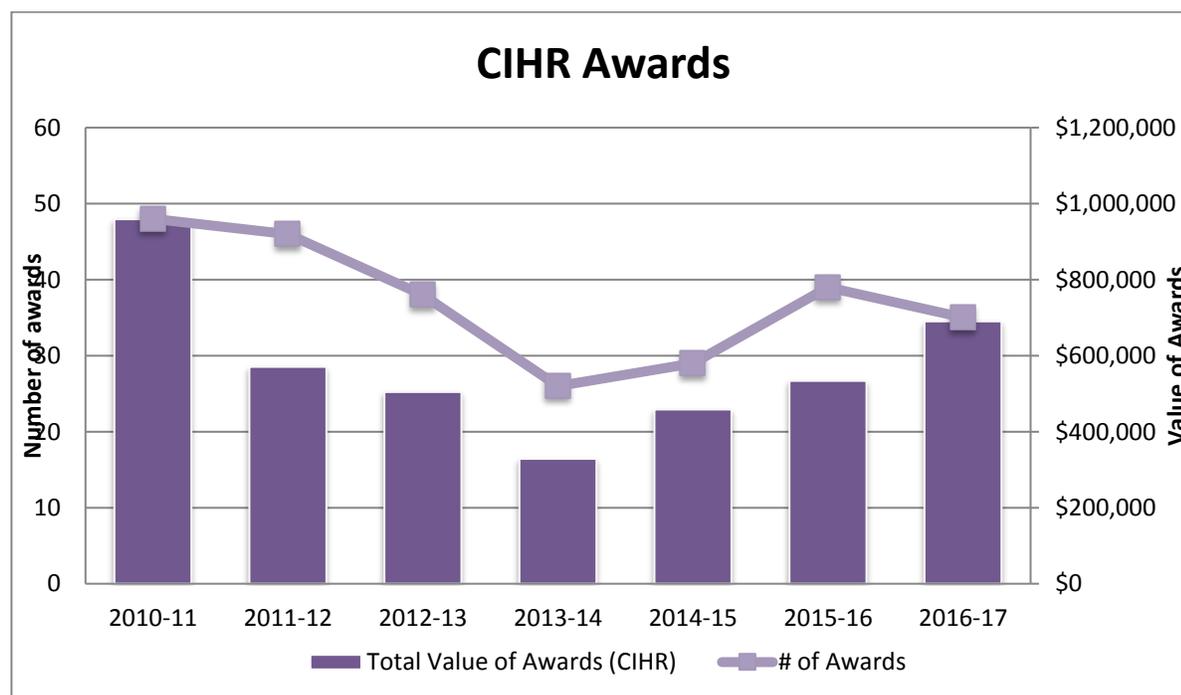
2. External Awards by Agency

CIHR:

The value of CIHR funding for graduate students have seen a consistent increase in the last four years, following a decline in 2013. As CIHR applications at the doctoral level are not restricted by a quota, we encourage all eligible and qualified students to submit an application, and FGS forwards all applications after ensuring their eligibility and completeness. At the national level, the number of CIHR doctoral awards offered each year is relatively small (152 CIHR doctoral awards in 2016-17 compared to 1290 awards for SSHRC in the same year, for example), which limits further funding increases for York students in the CIHR stream.

In addition to the regular Master's level and doctoral CIHR awards, our graduate students also seek funding for smaller CIHR awards such as travel grants every year.

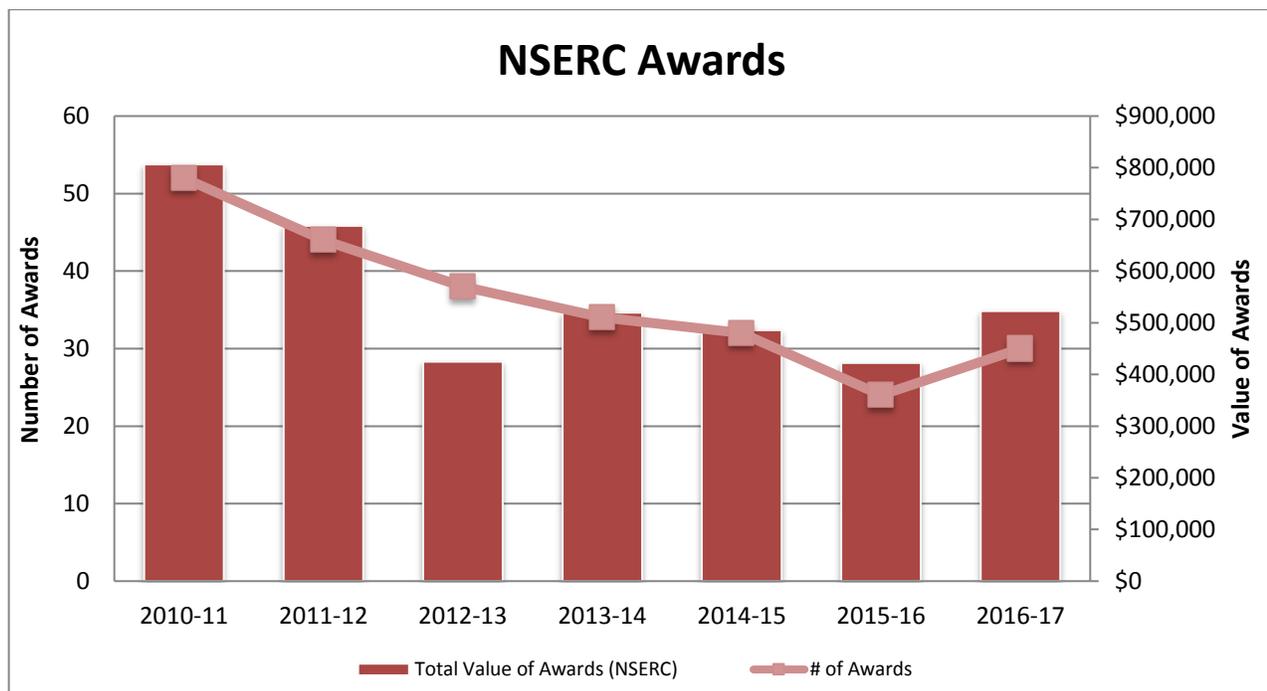
| CIHR Award | | | | | | | |
|-----------------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| Fiscal Year | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 |
| Total Value of Awards | \$959,000 | \$570,294 | \$504,210 | \$328,586 | \$458,166 | \$533,620 | \$689,970 |
| # of Awards | 48 | 46 | 38 | 26 | 29 | 39 | 35 |



NSERC:

Both the number and value of awards increased in 2016-17, after a declining trend up to 2015. NSERC doctoral competition was particularly successful in 2016, when ten out of twelve forwarded applications won an NSERC CGS (\$35,000 per year) or NSERC doctoral scholarship (\$21,000 per year). FGS has also increased efforts to promote the scholarship opportunity in the NSERC stream programs, proving targeted information sessions for new students as requested. This added support, as well as an expansion in the engineering programs at Lassonde School, have led to increased numbers of applications and more competitive outcomes in both 2016-17 and 2017-18. NSERC adjusts the institutional quota for doctoral scholarships every year, and as a result of the recent successes, our quota was increased from twelve to fourteen in the new competition cycle.

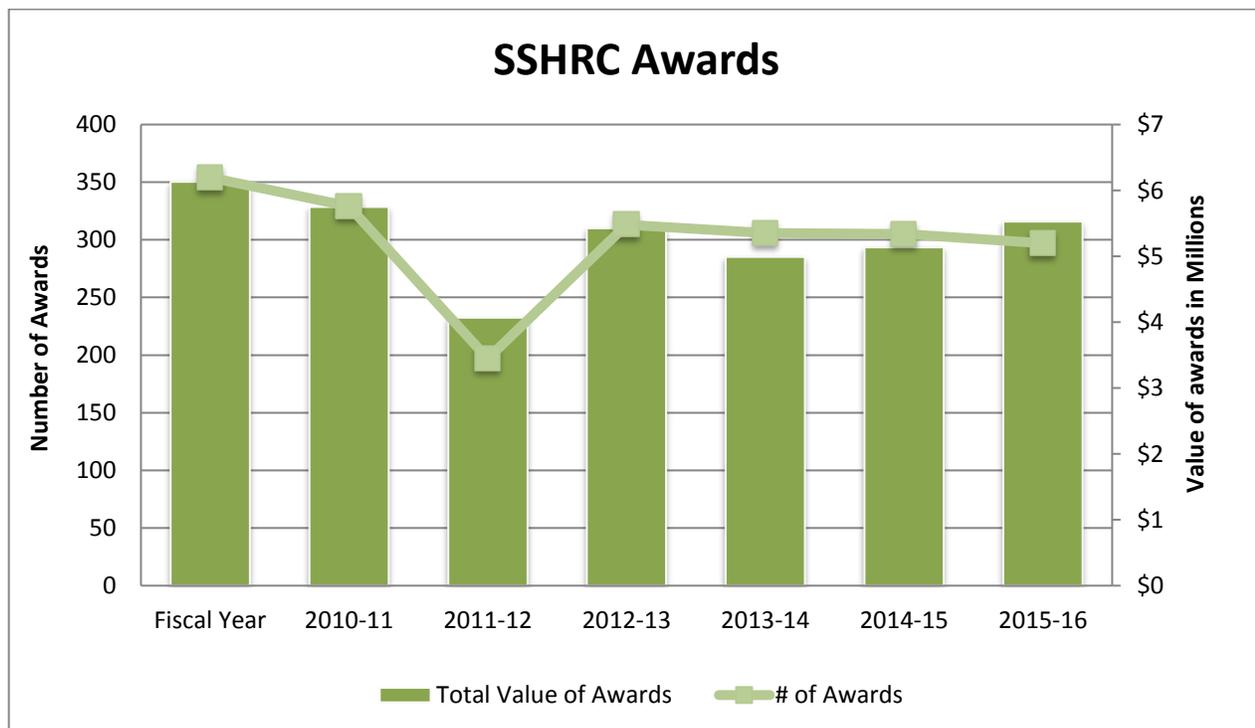
| NSERC Award | | | | | | | |
|-----------------------|-----------|-----------|-----------|-----------|-----------|------------|------------|
| Fiscal Year | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 |
| Total Value of Awards | \$806,167 | \$687,727 | \$424,666 | \$519,326 | \$485,670 | \$ 422,332 | \$ 522,670 |
| # of Awards | 52 | 44 | 38 | 34 | 32 | 24 | 30 |



SSHRC:

The funding level change was also positive for 2016-17 SSHRC awards with the total value increasing by almost \$400,000 or by 7.0% in 2016-17. In particular, the numbers of SSHRC CGS-Doctoral awards (\$35,000 for three years) remain strong in 2015-16 and 2016-17, which explains the total funding increase in spite of a slight decline in the number of total awards. The strong performance at SSHRC doctoral award is remarkable considering that the total numbers of SSHRC doctoral awards available nationally have been on a decline since 2014-15.

| SSHRC Award | | | | | | | |
|-----------------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| Fiscal Year | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 |
| Total Value of Awards | \$6,128,518 | \$5,750,910 | \$4,067,459 | \$5,427,877 | \$4,988,617 | \$5,135,839 | \$5,526,710 |
| # of Awards | 354 | 329 | 197 | 313 | 306 | 305 | 297 |



3. External Awards by Study Level, Competition Year

Note: This is a new section added to this year's report to reflect more recent data based on the internal competition for the last three years for each of the Tri-council scholarships at both Master's and doctoral levels.

Masters Scholarships (Canada Graduate Scholarships – Masters)

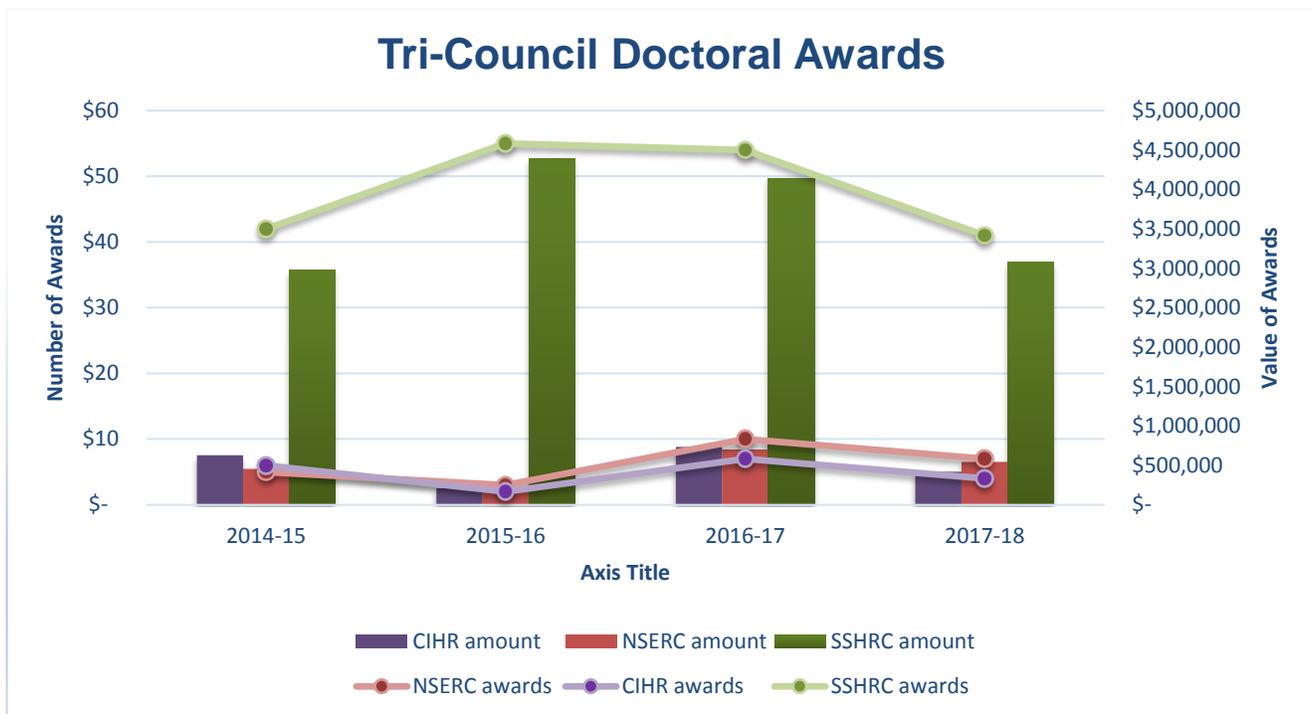
Since 2014, the master's level Tri-council awards are harmonized into the Canada Graduate Scholarships-Master's program. The adjudication of the award is delegated to each university, based on the allocations given by each of the Tri-council. The allocations are calculated using each institution's proportion of the total sum of grant and award funding received by for both faculty and students at all institutions. The CGS – M program is expected to revise institutional allocations for the next scholarship competition cycle.

| CGS-Masters - Quota | 2014-15 | 2015-16 | 2016-17 | 2017-18 |
|----------------------------|---------|---------|---------|---------|
| CIHR | 8 | 8 | 8 | 3 |
| NSERC | 6 | 6 | 6 | 11 |
| SSHRC | 78 | 78 | 78 | 71 |

Doctoral Scholarship

Tri-council doctoral scholarships continue to be adjudicated at the national level by each council. For NSERC and SSHRC, each institution is given a quota for the number of files that we may forward to the national level of adjudication, while no such quota exists for CIHR doctoral award adjudication. The Faculty of Graduate Studies is regularly in contact with the Tri-council program officers as well as our internal adjudication committees to ensure that our forwarded applications are the most competitive, following the council adjudication criteria.

| | | 2014-15 | 2015-16 | 2016-17 | 2017-18 |
|--------------|------------------|--------------|--------------|--------------|--------------|
| CIHR | Submission Quota | n/a | n/a | n/a | n/a |
| | # of awards | 6 | 2 | 7 | 4 |
| | Total amount | \$ 630,000 | \$ 210,000 | \$ 735,000 | \$ 420,000 |
| NSERC | Submission Quota | 13 | 12 | 12 | 12 |
| | # of awards | 5 | 3 | 10 | 7 |
| | Total amount | \$ 455,000 | \$ 189,000 | \$ 700,000 | \$ 546,000 |
| SSHRC | Submission Quota | 101 | 102 | 102 | 105 |
| | # of awards | 42 | 55 | 54 | 41 |
| | Total amount | \$ 2,975,000 | \$ 4,395,000 | \$ 4,145,000 | \$ 3,080,000 |



Internal Award Trends: 2010-11 to 2016-17

Note: All financial data contained in this Internal Awards section of the report is taken directly Factbook (i.e. provided by Office of Institutional Research and Analysis - OIPA). OIPA internal awards data include awards as well as bursaries and prizes.

Thousands of York graduate students continue to benefit from donor-funded internal awards and bursaries while undertaking studies. The Faculty of Graduate Studies continues to actively work with the Offices of Advancement and Student Financial Services to coordinate the establishment of new donor-funded awards as well as effective management of current awards in order to increase funding opportunity to York graduate students.

Adjudication of graduate internal awards involves graduate programs, Faculties, Organized Research Units (ORUs) as well as the FGS Award Committee. Each award is adjudicated based on the specific scope and criteria of the award, and all eligible students are encouraged to apply. A number of awards are designated for recruitment and are offered to outstanding prospective students, with the aim of converting the offer of admissions into acceptance.

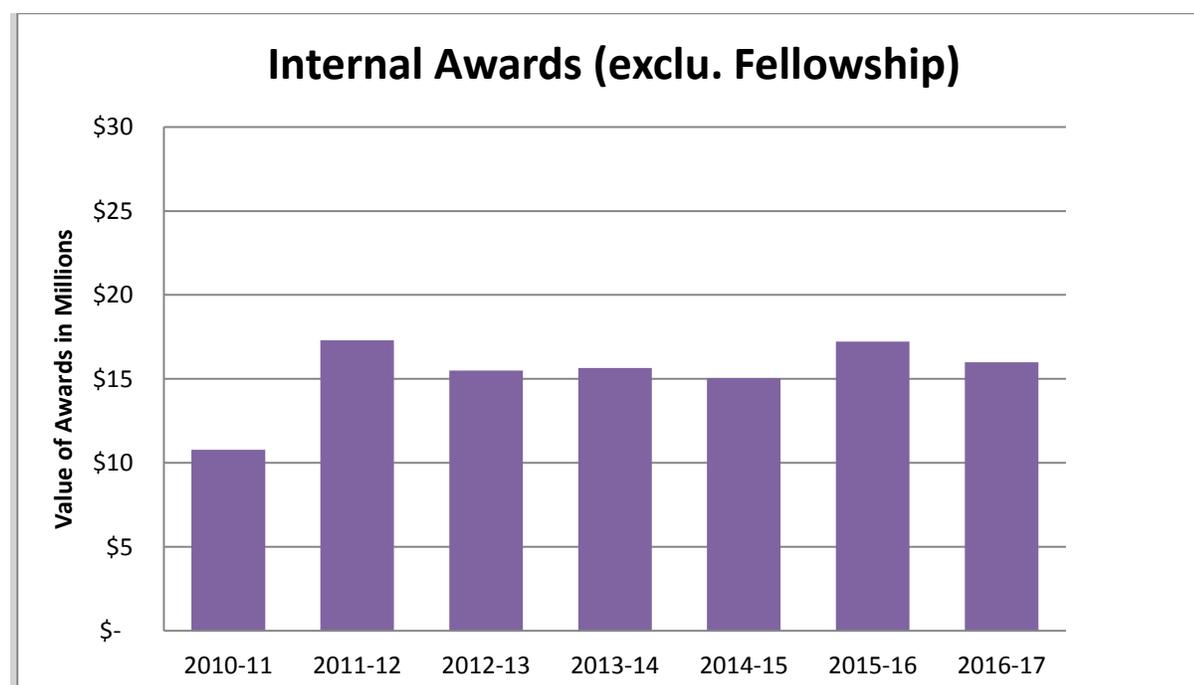
As shown in the table below, in 2016-2017, internal awards have increased significantly due to the University launching a York Graduate Fellowship to offer competitive funding packages to support graduate students in research-based master's and doctoral programs. The value of fellowships totaled over \$11 million in 2016-2017.

Because the addition of the York Graduate Fellowship skews comparison with previous data in FGS Awards reports to Senate, we have provided one table showing Value of Awards including and another excluding the York Graduate Fellowship amounts. The graph shows only the Value of Awards excluding the Fellowship, which shows a slight decline in the value of internal graduate awards.

| Internal Award (including York Graduate Fellowship) | | | | | | | |
|--|--------------|--------------|--------------|--------------|--------------|--------------|---------------|
| Fiscal Year | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 |
| Value of Awards | \$10,783,562 | \$17,316,074 | \$15,492,679 | \$15,644,071 | \$15,054,420 | \$17,220,829 | \$27,229,497* |
| # of Awards | 3489 | 4638 | 3806 | 3708 | 3795 | 4489 | 7011* |

*Note: In 2016-17, a total of \$11,236,234 was disbursed as a part of the new York Graduate Fellowship program. See below for the value of awards excluding the fellowships

| Internal Awards (excluding York Graduate Fellowship) | | | | | | | |
|---|--------------|--------------|--------------|--------------|--------------|--------------|--------------|
| Fiscal Year | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 |
| Value of Awards | \$10,783,562 | \$17,316,074 | \$15,492,679 | \$15,644,071 | \$15,054,420 | \$17,220,829 | \$15,993,263 |



Other Major External Awards

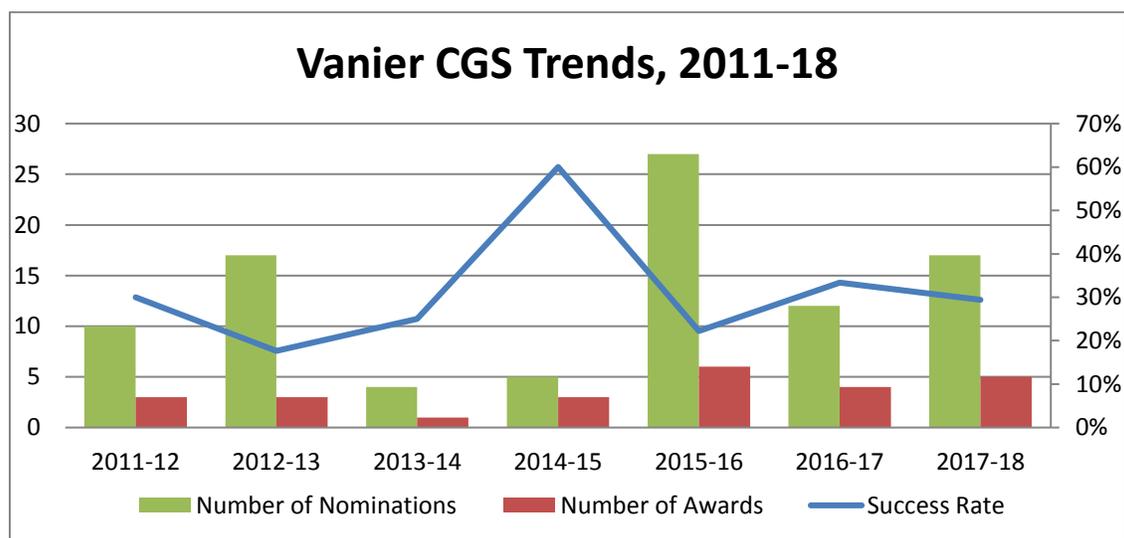
The Faculty of Graduate Studies plays an active role in the nomination of outstanding students to Canada's most prestigious doctoral awards: the Vanier Canada Graduate Scholarship (\$50,000 for 3 years) and the Trudeau Foundation Scholarship (\$60,000 for up to 3 years). Students and post-doctoral fellows are also nominated for other major external awards including Ontario Women's Health Scholars Awards and Autism Scholars Awards, both of which are offered by the Council of Ontario Universities, as well as Canada's Distinguished Dissertation Award.

York graduate students were successful in winning major external awards in 2016-17. Three graduate students, Aytak Akbari-Dibavar, Gerard Kennedy and Jesse Thistle, were awarded the Trudeau Doctoral Scholarship - a remarkable achievement given that only 15 scholarships are given nationally. York's previous and only win was back in 2008. In the same year, four students received a Vanier Canada Graduate Scholarship.

Two York psychology graduate students were among a group of 10 Ontario university scholars receiving Ontario Women's Health Scholars Awards to improve women's health through research. PhD student Komal Shaikh and Master's student Shira Yufe received scholarships of \$35,000, and \$25,000 respectively, along with research grants of \$2,000 and \$1,000 each.

Douglas Hunter, PhD graduate in History, won Canada's Distinguished Dissertation Award, which was presented to him at the 2016 Canadian Association for Graduate Studies (CAGS) conference.

| Vanier CGS | | | | | | | |
|--------------------------|-------|-------|-------|-------|-------|-------|-------|
| Year | 11-12 | 12-13 | 13-14 | 14-15 | 15-16 | 16-17 | 17-18 |
| # of Applications | 19 | 26 | 12 | 8 | 160 | 93 | 95 |
| # of Nominations | 10 | 17 | 4 | 5 | 27 | 12 | 17 |
| Number of Awards | 3 | 3 | 1 | 3 | 6 | 4 | 5 |
| Success Rate | 30% | 18% | 25% | 60% | 22% | 33% | 29% |



Scholarships for International Students

International students continue to be excluded from most internal and external awards due to the citizenship requirements of both federal/provincial funders and York donors. International students are encouraged to apply to the few that are available to them, 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) and the Government of Canada international awards database (<http://www.scholarships-bourses.gc.ca/scholarships-bourses/index.aspx?lang=eng>). The Faculty of Graduate Studies continues to work with the Office of Advancement to seek new award opportunities for international students.

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. FGS administers the Banting Postdoctoral Fellowship nomination process and supports the development, as appropriate, of CIHR, SSHRC and NSERC Postdoctoral Fellowships, among other postdoctoral opportunities. 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.

| Award Name | Banting PDF | | |
|-------------------------------|-------------|---------|---------|
| | 2015-16 | 2016-17 | 2017-18 |
| Number of Applicants | 21 | 34 | 23 |
| Number of Nominations | 9 | 10 | 8 |
| Number of Fellowships Awarded | 1 | 1 | 0 |

| Award Name | SSHRC PDF | | NSERC PDF | | CIHR PDF | |
|--------------------------------|-----------|------|-----------|------|----------|------|
| | 2016 | 2017 | 2016 | 2017 | 2016 | 2017 |
| Number of Fellowships Awarded* | 7 | 9 | 0 | 1 | 0 | 1 |

*Includes PDF awards that were subsequently declined.

Looking Forward: 2017 and Beyond

Awards Management System: The Faculty of Graduate Studies, in collaboration with Offices of Student Financial Services and Advancement, has acquired an awards management system which will facilitate the administration of awards. This new program is expected to improve the administrative efficiency, as most award applications are currently paper-based. We also expect that the program will increase the number of applications from students, as it will allow them to easily filter eligible awards and apply to them simultaneously. The program is at an early development stage and we expect to be able to start rolling out the new program in the 2018-2019 year.

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

At its meeting of 24 May 2018

For Action

1. Conferral of Degrees Outside of Convocation Ceremonies

ASCP recommends,

that Senate authorize the granting of degrees, certificates and diplomas to eligible students at any time following the completion of the degree audit reconciliation and at the University's convocations held in Fall, February (*In Absentia*) and Spring.

Rationale

Every fall ASCP recommends to Senate that it authorize the granting of degrees, diplomas and certificates at the University's convocations held in the Fall, February (*In Absentia*) and Spring to students who have fulfilled the degree program requirements for the confirmed set of degrees, diplomas and certificates. The conferral of degrees at the University's convocation ceremonies has been a long-standing practice that has its origins in York's former days of a smaller, highly domestic student body within a slower-paced and less technically-advanced milieu. The post-secondary landscape in Canada has changed significantly since the turn of the twenty-first century. Generally,

- There are growing numbers of international students at Canadian universities for whom time in the country and degree completion is a significant issue
- Immigration rules and requirements for international students seeking work VISAs are increasingly rigorous, particularly in the United States, and ever more within the last year
- Degrees, undergraduate and graduate, increasingly provide a pathway to and/or are a requirement for employment opportunities
- Continuing academic studies beyond one degree is a common path for post-secondary students, whether it is graduate studies, a professional degree program or other type of career credential

York needs to be responsive to the evolving environment and conditions. Permitting academic transcripts to be issued with a degree conferral notation prior to a convocation ceremony is one such measure that addresses an increasingly important issue for students. Moreover, it is a definitive response to the UAP call for a student-centred approach to decision-making, and initiatives that provide an enhanced campus experience.

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

International Students

York boasts an increasing cohort of international undergraduate and graduate students. Consistent with the 2015-2020 UAP, the University has achieved its goal of 15-20% international students. When these students complete their degrees, their immigration status, future plans and employment opportunities are most often dependent on confirmation of the University’s conferral of their degree. Even with the February convocation In Absentia option added by Senate in 2015, the practice of conferring degrees at three convocation ceremonies a year has given rise to challenges for international students. The degree audit reconciliation process conducted by the Office of the University Registrar (OUR) is normally completed in early May, late August and mid-January for students applying to graduate at the June, October and February (in Absentia) convocations respectively. In effect, students’ eligibility to graduate is confirmed at least five weeks prior to the next scheduled convocation ceremony. Five weeks is a significant amount of time for a student affected by VISA requirements or personal circumstances, or trying to secure employment opportunities. To accommodate these students the University Registrar has been providing – at a cost of \$25 - an official verification letter that specifies the anticipated date of a student’s degree conferral. Students also incur courier costs of \$35 -100 for the verification letters. The Registrar reports that the number of requests for the verification letters has increased in recent years, indicating an emerging student pressure.

| | 2015-2016 | 2016-2017 | Total |
|--|------------------|------------------|--------------|
| Number of Letters of Verification to Students | 213 | 289 | 502 |

Changing Needs of 21st Century Students

In addition to addressing the unique circumstances of international students, there is a need to be responsive to the changing needs and pressures of the universal student population. There is also an advantage to making York an attractive and supportive place for students to study. Shifting practices to grant degrees at points throughout the year carries many significant benefits for students and the University, including:

- issuing students transcripts that confirm degree conferral at least 5 weeks faster than the current timeframes
- removing students’ need for degree verification letters for immigration or employment purposes (including the need to order subsequent verification letters which expire after 60 days) – saving them administrative fees (\$25 per letter) and courier costs (\$35 domestic, \$50 USA and \$100 international)

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- enabling students who complete programs in mid-summer to have degrees confirmed in advance of the long wait to the October convocation, particularly when degree confirmation aids employment opportunities
- reducing the number of “conditional admission” offers York graduates receive from graduate /subsequent programs either here at York or from other institutions (all of which require confirmation of degree conferrals for final admission offers which, therefore, ties offers to the timing of the convocation ceremonies); York students could be ahead of the game with earlier degree conferrals permitted
- reducing the pressure to include students’ participation in convocation when degree completion has not been confirmed, and therefore enhancing accountability of University practices; a degree could be conferred in weeks afterwards rather than wait four-months until the next ceremony
- removing the impediment of delayed graduation that students often cite as a reason to decline University-exchange programs, since terms abroad and receipt of grades from other institutions often prevent the completion of degree audits in time for June convocation (open conferrals means degrees could be granted over the summer months, rather than requiring students to wait until the October convocation)
- making York nimble in a changing and competitive external landscape; it would be the first University in Ontario – possibly Canada – to adopt this practice (which is not uncommon at US universities); and

Maintaining Academic Integrity

It is of significant importance to ASCP that with any new academic options or revised processes, academic integrity is maintained; the conferral of degrees is perhaps at the top of that list. The recommendation to permit conferral of degrees in advance of convocation ceremonies comes with the assurance that all existing degree audit processes confirming students’ eligibility will remain in place (including petitions, grade reappraisals, audits etc), thereby maintaining the high degree of academic integrity.

Convocation Ceremonies Remain

There are no changes to the University’s convocation ceremonies being proposed with the option to confer degrees at various times throughout the year. On the contrary, all students will be able to participate in convocation even if they have opted for early degree conferral in order to maintain the tradition of celebrating our graduates and recognizing those who achieved academic honours, together with their families.

In addition, the practice of distributing degree parchments to graduating students will be reserved for convocation ceremonies. Attending convocation has never been a requirement for students to receive their parchment; they are available to students following the ceremonies and that practice will be preserved. Data from the Office of the University Registrar shows that on average, one-third of students (33.4%) opt to receive

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their diplomas after their respective convocation ceremony. The Office of the University Registrar and ASCP will monitor closely any impact this new option has on convocation ceremonies in the immediate years.

Resources

As noted above, revenue is generated through the process of providing official University degree verification letters. Over the two years of 2016 and 2017, a total of \$17,875 was generated from the fees charged to students for the letters. The estimated cost of producing the letters for those two years (staff time to verify students' records, produce the letter and make courier arrangements) is between \$7500 - \$11,500. Adopting an open degree conferral structure means the loss of that net revenue for the Office of the University Registrar. However, the University Registrar has confirmed that the saved staff resources needed to support the process of preparing and delivering the verification letters, together with the value of the benefits to students of the new practice, more than outweigh the loss of the revenue stream. In sum, resources are not an impediment to implementing earlier degree conferrals.

Timing

The Coordinating & Planning Sub-committee of ASCP began exploring this initiative in December 2017. It was sparked by an enquiry from the Faculty of Education. It will be launching the Wabaan Initial Teacher Education Program (BEd Primary /Junior) in collaboration with the TDSB - Indigenous Education Centre starting in May 2019. That 4-term program will be offered on a Summer-Fall-Winter-Summer schedule, with summer as the final term completing in July. For BEd graduates the degree conferral date on the transcript is a certification requirement by the Ontario College of Teachers. Once certified, students are eligible to apply for teaching positions. In the case of the graduates from the Wabaan program, they will also be eligible for funding from their Band if they secure a teaching job by September. The University's practice of having students who complete their program in the summer term convocate in October disadvantages graduates of the Wabaan program. The Faculty enquired about the possibility of having a degree conferral date of August to remedy the disadvantage.

This new scenario, together with the recent need to establish the February *In Absentia* convocation, prompted the Senate committee to consider if de-linking degree conferral to the strict timing of convocation ceremonies is a necessary direction to support students. For the myriad of reasons detailed above, it was persuaded of the benefits of the option.

It was not known at the time discussions started about the initiative that there would be a labour disruption in the ensuing months. One group particularly affected by the disruption is graduating students. Over 5000 undergraduates may not be able to complete their program in time for the June convocation. However, many may be able to finish their remaining courses in the weeks following or during the summer term.

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Being able to receive their degree within weeks of course completion rather than being held until October, is a valuable and appropriate option for students who suffered the effects of a long labour disruption.

Approvals: ASCP 28 February 2018

2. Establishment of Pan-university Academic Nomenclature

ASCP recommends,

That Senate approve the establishment of pan-university academic nomenclature as set out in Appendix A, effective 1 July 2018.

Background and Rationale

The 2015-2020 University Academic Plan calls on Faculties to “address program challenges including overly complex degree requirements” as one measure towards achieving Priority 1: Innovative, Quality Programs for Academic Excellence. The *Senate Academic Standards, Curriculum and Pedagogy Committee* has observed in recent years that degree complexity is partially rooted in a systemic issue at the University – inconsistent use and different understanding of degree and program terminology.

In 2016-2017 ASCP identified as one of its priorities the development of harmonized program-related nomenclature to help advance the UAP priorities. Establishing common definitions and fostering pan-university usage should in turn enhance program and curriculum development and approval processes, and the student advising landscape. It is also a helpful preliminary exercise for the University’s transition to the new curriculum management tool.

The Committee began its review with York’s existing Glossary of Terms. Revisions have been made to some terms for clarity and simplicity, and new terms and definitions have been added to address the gaps and overlaps ASCP has identified when reviewing curriculum proposals and cyclical program reviews. The terms describing types of degree programs is drawn directly from the *York University Quality Assurance Procedures* as required by the provincial Quality Council. Some of the nomenclature is drawn from those in place at other universities but honed to align with York’s use and / or context.

Specific Changes to Current Practice

While most of the proposed terminology does not alter existing degree structures or practices, there are some key changes and additions. The changes are not proposed lightly. The definitions, and where relevant the criteria, are the result of a careful review of existing usages across Faculties / programs to identify the most commonly used usages to minimize unnecessary change, consider the clarity of the term, bring

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alignment with the York University Quality Assurance Procedures and relevancy to the external landscape to aid students' post-university / career plans.

The key changes are as follows:

| Term | Explanation |
|-----------------------------|--|
| Degree Option | To introduce nomenclature for a common component of an undergraduate degree for which currently there is no consistent term. It is helpful in curriculum development / review processes to have the degree structures defined and to be able to differentiate the learning outcomes for the various degree options, and for students to understand the differences and make program choices accordingly. |
| Core Courses | A common observation in curriculum proposals has been the significant variation in the way degree requirements are set out among programs, which ASCP believes is a source of confusion for students and, in turn, a cause of degree complexity. Bringing certainty and consistency to the myriad of terms used to convey requirements will be a significant improvement for both students and curriculum processes. The proposed use of "core courses" will be for programs that contain mandatory courses to be taken by all students. |
| Major Credits | See rationale above for Core Courses. Major Credits is the proposed term for the complete set of requirements for the undergraduate Major, that includes core courses where relevant and all other required credits. It is the intent to have the one common term replace all the other ones that have surfaced across programs such as "required electives" and "non-core credits". |
| Professional Masters | In recent years the number of Professional Masters degrees has been increasing, both within the external post-secondary landscape and internally at York. Structured to cultivate the development of knowledge for application / accreditation in professional practice and not normally with a requirement to conduct original research, these degrees are distinct from existing research-based Masters programs. Establishing a definition for them provides the necessary distinction and will assist the curriculum development and review processes. |

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| | |
|---|---|
| <p>Specialization (Graduate)</p> | <p>One of the most common areas of inconsistency and confusion within degree program structures that the Senate Committee encounters in program development and proposals is the use of terms for sub-areas within a discipline or program. Long-standing practices, new trends and student demand have all led to different nomenclature being used for the same program feature, including between graduate and undergraduate programs. The confusion is making the application of the Quality Assurance Procedures challenging for programs as they try to figure out what process they are to follow based on the terminology they have, whether there is criteria to be met and whether the sub-area will be included on a student's transcript. The Senate Committee firmly believes that identifying one term for sub-areas within graduate programs and one for undergraduate programs and articulating a minimum number of required credits for each will significantly enhance curriculum planning, development and clarity for programs and students.</p> <p>The proposed term for graduate programs is Specialization; that is the most common usages among York graduate programs currently. The term "Field" is recognized as a distinctly graduate program component and no change in usage is being recommended but a definition is proposed.</p> |
| <p>Stream (Undergraduate)</p> | <p>See rationale above for Specialization. There is greater variation in the use of nomenclature for sub-areas within undergraduate programs. Stream tends to be the most common in use both at York and at other universities. Adopting this term has been encouraged in curriculum development activity in recent years which has been willingly taken up by Faculties. The proposed definition includes the criteria of a minimum of 12 credits within the degree program requirements, and notes that streams will be notated on transcripts.</p> |
| <p>Area of Concentration</p> | <p>Following on the rationale for adopting one common term for sub-areas within undergraduate programs, it is recommended that the use of Area of Concentration be discontinued.</p> |

Consultation

All Faculties were consulted about the proposed nomenclature. A draft set of terms was first distributed to Faculty Curriculum Committees, Associate Deans Academic and Graduate Program Directors in September 2017. The committee was heartened by the

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community's support and enthusiasm for the initiative. The detailed input received from Faculties was highly constructive. Questions raised were addressed and answers provided to all respondents. Informed by the feedback, a revised terminology list was prepared and re-distributed to Faculties in December 2017 for final comment; the second consultation round was expanded to include Department Chairs / Directors of Schools to ensure broad dissemination of the proposal. No further changes were suggested after the second canvass.

The Office of the University Registrar also participated in the initiative, sharing its expertise and experience.

Implementation

Upon approval of the new and revised terms, all Faculties, departments and schools will be encouraged to review their respective programs' requirements to identify necessary amendments in alignment with the definitions and criteria. ASCP will facilitate timely program changes of this nature to assist with the exercise. Necessary nomenclature changes will also be identified coincident with curriculum proposals that flow through ASCP to Senate.

Approvals: ASCP 9 May 2018

Consent Agenda

3. Changes to requirements for the BA Program in Educational Studies • Faculty of Education

ASCP recommends,

That Senate approve the following changes to the requirements for the BA degree program in Educational Studies, Faculty of Education:

- Increase in the number of major credits for the Honours and Honours double major degree options from 42 to 48
- increase in the number of required credits for the Honours Minor degree option from 30 to 33

Rationale

The Honours degree program in Educational Studies includes two required experiential education courses (EDST 3999 and EDST 4999, Experience, Inquire, Contribute: Learning in Context) in which students are afforded opportunities to:

- i. experience the nature of one or more settings providing educational services,
- ii. conduct research in that setting, and/or
- iii. collaborate on a project that their experiential hosts are working on in the setting.

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Originally established as 3-credit courses that included a 6-7 week placement component, experience with their delivery has led to the conclusion that the format is insufficient to support students and provide them with a rich experiential education experience. As a result, the Faculty has adjusted the structure and credit weighting of both EDST 3999 and EDST 4999, which will now be offered in a year-long format (Fall/Winter) in third and fourth years respectively, and will have a credit weight of 6.0 each instead of 3.0. The revision to the degree requirements reflects the 6 additional credits that result from the changes to the course credit weighting.

Approvals: Education Faculty Council 4 May 2018 • ASCP 9 May 2018

FOR INFORMATION

The Indigenous Framework for York University: A Guide to Action

Coincident with its consideration of the recent proposal to add the Indigenous and Aboriginal Law Requirement to the Juris Doctor program as Osgoode, ASCP hosted members of the Indigenous Council for a discussion of *The Indigenous Framework for York University: A Guide to Action*.

The Framework articulates 10 principles to engage internal and external communities in discussion and nurture action. Principle #4 is: Expand Indigenous programming and curricular offerings which explore Indigenous life, culture and traditions. The discussion with the committee coalesced around this principle as an obvious route of engagement for ASCP. The committee was encouraged to begin conversations with proponents of program proposals about the integration of an Indigenous focus within curriculum where feasible. The committee is planning a follow-up discussion with the Indigenous Council that will focus on approaches to advancing this principle - and others where related to - the work of ASCP.

Senate too may wish to give consideration to having a facilitated discussion of *The Indigenous Framework* at an upcoming meeting.

Kim Michasiw, Chair

Academic Nomenclature: Proposed New / Revisions

| Existing Terminology (if any) | Proposed New or Revised |
|--|--|
| <p>Academic Decision</p> <p>Based on the final grades you receive at the end of each session; an Academic Decision recaps your progression status in your program (e.g. eligible to proceed). You can see your academic decision on your online grade report.</p> | <p>An undergraduate student's progression status in their program as determined by their final grades at the end of each academic session (e.g. Eligible to Proceed). Academic decisions appear on students' grade report.</p> |
| <p>Advanced Standing</p> | <p>Credit granted towards a York University graduate degree or diploma for graduate-level courses completed at York or another post-secondary institution that have not been used to fulfill the requirements of another degree program or graduate diploma.</p> |
| <p>Area of Concentration</p> <p>An academic focus within your major; e.g. Bachelor of Environmental Studies (BES) - environmental management: policy, resources and conservation. Not all majors have an area of concentration. See also Stream.</p> | <p>Delete; Use Stream</p> |
| <p>Calendar</p> <p>The Calendar is the University's official reference document for all academic programs, policies and requirements.</p> | <p>No change.</p> |
| <p>Certificate Program</p> <p>A prescribed set of courses that define a specialization in a particular area of studies. Usually comprised of 24 to 36 credits, certificate programs can be taken as either part of or independent from a degree program.</p> | <p>Undergraduate Certificate</p> <p>A for credit program of studies attesting to a level of competence or skills in a particular area or field. It is distinct from an undergraduate degree program and stream. A certificate recognizes a specific grouping of courses that i) are cross-disciplinary but with a thematic coherence, ii) form a coherent yet distinctive complement to the major of a degree program, or iii) lead to the acquisition of specific skills or professional expertise that may meet requirements of outside accrediting bodies.</p> |

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| | <p>Concurrent Certificate Completed concurrently with an undergraduate degree program.</p> <p>Consecutive Certificate Open to candidates who hold a degree or have significant post-secondary education.</p> |
| <p>Collaborative Specialization¹ *</p> | <p>A graduate program that provides an additional multidisciplinary experience for students enrolled in and completing the degree requirements for one of a number of approved programs. Students meet the admission requirements of and register in the participating (or “home”) program but complete, in addition to the degree requirements of that program, the additional requirements specified by the collaborative program. The degree conferred is that of the home program, and the completion of the collaborative program is indicated by a transcript notation indicating the additional specialization that has been attained. It is an Intra-University type of degree program.</p> |
| <p>Combined Degree Program*</p> | <p>A program of study involving two existing degree programs of different types in which successful completion of the requirements is confirmed by a separate and different degree document being awarded by each program. The combination may comprise two graduate programs, two undergraduate programs or a graduate and an undergraduate program. The combination typically involves at least one “professionally” oriented program. The programs may be structured such that students pursue the two programs concurrently or consecutively. It is an Intra-University type of degree program.</p> |
| <p>Core courses</p> | <p>Mandatory specified courses within an undergraduate program that provide a solid theoretical foundation and / or convey a common body of disciplinary knowledge and skills.</p> |

| | |
|--------------------------------|--|
| Co-requisite | A course that must be taken simultaneously with another course. |
| Cotutelle* | A customized program of doctoral study developed jointly by two institutions for an individual student in which the requirements of each university's doctoral programs are upheld, but the student working with supervisors at each institution prepares a single dissertation which is then examined by a committee whose members are drawn from both institutions. The student is awarded two degree documents though there is a notation on the transcripts indicating that the student completed his or her dissertation under Cotutelle arrangements. It is an Inter-Institutional type of degree program. |
| Course Credit Exclusion | A formal status accorded to sets of undergraduate or graduate courses that are recognized as having sufficient overlap in content. Although the courses may have a significant degree of overlap, they are not considered fully equivalent / interchangeable. Students do not receive credit for both / all courses in a designated set of CCE's. See <i>Senate Guidelines and Procedures Governing Course Cross-listings, Exclusions and Substitutions</i> . |
| Course Substitution | A descriptive term applied when a course is recognized as sufficiently similar to a required course in a degree program, certificate or diploma. Substitutions may be programmatic and offered to all students or individualized for a student with departmental or program approval. See <i>Senate Guidelines and Procedures Governing Course Cross-listings, Exclusions and Substitutions</i> . |
| Cross-listed courses | Courses jointly recognized by two or more teaching units, with one unit designated as the course originator. All instances of cross-listed courses are the same course with different identifiers most commonly utilized to signify relevance to more than one particular discipline. See <i>Senate</i> |

| | |
|--|--|
| | <i>Guidelines and Procedures Governing Course Cross-listings, Exclusions and Substitutions.</i> |
| Cumulative Grade Point Average (CGPA) | The weighted average based on grades obtained in courses taken over all academic sessions. |
| Degree* | An academic credential awarded upon successful completion of a prescribed set of requirements that meet a standard of performance as defined by the University. |
| Degree Level Expectations | Are frameworks describing what students should know, and be able to do, after successful completion of a degree program at the bachelor's, master's and doctoral degree levels. |
| Degree Option | <p>A category of undergraduate degree program that has a defined number of degree credit requirements and, where applicable, a minimum number of major credits. They include:</p> <p>Bachelor Honours Specialized Honours Minor Honours Double Major Honours Major / Minor</p> |
| <p>Degree Program</p> <p>A prescribed set of courses and accompanying requirements that lead to a degree (e.g. Bachelor of Arts - BA) upon completion. See also Honours/Bachelor.</p> | <p>A prescribed set of courses, combination of courses and / or other forms of study, research or experiential learning that collectively support the achievement of defined degree level expectations and program learning outcomes for an undergraduate or graduate program.</p> |
| Diploma * | <p>A for-credit program of study at the graduate level, which is not itself a Master's or Doctoral degree program, in a specific area, topic or skill, that may be of a disciplinary or interdisciplinary character.</p> <p>A diploma may be awarded when a candidate admitted to a master's program leaves the program after completing a</p> |

| | |
|--|--|
| | <p>certain proportion of the requirements (Type 1); offered in conjunction with a master's or doctoral degree, the admission to which requires that the candidate be already admitted to the Master's (or Doctoral) program (Type 2); or be offered as a stand-alone, direct-entry program, generally developed by a unit already offering a related Master's or Doctoral degree, and designed to meet the needs of a particular clientele or market (Type 3).</p> |
| <p>Double Major</p> <p>An equal concentration of courses taken in two subject areas - only available in an Honours (120 credit) degree. Note: graduating with a double major does not mean you will receive two degrees upon completion. You will receive one Honours degree with two identified specializations that will appear on your transcript.</p> | <p>An Honours degree option that includes concentrated sets of courses in two major subject areas for which students receive one Honours undergraduate degree with both majors identified on their transcript.</p> |
| <p>Dual Credential Program *</p> | <p>A program of study offered by two or more universities or by a university and a college or institute, including Institutes of Technology and Advanced Learning, in which successful completion of the requirements is confirmed by a separate and different degree/diploma document being awarded by at least two of the participating institutions, of which one is York University. It is an Inter-Institutional type of degree program.</p> |
| <p>Electives</p> | <p>Course(s) outside the prescribed set of program requirements, chosen by students and which count towards the total number of credits required for the degree.</p> |
| <p>Field (Graduate)</p> | <p>In graduate programs, an area of concentration that is related to the demonstrable and collective strengths of the program's faculty members. There are no requirements associated with a field, and they are not recorded on either the academic transcript or the degree parchment.</p> |

| | |
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| <p>Grade Point Average (GPA)</p> <p>Every letter grade received at York has a numerical value (e.g. B+ = 7) attached to it. In this way, an average of all your grades can be calculated. GPAs can be assessed at the end of an academic session or cumulatively, taking all courses ever completed into consideration.</p> | <p>Grade Point Average (GPA)</p> <p>The weighted average based on grades obtained in courses taken. The GPA is assessed at the end of an academic session and cumulatively to degree completion.</p> |
| <p>Honours / Bachelor</p> <p>A bachelor's degree requires the completion of a minimum of 90 credits or equivalent. An Honours degree requires the completion of a minimum of 120 credits or equivalent.</p> | <p>Honours An undergraduate degree option; it requires the completion of a minimum of 120 credits and a minimum of 42 major credits.</p> <p>Specialized Honours An undergraduate degree option; it requires the completion of a minimum of 120 credits and a minimum of 54 major credits.</p> <p>Bachelor An undergraduate degree option; it requires the completion of a minimum of 90 credits and a minimum of 30 major credits.</p> |
| <p>Joint Degree program *</p> | <p>A program of study offered by two or more universities or by a university and a college or institute, including an Institute of Technology and Advanced Learning, in which successful completion of the requirements is confirmed by a single degree document. It is an Inter-Institutional type of degree program.</p> |
| <p>Learning Outcomes</p> | <p>Define what a student should know, and be able to do, after successful completion of an assignment, activity, class, course or program.</p> |
| <p>Letter of Permission (LOP)</p> <p>A Letter of Permission or LOP is issued to a student who has been approved to take a course at another university towards their York degree.</p> | <p>A Letter of Permission or LOP is issued to a student who has been approved to take a course at another accredited university towards their York degree.</p> |

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| <p>Major</p> <p>A primary concentration of courses taken in one subject area within a degree program. Normally, a major requires at least 30 of the 90 credits required for a bachelor's degree or 42 of the 120 credits required for an Honours degree.</p> | <p>A primary concentration of courses taken in a subject area within an undergraduate degree program. Normally, a major requires at least 30 of the 90 credits required for a bachelor's degree or 42 of the 120 credits required for an Honours degree.</p> |
| <p>Major Credits</p> | <p>A structured set of courses specifically designated for inclusion in the undergraduate program requirements, either mandatory or among a list of options for students to choose. May include or be in addition to core courses.</p> |
| <p>Minor</p> <p>A secondary concentration of courses taken in one subject area within an Honours degree. Normally, a minor requires at least 30 of the 120 credits required. Minors are not available in a bachelor's degree.</p> | <p>No change.</p> |
| <p>Non-degree</p> <p>Students who have already graduated and who wish to continue their studies, but not towards a certificate or another degree, may enrol as a non-degree student.</p> | <p>Delete; use Visiting Student</p> |
| <p>Prerequisite</p> <p>A prerequisite course must be satisfied before you can enrol in your requested course or program. For example, many programs in the Faculty of Science & Engineering have high school math and science prerequisites. York courses can also have other York courses as prerequisites. For example, you must successfully complete HH/PSYC 1010 6.00 with a minimum grade of C before you can enrol in any other PSYC courses in the Faculty of Health.</p> | <p>A requirement to successfully complete another course, set of courses or achieve a specific grade in a course (or overall GPA) before enrolment in an undergraduate or graduate course.</p> |

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| <p>Professional Master's</p> | <p>A graduate program comprised of advanced studies in professional or applied fields. They may have strong theoretical underpinnings, but their primary purpose is the development of knowledge for application / accreditation in professional practice. Experiential learning is a common component of the degree. Normally they do not include a requirement to conduct original research.</p> |
| <p>Reactivation</p> <p>If you did not enrol in courses in the last fall/winter session, you must reactivate your record before you can enrol in any future sessions.</p> | <p>The process by which an undergraduate student returns to their studies after an absence from an academic session. Students in good standing resuming their studies and students returning after a Required Withdrawal apply to reactivate their status in a degree program before enrolling in a future session.</p> |
| <p>Reinstatement</p> | <p>The process by which a graduate student in good academic standing, and within 12 months of their withdrawal, returns to their studies or to defend a thesis / dissertation.</p> |
| <p>Session</p> <p>An academic session (e.g. Fall/Winter 2014-2015) is a prescribed period of time designed for the delivery of courses. See also Sessional Dates.</p> | <p>A prescribed period of time designated for the delivery of courses. York's sessions are Fall/ Winter and Summer. See also Sessional Dates.</p> |
| <p>Sessional Dates</p> <p>Each academic session has a first and last day of classes among a host of other benchmark dates.</p> | <p>Each academic session is scheduled to provide 12 weeks of teaching and a separate examination schedule. All sessions have beginning, end and suspension dates as governed by the Senate Policy on Sessional Dates and the Scheduling of Examinations.</p> |
| <p>Specialization (Graduate)</p> | <p>A structured plan of study within a graduate program that provides advanced or in-depth study in a particular focus within the discipline. They are not recorded on either the academic transcript or the degree parchment. Normally a specialization will require a minimum of 12</p> |

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| | credits in addition to the core in order to advance the designed depth within the degree program requirements. |
| <p>Stream (Undergraduate)</p> <p>An academic focus within your major (e.g. business and society - media and communication). Not all majors have a stream. See also Area of Concentration.</p> | <p>A structured set of courses with a particular focus within an Honours undergraduate program to provide additional depth within the Major. Appears on the academic transcript but does not appear on the degree parchment. Normally a stream will require a minimum of 12 credits in addition to the core credits in order to advance the depth of the major within the degree program requirements.</p> |
| <p>Transfer Credit</p> <p>If you attended another postsecondary institution before coming to York, you will be assessed for and may be granted transfer credit towards your York degree. This transfer credit may count towards the total number of credits required and it may exempt you from specific York degree requirements. For details, check your transfer credit statement issued at the point of admission. If you change your program, your transfer credit may need to be re-assessed. Your home Faculty advising office can help you understand your transfer credit.</p> | <p>Transfer Credit</p> <p>Credit granted towards a York University undergraduate degree / certificate for advanced secondary and / or postsecondary studies (or the equivalent) from an accredited institution. It is given either upon admission / re-admission to York University or for pre-approved studies.</p> |
| <p>Visiting Student</p> <p>Visiting students include those who are at York on a Letter of Permission (LOP) from another university.</p> <p>Visiting students can also include those pursuing courses on a non-degree basis.</p> | <p>Individuals who enrol in undergraduate or graduate credit courses but do not intend to complete a degree or a certificate at York.</p> <p>The undergraduate Visiting Students categories are:</p> <ul style="list-style-type: none"> • those who hold an undergraduate degree (Bachelor's degree minimum) from an accredited university/university-level institution; • those who do not hold an undergraduate degree but enrol in courses to fulfill the academic, upgrading or professional development requirements of a |

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| | <p>professional designation; or</p> <ul style="list-style-type: none"> • those who are currently attending another accredited university and take York courses on a <i>Letter of Permission</i> issued by their home institution. <p>Under the Ontario Visiting Graduate Student Plan, a graduate student registered at a university in Ontario may take graduate courses at another Ontario University without further admission requirements. York University graduate students may complete up to 6 credits in coursework under the OVGS Plan towards any one degree program.</p> |
| <p>Year of Study</p> | <p>An undergraduate student's progress towards a degree is measured in terms of credits passed rather than years of study completed. A pan-university scale correlates the number of credits earned and the year of study equivalent. The scale is published in the Undergraduate Calendar.</p> |

ⁱ * As defined by the COU Quality Assurance Framework

Academic Nomenclature

Academic Decision: An undergraduate student's progression status in their program as determined by their final grades at the end of each academic session (e.g. Eligible to Proceed). Academic decisions appear on students' grade report.

Advanced Standing: Credit granted towards a York University graduate degree or diploma for graduate-level courses completed at York or another post-secondary institution that have not been used to fulfill the requirements of another degree program or graduate diploma.

Calendar: The Calendar is the University's official reference document for all academic programs, policies and requirements.

Collaborative Specialization: A graduate program that provides an additional multidisciplinary experience for students enrolled in and completing the degree requirements for one of a number of approved programs. Students meet the admission requirements of and register in the participating (or "home") program but complete, in addition to the degree requirements of that program, the additional requirements specified by the collaborative program. The degree conferred is that of the home program, and the completion of the collaborative program is indicated by a transcript notation indicating the additional specialization that has been attained. It is an Intra-University type of degree program.

Combined Degree Program: A program of study involving two existing degree programs of different types in which successful completion of the requirements is confirmed by a separate and different degree document being awarded by each program. The combination may comprise two graduate programs, two undergraduate programs or a graduate and an undergraduate program. The combination typically involves at least one "professionally" oriented program. The programs may be structured such that students pursue the two programs concurrently or consecutively. It is an Intra-University type of degree program.

Core Courses: Mandatory specified courses within an undergraduate program that provide a solid theoretical foundation and / or convey a common body of disciplinary knowledge and skills.

Co-requisite: A course that must be taken simultaneously with another course.

Cotutelle: A customized program of doctoral study developed jointly by two institutions for an individual student in which the requirements of each university's doctoral programs are upheld, but the student working with supervisors at each institution prepares a single dissertation which is then examined by a committee whose members are drawn from both institutions. The student is awarded two degree documents though there is a notation on the transcripts indicating that the student completed his or her dissertation under Cotutelle arrangements. It is an Inter-Institutional type of degree program.

Course Credit Exclusion: A formal status accorded to sets of undergraduate or graduate courses that are recognized as having sufficient overlap in content. Although the courses may have a significant degree of overlap, they are not considered fully equivalent / interchangeable. Students do not receive credit for both / all courses in a designated set of CCE's. See *Senate Guidelines and Procedures Governing Course Cross-listings, Exclusions and Substitutions*.

Course Substitution: A descriptive term applied when a course is recognized as sufficiently similar to a required course in a degree program, certificate or diploma. Substitutions may be programmatic and offered to all students or individualized for a student with departmental or program approval. See *Senate Guidelines and Procedures Governing Course Cross-listings, Exclusions and Substitutions*.

Cross-listed courses: Courses jointly recognized by two or more teaching units, with one unit designated as the course originator. All instances of cross-listed courses are the same course with different identifiers most commonly utilized to signify relevance to more than one particular discipline. See *Senate Guidelines and Procedures Governing Course Cross-listings, Exclusions and Substitutions*.

Cumulative Grade Point Average (CGPA): The weighted average based on grades obtained in courses taken over all academic sessions.

Degree: An academic credential awarded upon successful completion of a prescribed set of requirements that meet a standard of performance as defined by the University.

Degree Level Expectations: Frameworks describing what students should know, and be able to do, after successful completion of a degree program at the bachelor's, master's and doctoral degree levels.

Degree Option: A category of undergraduate degree program that has a defined number of degree credit requirements and, where applicable, a minimum number of major credits. They include:

Honours: An undergraduate degree option; it requires the completion of a minimum of 120 credits and a minimum of 42 major credits.

Specialized Honours: An undergraduate degree option; it requires the completion of a minimum of 120 credits and a minimum of 54 major credits.

Bachelor: An undergraduate degree option; it requires the completion of a minimum of 90 credits and a minimum of 30 major credits.

Degree Program: A prescribed set of courses, combination of courses and / or other forms of study, research or experiential learning that collectively support the achievement of defined degree level expectations and program learning outcomes for an undergraduate or graduate program.

Diploma: A for-credit program of study at the graduate level, which is not itself a Master's or Doctoral degree program, in a specific area, topic or skill, that may be of a

disciplinary or interdisciplinary character. A diploma may be awarded when a candidate admitted to a master's program leaves the program after completing a certain proportion of the requirements (Type 1); offered in conjunction with a master's or doctoral degree, the admission to which requires that the candidate be already admitted to the Master's (or Doctoral) program (Type 2); or be offered as a stand-alone, direct-entry program, generally developed by a unit already offering a related Master's or Doctoral degree, and designed to meet the needs of a particular clientele or market (Type 3).

Double Major: An Honours degree option that includes concentrated sets of courses in two major subject areas for which students receive one Honours undergraduate degree with both majors identified on their transcript.

Dual Credential Program: A program of study offered by two or more universities or by a university and a college or institute, including Institutes of Technology and Advanced Learning, in which successful completion of the requirements is confirmed by a separate and different degree/diploma document being awarded by at least two of the participating institutions, of which one is York University. It is an Inter-Institutional type of degree program.

Electives: Course(s) outside the prescribed set of program requirements, chosen by students and which count towards the total number of credits required for the degree.

Field (Graduate): In graduate programs, an area of concentration that is related to the demonstrable and collective strengths of the program's faculty members. There are no requirements associated with a field, and they are not recorded on either the academic transcript or the degree parchment.

Grade Point Average (GPA): The weighted average based on grades obtained in courses taken. The GPA is assessed at the end of an academic session and cumulatively to degree completion.

Joint Degree program: A program of study offered by two or more universities or by a university and a college or institute, including an Institute of Technology and Advanced Learning, in which successful completion of the requirements is confirmed by a single degree document. It is an Inter-Institutional type of degree program.

Learning Outcomes: Define what a student should know, and be able to do, after successful completion of an assignment, activity, class, course or program.

Letter of Permission (LOP): A Letter of Permission or LOP is issued to a student who has been approved to take a course at another accredited university towards their York degree.

Major: A primary concentration of courses taken in a subject area within an undergraduate degree program. Normally, a major requires at least 30 of the 90 credits required for a bachelor's degree or 42 of the 120 credits required for an Honours degree.

Major Credits: A structured set of courses specifically designated for inclusion in the undergraduate program requirements, either mandatory or among a list of options for students to choose. May include or be in addition to core courses.

Minor: A secondary concentration of courses taken in one subject area within an Honours degree. Normally, a minor requires at least 30 of the 120 credits required. Minors are not available in a bachelor's degree.

Prerequisite: A requirement to successfully complete another course, set of courses or achieve a specific grade in a course (or overall GPA) before enrolment in an undergraduate or graduate course.

Professional Master's: A graduate program comprised of advanced studies in professional or applied fields. They may have strong theoretical underpinnings, but their primary purpose is the development of knowledge for application / accreditation in professional practice. Experiential learning is a common component of the degree. Normally they do not include a requirement to conduct original research.

Reactivation: The process by which an undergraduate student returns to their studies after an absence from an academic session. Students in good standing resuming their studies and students returning after a Required Withdrawal apply to reactivate their status in a degree program before enrolling in a future session.

Reinstatement: The process by which a graduate student in good academic standing, and within 12 months of their withdrawal, returns to their studies or to defend a thesis / dissertation.

Session: A prescribed period of time designated for the delivery of courses. York's sessions are Fall/ Winter and Summer. See also Sessional Dates.

Sessional Dates: Each academic session is scheduled to provide 12 weeks of teaching and a separate examination schedule. All sessions have beginning, end and suspension dates as governed by the *Senate Policy on Sessional Dates and the Scheduling of Examinations*.

Specialization (Graduate): A structured plan of study within a graduate program that provides advanced or in-depth study in a particular focus within the discipline. They are not recorded on either the academic transcript or the degree parchment. Normally a specialization will require a minimum of 12 credits in addition to the core in order to advance the designed depth within the degree program requirements.

Stream (Undergraduate): A structured set of courses with a particular focus within an Honours undergraduate degree program, to provide additional depth within the Major. Appears on the academic transcript but does not appear on the degree parchment. Normally a stream will require a minimum of 12 credits in addition to the core credits in order to advance the depth of the major within the degree program requirements.

Transfer Credit: Credit granted towards a York University undergraduate degree / certificate for advanced secondary and / or postsecondary studies (or the equivalent) from an accredited institution. It is given either upon admission / re-admission to York University or for pre-approved studies.

Undergraduate Certificate: A for credit program of studies attesting to a level of competence or skills in a particular area or field. It is distinct from an undergraduate degree program and stream. A certificate recognizes a specific grouping of courses that i) are cross-disciplinary but with a thematic coherence, ii) form a coherent yet distinctive complement to the major of a degree program, or iii) lead to the acquisition of specific skills or professional expertise that may meet requirements of outside accrediting bodies.

Concurrent Certificate: Completed concurrently with an undergraduate degree program.

Consecutive Certificate: Open to candidates who hold a degree or have significant post-secondary education.

Visiting Students: Individuals who enrol in undergraduate or graduate for-credit courses but do not intend to complete a degree, certificate or diploma at York.

The undergraduate Visiting Students categories are:

- those who hold an undergraduate degree (bachelor's degree minimum) from an accredited university/university-level institution;
- those who do not hold an undergraduate degree but enrol in courses to fulfill the academic, upgrading or professional development requirements of a professional designation; or
- those who are currently attending another accredited university and take York courses on a *Letter of Permission* issued by their home institution.

Under the Ontario Visiting Graduate Student Plan, a graduate student registered at a university in Ontario may take graduate courses at another Ontario University without further admission requirements. York University graduate students may complete up to 6 credits in coursework under the OVGS Plan towards any one degree program.

Year of Study: An undergraduate student's progress towards a degree is measured in terms of credits passed rather than years of study completed. A pan-university scale correlates the number of credits earned and the year of study equivalent. The scale is published in the Undergraduate Calendar.

Report to Senate

At its meeting of May 24, 2018

FOR ACTION

1. Strategic Research Plan

APPRC is pleased to recommend

that Senate approve Strategic Research Plan 2018-2023: Towards New Heights.

Rationale

APPRC has been closely involved as the SRP renewal process unfolded and drafts emerged. The process is described in Appendix A, and the Committee is satisfied that it was well conceived, thorough and open. Ideas were freely shared and incorporated with sensitivity. The goals are likewise well crafted and born of extensive, sustained collegial input. From the outset, the advice received was that the previous iteration provided a solid foundation on which to build. Even so, revisions to the 2018-2023 better express York's strengths, diversity and aspirations.

Will active readers see themselves in the plan? The answer is yes, especially when realizing that as organized by themes, the document courts broad inclusivity and encompasses research across a full spectrum. Is the SRP consistent with the University Academic Plan? Yes. It relates directly to many of the constituent objectives of Priority 2: Advancing Exploration, Innovation and Achievement in Scholarship, Research and related Creative Activities. It also accords with the accent placed on collaboration and excellence that runs throughout the UAP.

The document begins by extolling York's research traditions, while setting the stage for accelerating "research growth and success." We urge Senate to approve the SRP. We also encourage members of the collegium to engage with it and help bring it to life.

Documentation is attached as Appendix A.

FOR INFORMATION

2. Spring Report of the Provost

Provost Philipps submitted her spring report on academic planning matters on May 17. It furnished details about Markham (see the list of topics provided to Senators in the APPRC April report to Senate) and provides important updates on complement planning and enrolment forecasts. It also contains a link to the Institutional Integrated Resource plan website where progress on initiatives focusing on UAP objects is being tracked.

Academic Policy, Planning and Research Committee

Report to Senate (cont'd)

The Chair will have comments on the report and the Provost will respond to questions at the May 24 Senate meeting.

Documentation will be distributed prior to the meeting.

3. June Report

APPRC's report in June will have updates on a number of matters:

- Organized Research Unit chartering proposals (for approval) and other matters dealt with by the Sub-Committee on Organized Research Units
- actions arising from a review of the York Research Chairs program
- perspectives on planning developed from the annual engagement with the Deans, Principal and University Librarian and the February Forum of Ideas
- "incomparable metrics" and ways of compiling and profiling York scholarship
- a status report on the establishment of a new Faculty approved by principle by Senate in June 2017
- a report on the budget context for academic planning from the Provost and Vice-President Research and Innovation
- annual reports of sub-committees supported by the Office of the VPRI

Members of APPRC and ASCP are scheduled to meet on May 31 for the purpose of exploring matters of mutual interest. The two committees are also expected to file reports on recently completed Cyclical Program Reviews and 18 month follow up reports (via the Sub-Committee on Quality Assurance) along with the most recent Annual Report on Non-Degree Studies.

T. Loebel, Chair of APPRC

To: APPRC
From: Robert Haché, Vice-President Research & Innovation
Date: May 17, 2018
Subject: York Strategic Research Plan (2018-2023)

STRATEGIC RESEARCH PLAN (2018-2023)- Evolution of the Plan

Consultation Engagement

- VPRI has engaged the York community at over 50 distinct meetings since October 2017 including a variety of consultation sessions with Faculty Councils, presentations to research committees, two open forums with the community, and community chats across campus
- The SRP Advisory Committee has met monthly since October 2017 and have been active in directly engaging their constituencies in feedback sessions in both the fall and winter terms
- VPRI has received over 30 separate written feedback submissions from both individuals and Faculties across the University since October 2017 through our online feedback portal and by direct email.

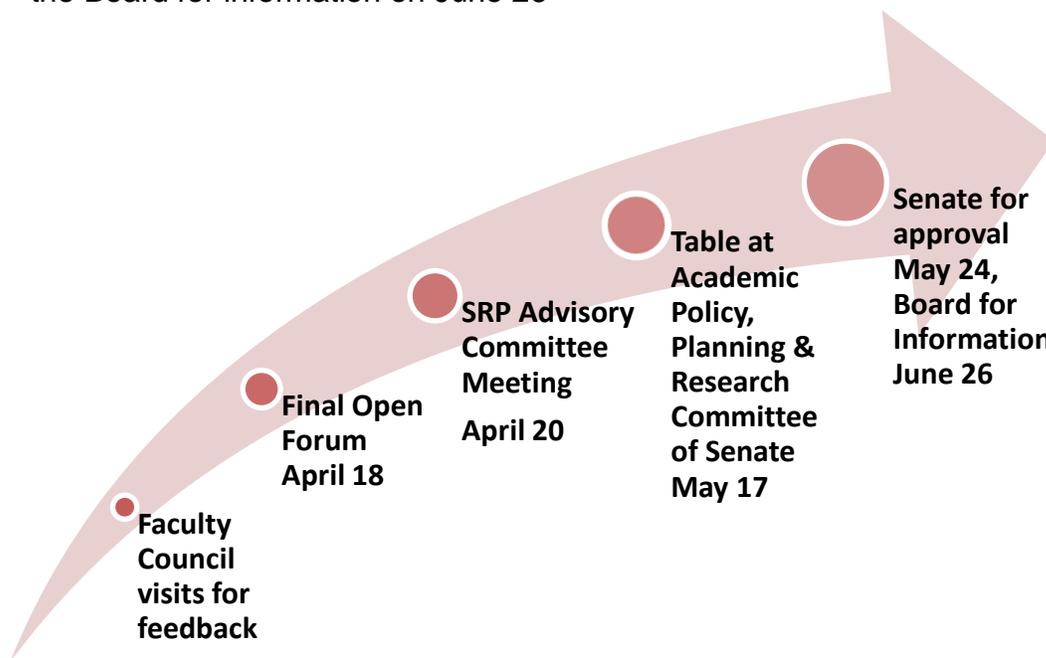
Feedback on draft Plan (released Feb 27th)

- Feedback received has been very positive, mainly focusing on how to better develop a Plan that is meaningful to the community and inclusive of a broad range of research at York. Written submissions have mainly taken the form of language improvements and included some more specific suggestions for the narrative.
- Examples of salient inputs:
 - Accentuating the strong interdisciplinarity and intersection across the research strength themes
 - Highlighting importance and evolution of innovation & entrepreneurship linked to research and how to bridge constituencies
 - Better representing 'equity' within research strengths, replacing 'sustainability' due to potential political interpretation of the word—changing to "Forging a Just and Equitable World"
 - Questions re the continued inclusion of fundamental research—Majority opinion was that it is still central to the community and culture to emphasize
 - Strong positive response to the new areas of opportunity

- A strong push for inclusivity with a multidisciplinary approach – “Artificial Intelligence INTO SOCIETY” was well received
- Very favourable response to the inclusion of the growing area of Indigenous research with a recognition of “Futurities” as an important focus
- Emphasize the breadth of our knowledge mobilization activities and socially engaged research including partnered research
- Have acknowledged direct reference to SMA targets in plan

Path to Completion

- A second round of Faculty Council visits, presentations to research committees, an open forum with the community, and other feedback sessions have been completed throughout March and April
- SRP Advisory Committee has approved the updated draft
- Compiled feedback has been incorporated into the draft Plan and has been given a final edit (copy edit primarily)
- Completed SRP is on track for Senate for approval on May 24 and to return to the Board for information on June 26



**YORK UNIVERSITY STRATEGIC RESEARCH PLAN:
2018-2023
TOWARDS NEW HEIGHTS**

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Executive Summary

Home to a proud tradition of scholarship and the pursuit of discovery and innovation, York's commitment to excellence as a comprehensive research-intensive university brings together a rich diversity of perspectives with a strong sense of social responsibility that is making a difference to the world around us. Supporting the University's Academic Plan, Towards New Heights lays out a vision for accelerating the growth and development of our research, scholarship and creative activity over the next five years that advances York's commitment to research excellence and to the development and application of new knowledge to the benefit of society. This plan highlights the depth and breadth of research at York; research that is innovative, that advances critical inquiry and scientific discovery, challenges our beliefs and perceptions, and affects the social, cultural and economic development of our country and beyond.

York University is a leader in research that crosses disciplinary boundaries, and this is reflected in the narration of our research strengths across six intersecting themes:

- Advancing Fundamental Inquiry and Critical Knowledge
- Analyzing Cultures and Mobilizing Creativity
- Building Healthy Lives, Communities and Environments
- Exploring and Interrogating the Frontiers of Science and Technology
- Forging a Just and Equitable World
- Integrating Entrepreneurial Innovation and the Public Good

The research, scholarship and associated created activity within each theme are informed by disciplines but are inherently interdisciplinary and transdisciplinary in their development and application. These themes reflect areas of research in which we are demonstrating national and international leadership, and which are expected to continue to grow and excel over the next five years.

At the same time, there are a select number of more focused areas that where we see specific opportunities to further accelerate research growth and success. These five areas of opportunity are timely and address some of the most important challenges that we currently face and are propelling York ahead of the curve in rising to meet newly emerging challenges. They include:

- Digital Cultures
- Healthy Individuals, Health Communities and Global Health
- Indigenous Futurities
- Integration of Artificial Intelligence into Society
- Public Engagement for a Just and Sustainable World

Each of these foci transects our areas of thematic strength, bringing in expertise from around the university.

We are committed to a strategic combination of broadly based and focused investments across our areas of strength and opportunity. In five years, we expect to have strongly advanced our reputation and trajectory as an internationally leading research intensive, comprehensive Canadian university, making a difference in communities and improving society.

Vision

York University is committed to excellence in research and scholarship in all its forms. Informed by a strong commitment to shared values, including the promotion of social justice, diversity and the public good, we aspire through our research to better understand the human condition and the world around us and to employ the knowledge we gain in the service of society. Intensive engagement in research is a core institutional value that permeates the fabric of the University, and it is this foundation on which York's vibrant and exciting academic environment is built.

Introduction

York University acknowledges our presence on the traditional territory of many Indigenous Nations. The area known as Tkaronto has been care taken by the Anishinabek Nation, the Haudenosaunee Confederacy, the Huron-Wendat and the Métis. It is now home to many Indigenous Peoples. We acknowledge the current treaty holders, the Mississaugas of the New Credit First Nation. This territory is subject of the Dish With One Spoon Wampum Belt Covenant, an agreement to peaceably share and care for the Great Lakes region. A strong commitment to acknowledging our colonial history and exploring Indigenous ways of knowing are central to York's contribution to building a stronger, more inclusive Canada.

Expanding Critically Engaged Scholarship with Increasing Impact on Communities and Society

As York University approaches its sixtieth birthday, research, scholarship and related creative activity have never been more vibrant or more prominent among the University's ambitions. There is a sense of excitement at York surrounding our engagement in critical scholarship — an excitement that is fueled by our growing success and recognition as an internationally leading research intensive comprehensive University emphasizing real-world impacts. From modest beginnings fifty-nine years ago within a small liberal arts college, research at York has evolved with a unique perspective and strong commitment to working across disciplines that is essential to solving the most complex, intractable social and societal problems of the 21st century.

The growth of research scholarship and related creative activity has accelerated markedly over the past decade. Never has there been greater opportunity, success or challenges for researchers at York. The expanding bedrock of world-leading scholarship in the social sciences, humanities, education, law, science and business has been accompanied by rapidly growing new leadership in health and engineering that is broadening and deepening York's engagement with and impact on communities. As York prepares to welcome a new campus in 2021, together with multiple new investments in research and research infrastructure across the Keele and Glendon campuses, the future of critically engaged scholarship has never been brighter. At the same time, while external supports for research as well as opportunities for engagement and outreach continue to grow, increasing competition and complexity within the Canadian and Ontario post-secondary education system means the challenges facing researchers have never been greater.

York has a strong planning environment and strategic commitment that supports our research base and, at the same time, guides investments in our research strengths and more specific areas of research opportunity to promote individual and collaborative research success. As emphasized in Priority 2 of

York's Academic Plan (2015-2020), "Advancing Exploration, Innovation and Achievement in Scholarship, Research and Related Creative Activities", continued growth and success in this area is crucial to the overall success of the institution. York's primary goals of research intensification and recognition are driven through international standards of peer review, with an emphasis on research cultures and the advancement of partnerships locally, regionally and internationally.

The Academic Plan makes strong commitments to expanding the success of research at York in ten key areas over the next five years. These commitments include increasing the base of research engagement and scholarly outputs across disciplinary boundaries; increasing external research partnership and community engagement; expanding and enhancing student and postdoctoral trainee engagement; and establishing York as an innovation hub that combines research translation and entrepreneurship with a focus on social justice and building community partnerships.

Similarly, research and innovation feature prominently in York's Strategic Mandate Agreement, which formalizes ambitions and expectations for York with the Province of Ontario for 2017–2020. Here, the Ontario government describes one of York's institutional aspirations:

York is a global centre for interdisciplinary and transdisciplinary scholarship based on a commitment to comprehensive and STEAM programming as fundamentally important knowledge and experience to meeting the needs of a global knowledge economy in the 21st century. (p. 5)

Thus, the importance and prominence of research, scholarship and related creative activities have never been higher at York. This strategic research plan provides the next level of detail in articulating our strategy for translating research ambition into successful outcomes and contributions.

Over the next five years, York is committed to increasing the research participation of full-time faculty and trainees at all levels across the institution, accelerating growth in the number and diversity of our scholarly outputs and research funding base, and expanding the influence of our work through broadening and deepening our external partnerships and engagement in the generation and sharing of knowledge. Our goal is to demonstrate international leadership in scholarship, research and related creative activity as one of Canada's and Ontario's leading research universities.

A Plan Developed through a Broad Process of Collegial Engagement

The success of an academic plan depends on the engagement of the academic community in the planning process. From the announcement of the strategic research planning process in the fall of 2017 through the presentation of the plan for Senate approval in the spring of 2018, the York community has participated in an open and attentive discussion about the role of research, our valuation of research and our aspirations for the future of research at York. With the guidance of an active and dedicated advisory committee that included representatives from the University and the broader community, the Office of the Vice-President of Research and Innovation has actively reached out to solicit input from the York community, emphasizing the broadest possible level of consultation in keeping with York's practice of collegial governance. The input from faculty members, students and staff was received through a series of open forums and community consultations on campus and through an active web portal that invited engagement in the planning process. Summaries of what had been said at all events were posted on the site, and feedback was encouraged to be left on a page for comments and suggestions. Essential inputs into the plan's development were provided directly by the Faculties through their councils and advisory committee representatives, by the Academic Policy, Planning and Research Committee of the Senate and by other research leadership bodies.

Once again, the York community has shown an enthusiastic response to the planning process that has highlighted our valuation of and aspirations for scholarly research in the context of the overall academic mandate of the University. In this plan, these aspirations provide guidance for the growth and development of research at York over the next five years.

A Commitment to Quality, Academic Freedom, Inclusion and Social Justice

York strives for the highest academic standards. Our strong commitments to academic freedom and social justice and responsibility are woven into the University's fabric. It is the unwavering support of these values by every member of the York community from which the institution derives its strength. The support for these values is a foundational principle of this Strategic Research Plan (2018–2023). It is critical to York's overall success that the faculty continue to enjoy maximal liberty in the choice and pursuit of their scholarly work. By holding research and advancement of knowledge across the full spectrum of disciplinary and interdisciplinary activities as essential and integral to our academic mission, York contributes to critical inquiry, scientific discovery and the social and economic development of Canada and beyond. Informed and supported by the consultation process, the values and core principles shared by our research community serve to strengthen and underpin our research priorities.

York is intensifying and building on our research strengths across traditional and non-traditional areas of research, scholarship and creative activity, as reflected by international standards of peer review. We recognize as a community that individual research and scholarship is the foundation upon which the research enterprise at York is built. Only with this solid foundation can we expect to successfully expand our reputation for research excellence. As a community, we acknowledge the importance of graduate students and postdoctoral fellows to the success of our research and scholarship, and we are committed to providing them with the best possible supports as they pursue their training.

At the same time, the York community understands the value of collaborative research and the importance of translating discovery into action. We seek to engage the world around us in collaborative, participatory and partnered research that is inclusive, builds long-term relationships and brings tangible benefits to the communities with which we work. York has seized on the opportunities provided within a comprehensive institution to make long-term investments in supporting participatory and collaborative research and scholarship that cross the boundaries of traditional disciplines and that reach into York Region, across Canada and around the world. York's emphasis on interdisciplinarity in our strategic research development provides national and international leadership in the promotion of new approaches to research and scholarship. In particular, York is committed to working with Indigenous communities and York-based Indigenous scholars to deepen our understandings of respectful forms of research engagement, development and application. Additionally, the last five years have seen the emergence of a strong culture of entrepreneurship and innovation across the University. This cultural shift has been inspired by student engagement that is emphasizing the translation of ideas and research outcomes into tangible cultural, environmental and economic benefits to communities and society.

Comprehensive Research Excellence with International Reach

York researchers have played key roles in many of the important discoveries and influential scholarship of the past half century. They include the discovery of the Higgs boson particle and the exploration of Mars; changing the way we think about youth marginalization and homelessness; developing novel approaches to health care delivery; developing insight into the social and political history of Canada and understanding the environmental changes brought about by colonial expansion on Indigenous societies;

advancing understanding of computer and biological vision and probing the impacts of digital gameplay; studying the formation and development of language policy in Canada; generating new insights into brain development in children with autism and intellectual disabilities across the lifespan; discovering that lifelong learning involves adaptations that are linked to the brain's performance; encouraging civic dialogue through performance and public art; working to improve the global plight of refugees and exploring immigration solutions; shaping future thought on suburbanization and today's ecological crisis; mapping the spread of infectious diseases through mathematical modelling; and studying virus-resistant plants to bolster the survival of agricultural crops and combat the effects of climate change.

Research at York is strongly engaged internationally and has significant global impact. Indeed, over the past five years, 55% of York publications resulting from the collaboration of two or more authors have at least one author from outside of Canada. This leads all Ontario universities. York also has over 200 active research partnerships with international institutions that enables the movement and exchange of researchers and trainees.

Leading examples of the international reach of York's research include the following: the York-led Refugee Research Network is bringing together Canadian and international scholars in the study of refugee and forced migration issues and engaging policy makers, non-governmental organizations and communities of practice in the pursuit of real-world solutions to the needs of refugees and displaced persons; Vision Science To Applications (VISTA), York's Canada First Research Excellence Fund program, is engaging over a dozen international partners that are key to the success of the program; the Advanced Disaster and Emergency and Rapid Response Simulation (ADERSIM) program is collaborating with academic institutions and governments internationally to develop preparedness for emergency response and to understand the migration of disease across borders. Similarly, current big science projects involving York researchers – such as the European Organization for Nuclear Research (CERN), NASA and the European Space Agency missions, and the Brain Research through Advancing Innovative Neurotechnologies (BRAIN) Initiative – are driven by international research collaboration.

York scholars have achieved the highest recognition in their fields. They include over eighty Royal Society Fellows and twenty-five Distinguished Research Professors. They have been inducted as members of the College of New Scholars, Artists and Scientists and named Killam Professors, Humboldt Fellows, Fulbright Scholars, and Trudeau Foundation Fellows. They have been recognized as Steacie Medalists and Governor General's Award winners and receive a range of disciplinary honorifics and prizes for their books, lectures and other scholarly achievements. York's allocation of thirty-five Canada Research Chairs complemented by over thirty York Research Chairs and over thirty-five named Chairs and Professorships, and a recently reinforced mechanism to broadly enhance faculty research engagement, demonstrates the University's support for its faculty across disciplines.

Through York's integrated approach to teaching and research, undergraduate and graduate students, as well as postdoctoral fellows, enjoy the active mentorship of internationally recognized scholars, access to cutting-edge research infrastructure and an exciting and engaged environment for the pursuit of discovery. York hosts one of the largest cohorts of graduate students in the country, and York's graduate students and postdoctoral fellows are key drivers of the University's research excellence and scholarly success. Students and fellows come to York from around the globe and are supported through prestigious national and international research scholarships and fellowships. York is committed to enabling our students to acquire, advance and apply their skills and knowledge and to providing them with exceptional supervision, engagement and instruction that supports a high-quality educational experience.

Comprehensive Research Engagement across the Institution

York is providing national and internationally recognized research leadership across six broad intersecting and interdisciplinary themes:

- Advancing Fundamental Inquiry and Critical Knowledge
- Analyzing Cultures and Mobilizing Creativity
- Building Healthy Lives, Communities and Environments
- Exploring and Interrogating the Frontiers of Science and Technology
- Forging a Just and Equitable World
- Integrating Entrepreneurial Innovation and the Public Good

York is committed to ongoing investment that will support these research strengths across the institution, which, in turn, will enhance the influence and recognition of our scholarship and creative activities.

Advancing Fundamental Inquiry and Critical Knowledge

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- Whether in the humanities, social sciences, fine arts, natural sciences or beyond, pure curiosity-driven research is emphasized across York as foundational to realizing humanity's greatest aspirations.
 - Many of the greatest advances in the arts, humanities, social, natural and medical sciences are due to exemplary individual contributions. University-based research must provide ample space for scholars to explore uncharted territory in their areas of expertise.
 - The advancement of knowledge entails the examination and critique of existing structures and thinking, as well as the creation of new forms and expressions. Universities must nurture the drivers of innovative and critical ideas.
 - We strive for international recognition of ground-breaking research that is contributing to the fundamental advancement of knowledge.
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Discovery of our world provides valuable insights into its potential and our potential as human beings. Throughout the University, scholars are investigating the world that surrounds us: from the study of moral, political and legal philosophy to pure mathematics; from the investigation of molecular and subatomic interactions to exploring the human brain; from the poetic representations of data and generative systems in light and sound installations to the novel use of artificial agents in interactive environments; from the study of Indigenous life, cultures and traditions to the origins of government, the development of political institutions and the growth of non-state systems of government; from the study of chromosomes to the understanding of the cosmos.

Engagement in pure inquiry-motivated research is a particular privilege for and responsibility of the University's faculty and students. York seeks national and international intellectual leadership through this engagement. The quality and recognition of this foundational research is validated through critical

peer review, as well as prizes and awards that recognize the University's scholarship and that provide funding in support of it.

In the social sciences and humanities, a critical approach embraces reflective assessments of society, cultural change and ways of knowing. To advance critical social and cultural theory, researchers are exploring historical change; political activism; the social and economic transformations of societies within Canada and around the world; and how culture has been and continues to be a crucial means of expression and avenue for creative problem solving.

York researchers explore a range of moral, political, feminist, Indigenous, environmental and legal philosophies and ethics, and are expanding the critical analyses of gender, sexuality, class, race, ethnicity, nationality, citizenship, human-animal interactions, age and ability. Across disciplines, the profound dedication to equity is reflected in research devoted to understanding and transforming attitudes towards constructs of race, class, identity, gender and power differentials in a range of social, political, educational, ecological and economic formations.

Researchers are exploring language acquisition and theories of linguistic variation, change and educational models in to help us understand more clearly the role of language in multicultural societies. By pushing the boundaries of innovative form and expression in the visual and performing arts, researchers probe cultural attitudes towards race, sexual identity and marginalized groups.

Through a critical lens, researchers at York are exploring the effects of the global movement of people, by displacement or through growing diasporas. York's researchers are at the forefront in the study of the effects on society of political, social and cultural inequities, injustices and human rights violations. When we enhance our understanding of world religions, ancient and current cultural practices, and the exigencies of political and economic powers, we can make better sense of a complex world. At the same time, research into the role of archives in knowledge dissemination and preservation informs the communication of new knowledge. Critical inquiry allows us to hear voices otherwise silenced by historical or contemporary injustice or marginalization.

York displays strong research leadership in discovery-based science across physics, chemistry, pure mathematics, biology, psychology and other disciplines. Astrophysics researchers use observations and theory to study the origin and evolution of structure in the universe, including the role that dark matter plays and how galaxies like our own Milky Way take shape. Using lasers to trap and hold individual atoms, quantum optics researchers are measuring atomic energy states with unprecedented precision, so that even the reliability of fundamental constants can be tested.

York's high-energy physicists are bringing leadership to large-scale international initiatives through TRIUMF (Canada's National Laboratory for Particle and Nuclear Physics), the ATLAS collaboration at CERN (the European Organization for Nuclear Research), and the T2K collaboration in Japan that is seeking out and studying the elementary particles of which everything is comprised, including antimatter, neutrinos, the Higgs boson and magnetic monopoles. Applications of this work are not always apparent at the time the work is being done. For example, innovative and critical advances in pure mathematics often find application only decades after their conception and in ways never anticipated by their originators.

Biological research at York extends from molecules to cells, organisms, populations and ecosystems. York researchers are pushing the boundaries of genomics and proteomics to more fully understand how the expression of genes is regulated and to determine the structure and function of proteins and other factors encoded by the genome. Researchers have developed innovative approaches to investigate the

diversity and functionality of the proteome resulting from alternative splicing and post-translation modifications.

Physiological, metabolic, behavioural, biochemical and genetic processes are being investigated in different model systems, including yeast, filamentous fungi, insects, fish and mice. Researchers in chemistry and biology are elucidating the structure of molecules and proteins by nuclear magnetic resonance spectroscopy X-ray crystallography and mass spectrometry, and are making original contributions to chemical biology, organic, inorganic and physical chemistry, while others are exploring the fundamentals of animal behaviour cognition, including migrations patterns and how animals adapt to and interact with their environments.

Analyzing Cultures and Mobilizing Creativity

- This theme explores culture and creativity at the intersections of social innovation and tradition.
- It addresses directly York's diverse and strong expertise in the fine arts, including dance, design, film, music, theatre, creative writing, visual arts and digital arts, as well as a broad spectrum of research in liberal-arts based disciplines that include literature, philosophy, languages, linguistics, education humanities and social sciences.
- Research in this area includes a focus on the intersection between Indigenous ways of knowing and modern technologies.
- We strive to expand the profile and recognition of art installations, performance and community engagement through our scholarship.

York University is a major contributor to the advancement of creative work and scholarship in the arts and culture in Canada, and an emerging global leader in cultural production and creative research. This dynamic creativity is complemented by critical analysis of both culture and the processes of cultural production.

The significant breadth and scope of scholarship in communications and cultural studies, fine arts, digital arts and arts-based education, philosophy and environmental studies, languages, literature and linguistics, technical and creative writing, and translation draw together a community of researchers who cut across traditional disciplinary boundaries to facilitate dynamic collaborations. Critical and creative features are mutually informative and often interwoven through scholarly publications and the practice-based production of artists, designers and performers in York's studio programs.

York's research in the areas of culture and creativity influences a range of social, cultural and technological development across sectors and communities. This research draws on internationally leading expertise at the intersection of arts and digital technologies, including digital humanities, education, languages, linguistics, literature and culture. York's researchers are investigating the future of narrative, emerging forms of cultural expression, interactive storytelling, mobile media, gallery installations and interactive cinema, including 3D cinema and stereography.

Through York's Motion Media Studio @ Cinespace and through Sensorium, York's Centre for Digital Arts and Technology, researchers are driving the development of innovative, cross-platform production for Toronto's film and digital media industry. Researchers are constructing responsive artificial worlds through mixed/hybrid reality technologies, including virtual and augmented reality, and they are pushing the boundaries of human-computer interaction in areas that include critical technology design and interactive graphics. Artists and designers are exploring new screen technologies, approaches and techniques through production and theoretical study of augmented reality as an emerging medium.

Research in these areas depends increasingly on deep learning and other aspects of artificial intelligence (AI) and is complemented and enhanced by AI research conducted in computer engineering, information systems and mathematics. Other researchers across the University are pushing the boundaries of cinema and media studies through exploring the intersections of cinema and media with technology and art, while York's legal scholars are exploring intellectual property law and policy issues predicted to emerge in the next generation of digital technologies.

York's research librarians and archivists are active stewards of the University's research assets. They advance our research culture and reputation by providing research leadership in evolving data-driven research methodologies used in digital scholarship and in managing research data to maximize accessibility. York University Libraries are actively exploring how to better extend this infrastructure into new modes of capturing, managing and exploiting information and large sets of data, and developing new ways to present, visualize and understand this data to support new forms of cultural expression. This work includes curating and digitizing existing archival holdings to better raise the visibility and profile of these materials as well as supporting exhibits, communications and digitization with a variety of cultural community partners. An evolving and important aspect of this work involves partnerships with Wikimedia to continually leverage emerging online technologies and give better visibility to scholarship and creative works produced by frequently marginalized groups.

At York, creative cultural production is complemented by the critical study of cultural traditions, production and performance practices, including Indigenous narrative and forms of cultural expression and storytelling. Scholars excel in all genres, from the earliest expressions to today's global spectrum of voices. In anthropology, researchers critically explore how people are subjected to, participate in and contest the processes of living in a world that is interconnected by powerful economic, cultural and technological forces. Historical scholars examine the forces and thinking that shaped cultures in the past as a starting point for acting and thinking in the present while the politics of contemporary, popular and more traditional forms of cultural expression are examined from a current political science, sociological and communications perspective.

Digital storytelling is helping to advance the understanding of Indigenous student achievement and the processes of decolonizing and indigenizing schools. Linguistics scholars have been assisting in the development of language policy as it affects public education in Nunavut, and they are providing insight into how language policy has led to the threats experienced by francophone cultures in Ontario and Quebec, and internationally.

In theatre, York researchers have traced the genealogical development of performance studies in Canada and are providing leadership in major international research projects from Bali to South Africa, which are focused on the history of theatrical design and understanding the traditional narrative of theatre.

Researchers are exploring art, digital media and globalization to better understand how artists in different cities contribute to the development of new cultural and informational landscapes. Scholars in this area are documenting new cultural formations and community-based cultures – from urban parks to transitory performances in neighbourhoods and virtual spaces on the internet. Research outcomes include exhibitions, curatorial interventions, performances and publications. Design researchers imagine new intelligent user interfaces for the future that inform our understanding of communications technology in the world today. Dance researchers are focusing on dance science, including the psychological aspects of injury as well as prevention research, and motor learning and motor control, while other types of scholarship is focusing on dance history and criticism. York's music scholars are

engaging in highly recognized investigations, integrating academic studies and studio training across a wide range of musical cultures and traditions. For example, ethnomusicological research is exploring the lived experience and the ongoing significance of music in defining the self and community within a context of global destabilization.

Building Healthy Lives, Communities and Environments

- This theme encompasses the study of health, from age-related ailments and disease prevention, through cognitive and physical health, to the influence of income inequality, the social determinants of health as well as the health of communities and global health.
- It includes but is not limited to needed changes in health policy, services and systems, as well as research in the biomedical and clinical sciences and population health.
- It speaks to the nature of well-being and the study of how to achieve high-quality, lifelong physical, mental and social well-being for individuals and communities.
- The growth and impact of research in this theme also advances York's broader ambitions of proactively working towards a medical school that focuses on integrative clinical and preventive medicine, interdisciplinary service delivery and health promotion.
- We strive for policy impacts and the development of technologies, tools and methods that promote wellness and healthy environments.

York researchers are focusing on improving health outcomes and bridging new knowledge and applications to improve the understanding, prevention and treatment of disease and injuries and to provide healthier environments for individuals and communities. Initiatives include biomedical exploration; the study of the social determinants of health and age-related ailments; Indigenous understandings of healthy environments; the promotion of mental, creative and physical health; critical examinations of disabilities; analyses of global health and global health governance; health data mining and management; bioethics; exploring bullying behaviours; and situating wellness in the contexts of history, culture and the lived environment.

This interdisciplinary approach to health research is making a significant contribution towards improving the overall health and well-being of individuals, communities and environments. Researchers at York are exploring the effectiveness of strategies that address health-related inequalities for all people, including those who are marginalized and face increased health risks, with both a national and global view. York's growing reputation as a leader in health research has been reflected since 2017 in the hosting of Canadian Institutes of Health Research's Institute of Population and Public Health.

Through VISTA, researchers from across the University are advancing understanding of how the brain works, linking visual neuroscience with computer vision, making connections across the health care sector and contributing to new innovations that include rehabilitation, neurotechnology, robotics, virtual reality, navigation and other novel interventions based on deep-brain stimulation, image-guided surgery and screening techniques for clinical populations.

In the biomedical sciences, research ranges from bioengineering that is improving medical device technology and improving diagnosis and screening to broad interdisciplinary approaches to improving understanding and treatment of severely debilitating and chronic conditions, including diabetes, cancer

autism, Parkinson's, Huntington's, and concussion and dementia. Others are exploring critical questions involving muscle health and its contribution to metabolism, mobility and the quality of life and healthy aging. With a focus on promoting wellness and improving quality of life through physical activity, diet and memory training, research at York is improving lives and quality of life.

York scholars are partnering with public organizations and private sector industries to advance mobile personalized health care technologies with integrated electronic health records, as well as developing new medical devices and big data platforms and providing health solutions to improve outcomes for patients – all while lowering sector costs. Other partnerships are working to improve vaccine development and delivery and exploring ways to improve safety in the health care system through enhancing patient-centred care.

Linking policy to care is a special strength of our research. Researchers are delivering policy-relevant suggestions around best practices and prevention of emerging health challenges such as disease migration and antibiotic resistance. Through an approach that extends from precise mathematical modelling of disease, to the study of global health governance, social engagement and social justice in overcoming health inequities between the Global North and South, researchers at York are contributing to solutions that will improve global responses to emerging and persistent health challenges. Best practices are also improving the lives of the disadvantaged and persons with disabilities.

Building healthy communities and environments depends on a complex interaction between social, biological, political, behavioural, environmental, economic, cultural and historical factors. Researchers are studying the health implications of homelessness, youth culture and community development within urban settings. They are studying how concepts of health have changed over time and how humans have responded historically to epidemics and other health challenges in a variety of geographical settings. Others are focusing on enhancing literacy and educational involvement and well-being among marginalized populations, including Indigenous peoples. Child and youth research produces leading scholarship on youth homelessness, mental health, education and marginalized youth, relationships and development of infants, children, adolescents and families.

Researchers are providing a critical voice in the debate over health care reform in Canada. They are addressing privatization, healthy aging, the erosion of universal health care, nursing shortages and inequities in health care. Innovative research on lifelong well-being and work/life balance highlights a comprehensive approach to the study of health that places an emphasis on community engagement, social justice and critical theory. Another area of key research focuses on the contribution of the creative arts to health and social well-being and the balance of health care equity for groups such as Indigenous communities, women, rural populations, persons with disabilities, economically disadvantaged groups, immigrants and ethnic and cultural minorities. For example, an international research initiative led by York researchers is enabling deaf children to develop better societal understanding and more advanced social negotiation skills, resulting in more intuitive written skills. We are exploring key issues in global women's health and Indigenous health as part of a larger critical exploration of biomedical knowledge in cultural, social and historical contexts.

Other areas of health-related research include the influences of air and water quality on human health; the association of sustainable growth on individual and population health; the use of biomolecular interactions to diagnose and treat diseases; and women's health, sexuality, including the intersection of LGBTQ2S sexuality, gender, and human rights.

External partnerships are integral to York's health-focused research. We have local partnerships with industry leaders, regional hospitals, family health teams, public health and the Central LHIN (Local

Health Integration Network). Internationally, we have partnerships with organizations in the United States and Western Europe, India, the Middle East, Eastern Europe, China, South America and Africa, sharing with each the mutual goal of helping people live healthier lives and co-creating rejuvenated health systems.

Exploring and Interrogating the Frontiers of Science and Technology

- This theme explores the complexity of science and engineering, technological innovation and the fundamental challenges arising in our global ecosystem.
- The projects in this theme focus on research and development in biology, psychology, chemistry, physics, computer science and engineering and often include industrially relevant discoveries and innovations.
- Disciplines included in this theme are mathematical and information sciences, humanities and social sciences, health sciences, law, environmental studies, and science and technology studies.
- We strive to be at the forefront of scientific discovery and to lead Canadian universities in technological innovation for the benefit of society.

Research in the sciences and engineering cuts across the disciplines. For example, vision researchers are at the leading edge of developing and applying technology in the areas of biological vision, computational vision and robotics and are supported in this effort through the VISTA Canada First Research Excellence Fund (CFREF) program. They are integrating the fields of visual psychology, computer vision, robotics and visual neuroscience as they investigate new models of human visual mechanisms and the ways that will lead to visually intelligent machines.

York's Advanced Disaster Emergency and Rapid Response Simulation (ADERSIM) is Canada's first academic-industry partnership to address disaster and emergency management at scale, using deep analytics and big data to enhance disaster and emergency planning through leading-edge modelling and simulation technology. Translating big data into actionable discoveries is also the focus of the BRAIN (Big Data Research, Analytics and Information Network) Alliance, a diverse network of universities and public and private institutions, led by York researchers to address challenges in big data analytics and visualization. Research in the development of next generation intelligent and interactive systems is bringing together researchers addressing issues with the computational basis of intelligence and mediation between human and computer systems. York's high-powered team of researchers and industry partners are developing end-to-end intelligent systems that involve expertise from computer vision and geomatics to transportation engineering to urban planning. York's Interdisciplinary Digital Media Program is the only research program in the Greater Toronto Area that combines a rich blend of technology, media and communication that is drawn from the strengths of the computer science, fine arts, cultural studies and social sciences.

York is an international leader in space science, engineering, geomatics and environmental sciences research. Researchers are leading the contribution of scientific instruments for space missions supported by the Canadian, American and European space agencies. The research involves development of space flight instruments, planetary exploration and Earth observation. For example, York is leading the development of a laser terrain mapping instrument that was deployed on NASA's OSIRIS-Rex return-mission spacecraft for the purpose of mapping and collecting asteroid samples from the asteroid Bennu beginning in the summer of in 2018.

York researchers are also leading an engineering experiment involving the tethering of small satellites. The Canadian Planetary Simulation facility has recently been established at the University. It is based on a chamber that is providing extreme environments for planetary science research. York researchers also have an established track record of leadership in atmospheric research with observations to investigate the processes of climate, weather and air quality, as well as broad engagement in the environmental monitoring of air, water and biodiversity.

Scholars in the humanities and social sciences expand our critical understanding of science and technology by exploring their social, cultural, political, philosophical and material dimensions. This research offers unique interdisciplinary perspectives on both the historical development and contemporary challenges of scientific and technological practices and discourses. Researchers from across the University are collaborating on projects in the development of technologies in the digital arts, computing and engineering. Further, with the development of new technologies come new legal issues and rapidly evolving legal and social norms. York's legal scholars are exploring the complex legal and governance issues surrounding intellectual property, artificial intelligence and technology law, and interacting with their colleagues in sciences and engineering.

In mathematics and statistics, researchers are undertaking leading-edge studies that focus on applications for the sciences and health sciences. They are developing new mathematical models for the prediction of disease transmission and the geosimulation of how a disease spreads, and they are coordinating several academic-industrial collaborations in data mining, neural networks, pattern recognition and vaccine mathematics, modelling and manufacturing. Significant contributions to this research are being made by researchers in the life sciences, with emphasis on biochemistry and molecular biology, cell biology, ecology and population biology, genetics and animal and plant science. Researchers in chemical and physical sciences are pushing the boundaries of nanotechnology and advancing the fields of synthetic chemistry, proteomics and materials science.

Forging a Just and Equitable World

- Research in this theme extends from understanding the global and international environment to exploring identity, human rights, citizenship and the movement of peoples.
- Research focuses on challenges posed by the social, economic and environmental transitions shaping human activity, focusing on local and international policy making, with an emphasis on environmental sustainability and climate change, urbanization, socio-political systems, international political economy, history, security, governance, education and law.
- This theme explores public and international affairs and a broader examination of Canadian public institutions and the international environments in which they function, with emphasis on Canada's bilingual heritage, emerging multilingual contexts and Indigenous peoples.
- We strive to provide leadership in scholarship impacting policy nationally and internationally, surrounding issues of equity, justice and sustainability.

Our leading legal, political, environmental and sustainability research scholars are asking critical questions, developing new knowledge and awareness, and challenging existing paradigms. Their findings inform the development of equitable public policy and encourage equitable socio-economic advancement and have informed York's Sustainability Strategy (2017). They are engaged in collaborative international research that spans the social sciences, law, business and engineering, and that focuses on

transnational issues such as globalization, post-colonial criticism, human-animal relations, social movements, security, gender, human rights and refugees. Their studies incorporate research related to Indigenous peoples and nations, Indigenous understandings of responsibilities, Indigenous thought, legal scholarship and language, and highlights York's strength in Canadian and international affairs. Researchers in this area are actively pursuing scholarship that bridges disciplines concerned with the natural and built environments and social justice.

Forging a just and equitable world includes scholarship that offers new insights into areas cutting across borders and territories, effectively responding to the challenges shaping human activity and changing the way we live. This includes significant capacity in environmental monitoring research, including oil and gas sector impacts, and a broad spectrum of expertise in air, water and biodiversity monitoring. York researchers are exploring climatic and environmental change in Europe, North America and Asia across various historical periods and showing how this has had profound social, economic and political effects over time.

The Sustainability Energy Initiative (SEI) is spearheading the development of technologies and policy applications to advance sustainable energy solutions. York's researchers lead tool and process development for reducing Canada's overall carbon footprint and for building sustainable energy sources of the future. This includes efforts in power and renewable energy systems, advancing the development of materials for green infrastructure, including micro- and nano-structure bio-materials, flexible and light-weight smart polymers. Research in automotive engineering is focused on reducing emissions and on ensuring that the next generation of vehicles is safe, durable and fuel efficient.

York researchers also are studying water quality in Canadian lakes and leading the investigation of threats to these natural resources and habitats; examining the health impact of climate on vector-borne and waterborne diseases; making predictions of climate change by way of insect sub-fossils; monitoring migratory patterns and health of forest songbirds; studying invasive insects; examining the molecular biology of plants; and studying bee biodiversity vital to the pollination of wild plants and crops. Ecologists study the effects of multiple environmental stressors on different ecosystems and develop computer models to predict these effects. These studies advance our understanding of how climate change, acid rain, mineral levels and invasive species threaten the North American landscape and the biodiversity that is essential to our existence.

Examination of issues related to urban sprawl and political ecology are bridging ecological research and public policy. Researchers are closely examining how non-human agents affect urban societies both in the past and in contemporary global suburban areas. As well, they are conducting studies into worldwide suburban development to examine governance models, land use, immigration, infrastructure and daily life. York's researchers are examining migration and settlement in both suburban settings and urban immigration gateways, looking to improve settlement outcomes in the face of economic, social, political and cultural challenges.

York researchers are also investigating the ethical implications of climate change and the kinds of responsibilities we have for future generations. Issues of cultural citizenship, community and the environment are being explored by researchers through a range of experimental and creative practices that emphasize public art installations and scholarly publications that examine urban development, Inuit culture and climate change. Ultimately, this research will promote improved understanding of the state of the environment and enhance our knowledge of how to counter the cumulative effects of environmental changes, including the future effects of multiple stressors.

The nature and scale of our societal and environmental problems require the application of a broad spectrum of approaches in seeking solutions in multiple settings. York researchers are pursuing collaborative, integrative and solution-oriented research on environmental issues in multiple settings and environments. Here, York's EcoCampus within the Las Nubes Biological Reserve in Costa Rica provides a living laboratory where issues of neo-tropical conservation, education and eco-health are studied and explored. The Reserve's library, La Casita Azul, provides an important link between the campus and the surrounding community through the development of programming and providing study space and internet access.

Considerable scholarship probes important environmental, equity and human rights issues as reflected in Canadian and global environmental law, including those related to Indigenous peoples and the environment. This is complemented by research on natural resources law; the impact of resource development on constitutionally protected Aboriginal rights and treaty rights; ethical investment; governance for sustainability; and sustainable finance. Questions of security, sovereignty and jurisdiction are central to equality and the politics of the environment, which are especially relevant to York's Northern and Arctic research initiatives, but also apply to other regions of the world experiencing similar pressures and entitlement issues, including culture, ethnicity, gender, sexuality, subnational divisions, civil society, and migration and borders.

York researchers are established world leaders in inquiry into the origins, nature and consequences of singular and intersectional forms of inequality and oppression. These include economic policies of the developed world; the social structures of race, gender and colonialism; and inequalities resulting from physical, intellectual, educational and emotional abilities. Recognizing the pressures often associated with displacement, migration and the movements of refugees, our researchers are examining the multifaceted dynamics of global migration and the complex issues surrounding refugee experiences. These studies focus on the displacement of populations and individuals across and within borders for reasons of persecution; expulsion; violence; violation of fundamental human rights; and the loss of essential human security and livelihood. York's refugee research is highly collaborative, with strong ties to research centres and organizations around the globe. Within refugee camps, York professors are working to improve the quality of teaching and education for children by developing mechanisms to deliver post-secondary education to refugees.

The outcomes of this work play a strong role in informing public policy development and practice on the part of international, governmental, advocacy and service organizations. Similarly, feminist researchers examine national and transnational issues by applying an interdisciplinary approach to explore issues of gender, sexuality, employment and labour; culture representation and power; health and spirituality; human rights; and equity in education.

International research at York is providing answers to questions on some of the most important and intractable issues around the globe, focusing on issues that are pertinent to understanding Canada and its place on the global stage. In public and international affairs, York's research focuses on analyzing Canada in the North American and global political economy, the Canadian and international implications of key challenges and problems, the Canadian economy, the politics of language and how Canada's public institutions function within domestic and international contexts.

Integrating Entrepreneurial Innovation and the Public Good

- Innovation relies on the entrepreneurial spirit and courage, but at York, our practice and study are animated and framed by principles of social justice and the public good. York is uniquely positioned to meet this multifaceted challenge and bridge these two pursuits.
- Research under this theme involves disciplines such as business, engineering, ethics and law, corporate social responsibility, corporate governance, sustainable economic development and human rights.
- This theme is closely linked to “Forging a Just and Equitable World.” The development of knowledge and good practices must be tested using an equity lens.
- We strive to foster innovation that enhances society’s capacity to sustain livelihoods and contribute to economic growth, while supporting the public good.

York offers a unique professional environment where research emphasizes technological development and market alignment with the increasingly entrepreneurial nature of the University, with entrepreneurship a key driver of many experiential curricular and co-curricular learning activities. This exists within a broader community setting that emphasizes social justice and critical discourse links to social entrepreneurship for the public good. Our exploration of capitalism, corporatization and business management is balanced by research that critically questions the assumptions underpinning market capitalism, neoliberal political models, Eurocentrism and bourgeois culture. Several the world’s leading critics of contemporary capitalist society are exploring the violence of capitalist, colonial and patriarchal states, societies and economic systems, and the nature of the structures of governance that instantiate and sustain these violent inequities from the local to the global stage. Rather than being incompatible, these two research areas generate a productive tension that, in turn, yields a unique perspective on the development and implementation of innovation promoting social responsibility and equity.

Entrepreneurship has clear ties to a business model of knowledge transfer, yet entrepreneurial innovation moves beyond goals driven only by the profit motive to search for ethical pathways to develop and conduct business in a manner that engages the University. Scholars are researching the reasons that underlie successful entrepreneurship and long-term management and are seeking deeper insights into the dynamics between consumer behaviour and government policy. At the same time, York is recognized as a world leader for our research into corporate social responsibility (CSR) and responsible business – dedicated to triple-bottom-line thinking that is focused on creating new knowledge about the social, ethical, environmental and political responsibilities of business.

This same leadership informs our research into extractive industry practices, the adoption of new technologies (including AI), international intellectual property regulation, trade and investment agreements, and corporate governance. Still other initiatives examine labour standards and labour relations, and probe how public policy can promote socio-economic equality for workers both in Canada and abroad. Research about venture capital, private equity, real estate and infrastructure, and business finance is accompanied by research into the cultural, social and economic challenges of human migration, settlement and diasporas. The major emphasis on the development of the “renaissance” engineer, who brings a sense of the public interest and corporate responsibility to professional practice is reflected in the creation of research programs exploring transportation networks, energy solutions

and the development of new devices and technologies, as well as embracing social responsibility and cultural diversity while emphasizing sustainability and a green economy.

York researchers are known for putting critical insights to practical uses through dynamic interactions with decision makers in the public and private sectors. From economic policy consultations to gender analysis of budgets, to assessing intellectual property protections and creating informed dialogue on urban transit, we serve as drivers and catalysts for more intelligent public policy. For example, York researchers are helping to frame intellectual property law and related technology discussions in Canada, and they are introducing useful policy options aimed at providing balance in policy- and law-making processes. Our hosting of the Law Commission of Ontario is a further example of our hands-on policy engagement, as is our leadership of the Canadian Observatory for Homelessness and the Refugee Research Network.

Our contributions to policy and the economics of renewable energy through the Sustainable Energy Initiative are another strong example. A common thread through all of York's initiatives is our collaborative approach to knowledge creation and social and commercial innovation, according to which academic researchers work with community partners, the private sector and policy makers to advance and promote social consciousness and enhance business and economic practices. York researchers exhibit leadership that fosters innovation and enhances society's capacity building for sustainable livelihoods while supporting the public good and contributing to our regional economy.

Fostering Individual Success and Investing in Existing Strengths

York is fully committed to the ongoing development and success of our areas of strength in research, scholarship, and creative expression. Indeed, most of the resources supporting research at York has been and will continue to be devoted to the broadly-based support of excellence in engaged individual and collaborative research and scholarship. The increasing engagement and success of our current researchers, the recruitment of outstanding new researchers and students, and the expansion of the cutting-edge research infrastructure are the primary means through which we will achieve the ongoing development and recognition of our research, scholarship and related creative activities. Currently, York is recognized as an international leader in over 200 topic areas, with nearly 35% of our publications in the top 10% of journals worldwide. Within the next five years we expect to increase the scope of our international leadership recognition by at least 10% and significantly increase our rankings across all topic areas.

Compelling Opportunities for the Strategic Development of Research

Within the breadth and diversity of cutting-edge scholarship at York, there are many areas where scholars have coalesced to provide enhanced opportunities for leadership and recognition through strategic investment in more focused collaborative activities. These are complemented by emerging areas of research that are underpinned by a strong vision of the York community achieving new levels of research leadership in ways that bring a unique York perspective to solving some of the world's most compelling challenges. Some opportunities are driven by new frontiers of fundamental inquiry, while others reflect the convergence of strong academic interest and external opportunities that can have a transformational effect on society. All reflect the ability of York to make unique contributions.

Development of these opportunities brings together varied perspectives, disciplines and understandings to deliver innovative achievements and address emerging challenges. Strategically, by committing to

supporting and building these areas of opportunity, we are positioning ourselves to further enhance the profile and deepen the recognition of York's ground-breaking scholarship that informs our academic programming. Some opportunities were initiated in our 2013-2018 SRP and have the potential to further enhance the University's profile. Other new opportunities reflect the progress of our scholarship and the evolution of the world around us in areas where York researchers have the potential to excel.

Digital Cultures

The digital revolution that we currently are witnessing is driven by a set of rapid and distinctive technological, economic and socio-cultural developments that began in the late 20th century and continue in the early 21st century. As indicated by the expansion of social media platforms, the expansion of complex algorithms and the exponential growth of data sets, the scope and level of activity of this digital revolution continues to accelerate while its implications are only beginning to be understood. Digital technologies have given rise to vast new industries; enabled the development of various forms of artificial intelligence and machine learning; and transformed means of communication, ways of learning and cultural industries – thereby disrupting notions of culture, society, knowledge and citizenship in highly significant ways. As a result, there is both tremendous need and opportunity for research on the digital world at the intersection of the arts, sciences, law and engineering, pushing technological boundaries while critically investigating the digital revolution's social, cultural and legal impacts and the ways in which it is shaping and changing human activity and interaction.

Over the past five years, York researchers have driven the development and application of digital technologies through initiatives such as the Motion Media Studio @ Cinespace, Sensorium, VISTA and BRAIN, and smart cities technology development. Researchers have also explored how the increasingly digital world is influencing the way we live, interact and conduct business, how it is creating entirely new online cultures and transforming individual and collective socio-cultural identities, and how digital information can help improve our lives from improving services such as first-responder efficiencies to enabling self-driving vehicles.

York researchers have been addressing digital cultures from multiple perspectives. Their work explores intellectual property implications; the impact of digital usage and possibility in Indigenous communities; how digitally based forms of knowledge and expertise are emerging online; how digital gaming can inform education; how digital technologies have changed the concept of ownership; and how personalized digital marketing and digital data analytics are changing business practice. They are creating and analyzing big data sets based on immigration documents; crafting global regulatory strategies to govern big data; creating apps aimed at chronic pain management and mental health interventions for students; leading critical analyses of the use of the internet to exploit child labour; and examining digital considerations of climate change.

Over the next five years there is the opportunity for York to consolidate our national and international leadership in the development of digital cultures. This is an inherently integrative and diverse area of research, supporting new applications, interfaces and content creation, scientific inquiry, design, policy development and critical discourse in digital media. One critical opportunity will be guiding the ethical, legal, sociological and technical development of the rapidly expanding capacity of high-performance computing that is associated with the challenges of big data and technical literacy that all societies face today.

We will extend our recognized leadership at the interface of an expanding cluster of creative industries in film, television, informatics, data visualization games and app development. As well, we will continue

to build upon York's profile in major arts organizations and festivals for which we have become well known. Coordinating investment and promoting interdisciplinary interactions will propel research and strengthen industry-academic collaboration in these areas. For example, through Sensorium, researchers are promoting critical discourse in the digital media art, while through BRAIN, they are creating new access to the analysis and visualization of big data. In doing so, we will build upon our cutting-edge digital arts and technology research and existing collaborations with some of Canada's largest digital media hardware and software companies. Support in this area will leverage York's current success in digital media and encourage continued innovation to sustain our leadership.

Healthy Individuals, Healthy Communities and Global Health

Never has the health care system in Canada been under greater pressure. Aging and increasingly diverse populations, together with the growing complexity and personalization of health care are driving the search for health care solutions that emphasize wellness and prevention to minimize the need for intervention. Increasingly, medical advances are transforming acute conditions such as neurodegenerative diseases, HIV infection and cancer into long-term chronic conditions that must be treated and monitored over decades. The increasing complexity of life and longevity has been accompanied by increasing challenges to mental health and cognitive function. Providing long-term, cost-effective regulations, technologies and solutions to these challenges is an opportunity that aligns directly with the strengths of York's health research, which focuses on wellness and community health and which emphasizes York's commitments to equity and social justice.

At the same time, health care in Canada remains health care for the privileged. In the developing world, health inequities and challenges affect both far greater numbers and far greater percentages of people. In addition to learning how to export and translate health care solutions globally to respond to challenges, there is a pressing need to extend the partnership with developing nations to empower global health care solutions and break down historically vertical models for their transmission and adoption. In this work, the disciplines of public health (biostatistics, epidemiology, environment, social-behavioural science, health policy and management) intersect with the social sciences (demography, political economy, law and human rights, and sociology), natural sciences (biology biochemistry, bioinformatics) and engineering (biosystems, bioengineering, biomedical devices, microfluidics and bio-micro-electro-mechanical systems) to address problems that can arise locally but have interconnected global implications affecting health and health equity, while always being mindful of underlying cultural, social, legal, environmental and economic perspectives. These issues are further heightened through the large-scale migration of peoples driven by environmental and economic forces and conflict.

Health research has gained considerable momentum and recognition over the past five years through the individual achievements of researchers and the successful launch of major initiatives. These initiatives include VISTA, bringing together the visual sciences and their application and societal impacts; the Health Care Ecosphere, leading the development and commercialization of personalized health care solutions, and enterprise health technologies that move prevention and management out of traditional environments into new spaces; York University Centre for Aging Research and Education, pursuing active and positive responses to changes and challenges throughout the aging process on a societal and individual level and; creation of the Dahdelah Institute for Global Health Research, whose researchers are pursuing solutions to global health challenges with a focus on women, children, Indigenous peoples, prevention and the governance, policy and management systems to fully realize benefits. Another example of York University's strength in health research is the growth of research and international collaborations across a wide range of bioengineering- and biosystem-related disciplines.

Over the next five years we are committed to expanding research that focuses on health, health care regulations, health outcomes and the promotion of wellness. From the biomolecular engineering to the health of populations, from biomedical to social work and health law, and from healthy aging in communities to global child health, researchers will accelerate their individual success and will fully realize the potential of recently launched initiatives. In addition, we will pursue new partnerships across the health care, social services, natural sciences, engineering and global health sectors to extend the leadership and influence of our research. With the opening of a new campus in Markham, Ontario, in 2021, we expect to further enhance our focus on community engagement, while new directions in bioengineering research will be launched with the continuing expansion of our engineering programs.

The development of our engaged health research programs is expected to build York's ability to address Ontario's evolving and unmet clinical and community health care needs. Over the longer-term York maintains its aspiration for a new kind of medical school to focus on integrated interdisciplinary care, family medicine, community health and wellness through the lifespan. Informed by demographics, health care gaps and the evolution of medicine, our emphasis will be on the integration of the physician within the context of the broader health care and wellness promotion teams. The tremendous wealth offered by the surrounding disciplines at the University, which can provide unique perspectives and innovative approaches to solving some of the most pressing questions in health promotion, disease and injury prevention, and health care delivery.

Indigenous Futurities

*Deeply rooted in history, futurities recognizes that the future, despite its intangibility, is directly impacting us today.*¹

*Indigenous futurity considers how indigenous revivals might be viewed as expressions of "futurity," operating in resistance to those assumptions that consign Native American [Indigenous] peoples and lifeways to the past.*²

In a time when truth, reconciliation and justice are dominating public discourse about Indigenous issues and when Indigenous communities in Canada and around the world are facing severe health, social, legal and societal challenges, the need for research that imagines the future has never been greater. Drawing on Indigenous ways of knowing, ways of being, worldviews and laws, futurities research will contribute to changing lives and will significantly affect nations, communities and individuals. As a recognized global leader in socially engaged research and knowledge mobilization, York is committed to building community partnerships in research and pledges to "*facilitate research that is relevant to Indigenous life and respects Indigenous approaches to knowledge and learning.*"³ York's researchers are positioned to collaborate with Indigenous communities on research that will contribute to improving community life while enhancing cultural, economic and environmental sustainability. Never losing sight

¹ Paul Kuttner, "Futurism, Futurity, and the Importance of the Existential Imagination," *Cultural Organizing* (blog), May 17, 2017. Accessed February 11, 2018, <http://culturalorganizing.org/futurism-futurity/>

² Sean Teuton, "Indigenous Futurity," in *Native American Literature: A Very Short Introduction* (New York: Oxford University Press, 2018), chapter 7. Accessed April 20, 2018, <http://www.veryshortintroductions.com/view/10.1093/acrade/9780199944521.001.0001/acrade-9780199944521-chapter-7>

³ York University, *The Indigenous Framework for York University: A Guide to Action* (2017), emphasis added. Accessed February 11, 2018, <http://indigenous.yorku.ca/files/2017/08/Indigenous-Framework-for-York-University-A-Guide-to-Action.pdf>

of history, this research opportunity simultaneously insists on consideration of our relationships to Indigenous futures and the ways they will continue to influence and shift the emphasis in current research and innovation. This constitutes a full acknowledgement that Indigenous peoples are indeed “not vanishing,” in the words of the Menominee poet Chrystos.

York is home to a large group of scholars, both Indigenous and non-Indigenous, whose research exists in relation to Indigeneity. These scholars engage in a range of contexts and topics from the epistemological to the environmental, from the mathematical to the methodological, exploring interrelations across disciplinary boundaries and borders. Recent Indigenous research initiatives are focusing on the artistic productions and creations that explore Indigenous relationships with Canada; the role of youth in health promotion, and the legal and environmental interrogation of just and equitable relationships; the interactions between Indigenous and non-Indigenous laws; the histories of Métis, First Nation, Inuit and Native-American relationships with colonialism; Indigenous language policies, art and education; and urban Indigenous education and communities. Most significant, Indigenous researchers have made major contributions to the scholarship of Indigenous ways of knowing. This opportunity will further support and enhance these existing initiatives and foster deeper engagement with these and other developing research projects.

Indigenous-related research consistently references community: whether within an urban context, a nation or a global/international community. An Indigenous worldview insists that within a community all relations matter and having good relations with all of Creation is foundational to healthy communities. As community-based research, the focus covers a broad spectrum of lands and territories and insists on acknowledging specificity of context. Notions of relationship-building, reciprocity of process and outcome, respectful engagement with each other and relevance of the work to those involved in the projects are integral to the research. This opportunity encompasses post-colonial interests, trans-Indigenous theory, and other forward-looking community-referenced, reciprocally beneficial research.

Going forward over the next five years, the focus of this research opportunity will be on Indigenous futurities and will include social, cultural, artistic, legal, policy, economic and justice areas that holistically shape Indigenous experience. Collaboration in exploring Indigenous and non-Indigenous approaches in these areas, while understanding the need for Indigenous researchers to take the lead, will mark the distinctiveness of York’s approach. Following this lead holds promise for current research influenced by a future that honours Indigenous ways of knowing and shapes the direction of all our work within Indigenous communities, Canada as a nation, and beyond into global contexts. The intent of this opportunity is to ensure that Indigenous-related research includes a commitment to listening to and learning from Indigenous peoples’ knowledge, laws, ecology, spiritual practices and experiences. The commitment of researchers to participate in imagining the future while never losing sight of the past will enhance our commitment to the import and role of research in creating the future we desire.

Integration of Artificial Intelligence into Society

The current rapid evolution of technologies that are promoting the fusion of the physical, digital and biological is being called the fourth industrial revolution. At its heart, this revolution is the development of independent decision-making capacity, or artificial intelligence (AI), that frees devices and sensors from dependence on human decision making and extends their functionality and independence beyond human control. Artificial intelligence is imagined in many forms and involves capacities ranging from visual and auditory perception, reading skill, the ability for accurate autonomous decision making based on existing pre-acquired information, and the ability to continuously improve function as additional data and experience are acquired.

AI is predicted as being the most disruptive technology ever invented, a technology that when fully adapted will fundamentally transform our economic, social, legal and cultural environments. With York's shared focus on equity, social justice and business and technological development, and fundamentally interdisciplinary approach to research spanning the scientific to the philosophical, our researchers are uniquely positioned to make contributions to the development and implementation of AI technology and to ensuring its equitable and moral adoption to maximize its benefits, while minimizing harm and unintended consequences.

On the scientific and technological side, York is leading the development of visual perception technologies, working through VISTA to provide global leadership in research focusing on the intersection of computational and biological vision. On the space exploration frontier, York is the international leader in the development of autonomous technology for cleaning space debris for the sustainable use of outer space for human society, which involves research on spacecraft navigation, control and rendezvous, space robotics and space manufacturing using 3D printing. Other researchers are working at the cutting edge of autonomous robotics, remote sensing, localization, intelligent information systems and cognitive analytics. On the human side, scholars from across the humanities, social sciences, health and law are studying the moral, ethical and legal implications of AI adoption; AI's effects on governments, labour markets, the legal system, personal and national security, human health and health systems; and its challenges to our sense of individual identity and collective humanity.

Over the next five years, York researchers will become leading intellectual voices in articulating how AI will affect culture, living, economics and identity. Our work will guide the adoption of AI in a manner that counters the prevalent tendencies of increasing disparities between rich and poor, haves and have nots, working to improve the human condition rather than diminishing it. Success will depend on a strong interdisciplinary approach in which technological innovation is informed by human actions. Given the scope and scale of the opportunity and the intersection of research and academic programs that will emerge as greater numbers of graduates are trained for the AI workforce, specific directions and recommendations for research development will be needed. To meet this need, a collegial AI task force will be launched in 2018 and be jointly sponsored by the Offices of the Provost and Vice-President Research and Innovation.

Public Engagement for a Just and Sustainable World

As growth in human activity continues, there are ever-greater pressures on our environment and societies from climate change and the proliferation of disease, both of which are contributing to increasing inequalities among peoples. These problems are becoming increasingly acute and are affecting larger and larger swaths of the world's populations. Across the University's disciplines, our scholars are recognized as world leaders in research on the origins, nature and consequences of inequality and oppression, the origins and consequences of key environmental and societal challenges, and the changing attitudes towards and treatment of historically disadvantaged groups. Above all, research in this area strives to inform laws and public policies and the behaviour of governments, public and private organizations, and individuals.

The past five years have witnessed significant growth in individual and collaborative scholarship in this area through research that challenges the status quo across disciplines and offers alternatives to it. This scholarship has explored laws, economic policies, socio-cultural worldviews and political structures in the Global North and South; the role of transnational organizations and corporations, histories of subordination and subjugation of humans and nonhuman animals; and the intersecting vectors and

socio-cultural structures of race, gender, sexuality, nationality, ability, and colonialism within local and international settings through which relations of power and systems of domination operate.

Researchers are coming together in interdisciplinary teams to tackle an expanding range of issues: using big data to probe the political and social pressures on the migration of peoples and the challenges faced by refugees; building a national network exploring relevant solutions for youth homelessness and child welfare; studying the evolving nature of work, employment and labour in the global economy; exploring urban and suburban futures, infrastructure and associated environmental and public policy; studying large-scale transportation systems, resilient civil infrastructure and resource management, power systems and renewable energy; and exploring business ethics and corporate social responsibility and sustainability.

Researchers are also completing the development of an internationally leading simulation centre for the study of disaster and emergency management in response to environmental and human emergencies. These studies will position them at the forefront of best-practice solutions and innovations for first response to the growing number of emergencies that are arising from climate change, disease proliferation and human behaviours

Building on this base over the next five years, research in this area will inform and address emerging issues in urban, rural and wilderness environments. These issues include the preservation of ecosystems and species; emission and pollution; human-animal interactions; governance and human rights; planning and land use; infrastructure renewal and creation; the economy; security; educational engagement; transportation, energy and water; and responding to natural and human-made disasters, including the environmentally driven and acute migration of disease. As well, research will inform the implementation of a national youth homelessness strategy; providing engineering solutions for water and energy security and associated initiatives to improve equity; equality and environments for disadvantaged youth and adults.

The interaction of individuals and communities with their environments will be a major focus of the University's new Markham Campus. Research at this campus will focus on directly engaging the surrounding communities and developing and fostering collaborative partnerships with businesses, social services and both secondary and elementary schools.

York is committed to growing our leadership in developing forward-looking solutions towards achieving an equitable and sustainable future-engaging in and developing solutions for issues that matter to Canadians.

Enabling Strategic Research Success

Achieving the ambitions articulated in this plan depend on an engaged research environment across the University and on resources that are strategically invested to support research growth and development. This begins with units, faculties and the institution committing to investments in faculty complement that lead scholarship, research and related creative activities at the University, and in students and fellows that are the main research engine. Equally important is a strong research support infrastructure, both in terms of research facilities, libraries and IT infrastructure and in terms of collegial mentorship and a highly competent and dedicated research support staff.

An Operational Plan to Support Research Development

In 2016, as part of the York's Integrated Institutional Resource Planning Process (IIRP), the office of the Vice-President of Research and Innovation led the collegial development of PIER (Plan for the Intensification and Enhancement of Research).⁴ PIER provides an operational framework for research across the University that is meant to enable the success of the Strategic Research Plan in achieving the aspirations of the University's Academic Plan. PIER contains twenty-one recommendations along five thematic categories:

- Growing a Culture of Scholarly Inquiry
- Investing in and Promoting People
- Supporting Research Growth and Development
- Leadership in Research and Research Advocacy
- Building Research for the Future

Expanding participation in research, scholarship and associated creative activity and increasing the expectations for engagement are broadly supporting the strategic development of research by building enthusiasm around areas of research strength and opportunity and helping to refocus priorities across the institution in favour of research development. As the forms of scholarship and their outputs have expanded dramatically in the digital age, and one key component of building research culture and engagement is being able to fully capture and appreciate the outputs of this work. At the institutional level, collating research dissemination has become unmanageable. Public and commercial databases offer only partial coverage of classical academic outputs, while alternative metric databases designed to capture broader scholarship are still in their infancy.

Additionally, researchers are being asked to communicate their achievements inside and outside the academy in a growing number of formats. To address this issue, the Academic Policy, Planning and Research Subcommittee of the Senate has requested that the Office of the Vice-President of Research and Innovation begin a collegial exercise to acquire and implement an electronic solution to assist individual researchers and trainees in capturing and organizing their scholarly achievements, as well as promote institutional and external understanding of the full depth and breadth of scholarship, research and related creative activity at York.

An important aspect of this exercise will be consulting with campus partners to build familiarity with commonly used research metrics, and to develop and promote approaches that better capture the weight and influence of scholarship and creativity produced by York scholars. There are several system-wide and specific institutional metrics and targets that are outlined in York's Strategic Mandate Agreement, which is co-signed by the Province of Ontario and which recognizes and emphasizes York's leadership role in research and innovation. Specific targets include increasing internationally collaborative publications, improving graduate student engagement, expanding student research as well as community-based research and entrepreneurship-supported initiatives. New institutional measures include using more widely the social media and web-based metrics available as these metrics are becoming increasingly important to tracking the success of our research.

⁴ York University, "Working Together to Develop a Plan for the Intensification and Enhancement of Research (PIER)," Plan for the Intensification & Enhancement of Research. Accessed February 11, 2018, <http://pier.info.yorku.ca/>

Investing in our researchers is the key enabler of research success, and time above all else is recognized as the most valuable commodity. Over the past five years York has accelerated faculty complement renewal and has increased supports for existing faculty as well as for new hires. For example, a more comprehensive research-related release program was initiated in 2017 to enhance the amount of time available for faculty to engage in scholarly work. Investments in full time faculty complement will continue over the next five years to strategically build research capacity across the institution.

Alongside our Canada Research Chairs (CRC) that have been deployed to assist in building our research capacity through external recruitment, York has redeveloped policies to enable the creation of a greater number of Chairs and Professorships. Thus, the University initiated the York Research Chairs (YRC) Program as a recognition and retention tool for current researchers alongside our CRC program. As of July 2018, over thirty York faculty will be supported through the YRC program, including twenty chairs directly supported through the Office of the Vice-President of Research and Innovation. A recent four-year review of the YRC program reported that it has increased the visibility and recognition of York's commitment to research, has enabled both increased researcher success and satisfaction and has built research leadership across the institutions. Over the next five years, York is committed to expanding the YRC program and other supports that will foster ever-increasing research success through a variety of mechanisms, including through the University's current fundraising campaign.

York provides a vigorous scholarly environment for our researchers, graduate students and postdoctoral fellows. We have one of the largest cohorts of graduate students in Canada and a growing number of postdoctoral trainees. Our graduate programs are growing in both numbers and quality, and an increasing number of our trainees receive support from the Canada Graduate Scholarships program, the Tri-Council and Mitacs fellowships, as well as from many other Canadian and international sources. York has led Canadian universities over the past five years in awards and grants from the NSERC Collaborative Research and Training Experience Program (CREATE), which provides embedded partnered research experiences to trainees. Likewise, our postdoctoral cohort is growing in its recognition through national and international fellowship awards.

York is committed to exposing all undergraduate students to practices of research and creation by involving them in research projects and the production of artistic works as part of their curriculum. As well, York offers internships and other opportunities to participate in and develop research projects over longer periods of time, especially for students considering higher research-intensive degrees. The Undergraduate Research Fair (along with its associated refereed undergraduate journal) and Hackfest are examples of campus initiatives that strive to highlight undergraduate student creativity and research acumen.

York has made substantial investments in the research infrastructure over the past five years. New construction at the University has improved research space for engineering, science, the liberal arts, law and business, which, in turn, has improved student and faculty research engagement. The planning for the Markham Campus has placed emphasis on interactive spaces for research and scholarship, as well as on connectivity between researchers across disciplines. These University investments have been accompanied by the success of our researchers in bringing new research equipment and facilities to the University through the Canada Foundation for Innovation, NSERC and the Ontario Research Fund. Over the next five years York's investments in our research infrastructure will continue, with projects nearing completion in science, business and liberal arts to be followed by new investments in engineering, health, science and other disciplines over the next five years, in addition to the completion of the new campus in Markham in 2021 and the development of additional partnerships in York Region. the

University is also to ongoing investment in the processes and people needed to support the growing research enterprise, both centrally and within the faculties and units.

One way in which York strategically promotes the development of interdisciplinary research is through our network of Research Centres and Institutes (Organized Research Units: ORUs). These ORUs advance research and research collaboration across the University by providing a home for research development beyond traditional academic units. Steeped in York's tradition of collegial interdisciplinarity, ORUs serve as synergistic hubs for participatory research programs that bring together expertise from across disciplines. At the institutional level, ORUs are expected to align with the demonstrated strengths of York research and our strategic growth opportunities. Similarly, at the faculty level, ORUs are an overt expression of investment in specific research areas. With the current transition to a new activity-based budget model for the University, it is essential that our Research Centres and Institutes continue to enjoy strong institutional and faculty support.

York's research programs and their outputs must be made available with the fewest possible restrictions. York actively supports accessibility in all areas of research, scholarship and associated creative activity, particularly with respect to scholarly communications and publishing, rights management and knowledge dissemination. Many York researchers provide leadership in the editing and production of nationally and internationally renowned scholarly journals. Over forty of these journals are hosted directly through the York Digital Journals publishing program and are available through various models of open access.

In furthering the growth of the international reach and recognition of our research, scholarship and related creative activity, we are committed to increasing our engagement in international research partnerships and exchanges, and to expanding our numbers of international graduate students and postdoctoral fellows. Our new EcoCampus in the Las Nubes Biological Reserve in Costa Rica is driving research in the stabilization of rain forest environments, while our campus in Hyderabad, India, is promoting stronger research collaborations with Indian partners in business and engineering. We are in the process of expanding our infrastructure to support partnership development with and access to international research funding programs, and we have initiated the development of a new International Strategy for York University that will include an integrated focus on research engagement.

A Commitment to Working in Partnership, Translating Research into Action and Promoting Innovation and Entrepreneurship

Research at York is research in respectful partnership with communities, with outcomes that improve lives within the communities. York is a global leader in the practice of community-engaged research and in maximizing the benefits of that research for those communities. Over the past five years York has continued to grow our cohort of scholars engaged in community and socially partnered research, increased the numbers and depth of partnerships with communities, the not-for-profit and public sectors, and extended our leadership in the Social Sciences and Humanities Research Council's flagship Partnership Research Grants Program.

At the same time, an accelerated emphasis on the growth of partnerships between York researchers and the private sector has broadened the engagement of the University and University researchers with external partners. In part driven by growth of engineering and applied health and natural science, private sector partnerships have grown threefold over the past five years. This growth trajectory is expected to continue over the next five years as we work to realize our full partnership potential

Through individual and conjoint collaboration with partners from the non-profit, public and private sectors, York turns our research into action to benefit local and global citizens. Research partnerships and the transfer of knowledge into communities and the public and private sectors are supported through Innovation York, knowledge mobilization, research commercialization, industrial liaison and the entrepreneurship group in the Office of the Vice-President of Research and Innovation. The rapid growth of Innovation York over the past five years tracks the strong increase in application of the benefits of research from across the academic community and the development of new university accelerator and entrepreneurship spaces, including YSpace, the LaunchYU-BEST Entrepreneurship hub and the new Markham Convergences Centre developed in partnership with IBM and ventureLAB, our regional innovation centre.

The Knowledge Mobilization Unit within Innovation York is Canada's leader, garnering extensive national and international recognition and numerous awards for its work in moving knowledge generated in the Social Sciences, Humanities, Art and Design (SSHAD) into the community and the economy. Industries that rely primarily on the SSHAD disciplines account for almost two-thirds of the Canadian economy. These industries are major agents of positive change within our communities, in both the mainstream and marginalized sectors.

York's pan-university knowledge mobilization infrastructure supports multidirectional connections between researchers and research partners, encouraging the development of evidence that informs decisions about public policy and professional practice. Knowledge mobilization advances social innovation through engaged scholarship and assists our partners in community, government and industry to address society's most persistent social, environmental and economic challenges. Working closely with partners in the community, from NGOs to the United Way, from York Region to local and international partners in government, York's Knowledge Mobilization Unit is one of the key supports of York's success in community and socially engaged research.

In keeping with our strong commitment to equity and social justice, entrepreneurship at York emphasizes the social and non-profit in addition to the traditional development of for-profit enterprises. A social enterprise applies the discipline of business to a persistent unmet social need. A social enterprise can be a non-profit or a for-profit organization, or a blended corporation. Products and services developed by social enterprises can be lucrative, yet social benefits are put before profits as the profits are normally reinvested to further social benefits.

York has invested heavily in the entrepreneurship and innovation infrastructure over the past five years and succeeded in establishing a healthy and engaged entrepreneurship community in which over 2,000 students, faculty and staff engage annually. Our goal for the next five years is to double that engagement and raise the profile of our achievements and innovations to the level already enjoyed by our Knowledge Mobilization Unit.

Summary and Expectations

Research, scholarship and creative activity are integral to the fabric of York. Their growth and development are among the highest priorities for the University. York delivers research that advances critical inquiry and scientific discovery, challenges our beliefs and perceptions, and affects the social, cultural and economic development of our country and beyond, with a strong commitment to quality, academic freedom, social justice and responsibility. This plan reflects York's commitment to research excellence and to the development of new knowledge and creative activities.

Our progress in advancing York as one of Canada's top research universities will be monitored closely and feature an engaged collegial discussion of priorities and milestones with the University community. Success will be measured through demonstration of growth in national and international recognition of our research, scholarship and related creative activity, as measured through the success of our students and fellows, the recognition of our faculty for their scholarly achievements, and the benefits delivered to communities and society at large.

The Senate of York University – Minutes

Meeting: Thursday, April 26, 2018, 3:00 pm
 Accolade Building West, Room 206

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|--------------------------------|------------------------|-----------------|
| L. Beagrie (Chair) | M. Hamadeh | A. Norwood |
| C. Ehrlich (Acting Vice-Chair) | L. Hammill | J. O'Hagan |
| M. Armstrong (Secretary) | D. Hastie | A. Perry |
| R. Allison | M. Herbert | L. Philipps |
| C. Altilia | D. Horvath | A. Pitt |
| K. Amoui | R. Innacito-Provenzano | J. Podur |
| M. Annisette | R. Irving | C. Popovic |
| A. Avolonto | M. Jacobs | F. Quadir |
| A. Belcastro | S. Karimi | M. Rajabi Paak |
| M. Biehl | R. Kenedy | I. Roberge |
| K. Blake | T. Knight | K. Rogers |
| S. Bohn | R. Lenton | L. Sanders |
| H. Campbell | D. Leyton-Brown | V. Saridakis |
| D. Clancy | S. Liaskos | A. Schrauwers |
| J. Clark | T. Loebel | L. Sergio |
| J. Clodman | W. Maas | M. Sers |
| S. Day | M. Macaulay | J. Sharma |
| W. Denton | J. MacDonnell | S. Slinn |
| R. Desai-Trilokekar | W. Mackwood | A. Solis |
| Y. Dina | J. Magee | P. Szeptycki |
| H. Edgell | L. Martin | S. Teong |
| L. Farley | J. Mayberry | K. Thomson |
| I. Ferrara | C. McAulay | C. Till |
| N. Fisher-Stitt | M. McCall | G. Turlakis |
| L. Fromowiz | P. McDonald | E. van Rensburg |
| A. Garisto | A. Meghani | G. Vanstone |
| C. Germaine | K. Michasiw | R. Wellen |
| J. Goldberg | J. Michaud | L. Wood |
| R. Grinspun | P. Millett | J. Yeomans |
| M. Guzman | A. Mukherjee-Reed | M. Yimesghen |
| R. Haché | D. Mutimer | A. Zalik |

1. Chair's Remarks

In the absence of Senator van Breugel, Senator Carl Ehrlich, a member of Senate Executive, served as the acting Vice-Chair. Following the reading of the land acknowledgement, the Chair recognized the victims of the tragic incident of April 23. She wished a swift recovery for those who were injured, and healing for all those who have been touched by the loss of lives, including a Senator whose father was injured. The Chair welcomed members of the community attending Senate for the first time, describing for them the mandate and composition of York's highest collegial governing body and highlighting rules bearing on decorum. Although the strike is very much top of mind in the community, there was important regular business to transact at the meeting and labour relations fall outside of Senate's purview. In this vein it was essential to remain focused on the agenda and refrain from discussions about the dispute.

The Senate of York University – Minutes

2. Minutes of the Meeting of January 25, 2018

It was moved, seconded and *carried* “that Senate approve the minutes of the meeting of January 25, 2018”.

3. Business Arising from the Minutes

There was no business arising from the minutes.

4. Inquiries and Communications

a. Academic Colleague to the Council of Ontario Universities

Documentation in the form of a report by Senator Leyton-Brown was *noted*. In oral remarks he expanded on recent discussions about the nature and impact of government mandates on universities and faculty members. There is a wide range of opinion among academic colleagues and executive heads on the impact of a trend that many see as decades in the making, but there is also a strong sense that the working lives of faculty members are shaped by program reviews, data collection, curriculum mapping and performance indicators. In this light, intra-university communication takes on greater importance as members of the community need to be aware of developments through a sustained, sophisticated flow of information.

In response to questions, Senator Leyton-Brown confirmed that COU has endeavoured to nuance government inclinations about performance indicators and has sought to ensure that metrics are fair and reliable.

5. President’s Items

The President of York University, Rhonda Lenton, also spoke of the April 23 incident. She advised that a student pursuing Continuing Studies at York was among the fatalities, and described resources available to community members traumatized by the loss of life and serious injuries. The President also commented on the following matters:

- close analysis of post-secondary education planks in party platforms in the run-up to the June elections, and efforts to reach out to candidates
- the implications of government green-lighting of new university campuses in Brampton and Milton given that Halton and Peel have been important catchments for York
- the latest developments in Markham Centre Campus planning, with a major report from the Provost expected in May
- achievements and milestones as illustrated by the ranking of Kinesiology and Health Science as number one in Canada, and a proposal to add an Indigenous and Aboriginal course to the requirements of the JD program (just one of a

The Senate of York University – Minutes

number of initiatives responding to recommendations of the Truth and Reconciliation Commission)

- the academic implications of a strike that has reached eight weeks, and hopes that the widely shared concern about students and York’s reputation will create a pathway to resolution of the labour dispute

Despite the Chair’s injunction at the outset, a number of interventions following the President’s remarks focused on approaches to bargaining and communications about the dispute, views about the University’s leadership (including those expressed by Faculty Councils), potential jeopardy to Summer terms, and the implications of the government appointing an Industrial Inquiry Commission. Some speakers contended that these matters were appropriate for Senate discussion given the deleterious impact of the strike on academic integrity, the University’s reputation and mission, and the pursuit of planning priorities.

The monthly “Kudos Report” and remarks drafted and President’s Remarks to the March Meeting of Senate were noted.

Committee Reports

6. Executive Committee

The Acting Vice-Chair presented the Executive Committee’s report.

- a. Motion re: Temporary Broadening of the Senate Policy on Pass Fail Grades

It was moved and seconded **“that, for Y 2017-2018 and W 2018 courses, the undergraduate policy on Pass / Fail Grades be broadened as follows:**

- a. **students are permitted to add 6 credits above the normal maximums for both 90 (normally 6 credits) and 120 credit (normally 12 credits)**
- b. **graduating students and those otherwise in their last term at York may elect a Pass/Fail grade for General Education courses, including Core Science requirements that are part of the BSc General Education requirements**
- c. **graduating students and others in their final term at York may, in exceptional circumstances, request a Pass/Fail grade in major or minor courses,¹ and outside-the-major required courses, at the discretion of Associate Deans**
- d. **non-graduating students in good standing may, in exceptional circumstances, request to have General Education courses evaluated as Pass/Fail, not including Core Science requirements that are part of BSc General Education requirements for the BSc.”**

¹ Not including for-credit practica.

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It was explained that the motion was brought to Senate for approval because it entailed a policy amendment for which there was no precedent in remediation frameworks of the past. As debate opened, concerns were expressed that approval would sanction desperate measures that would deprive students of the education they deserved. To this it was said that broadening pass/fail regulations would benefit relatively few students who have pressing needs.

The motion was then *divided* by the Chair.

It was moved, seconded and *carried* “**that clause a. be approved.**”

It was moved and seconded “**that clause b. be approved.**” It was argued that passage of this element would undermine the integrity of general education. Conversely, many students delay fulfilling general education requirements until their final year. At a later stage, the aims of general education would not be jeopardized. BSc general education courses were excluded because of how tightly they are woven into overall progression requirements.

On a vote, clause b. *carried*.

It was moved and seconded “**that clause c. be approved.**” Discussion focused on the definition of exceptional circumstances, the authority of Associate Deans and how widely the change would apply. Comments highlighted that, with clause a. having been approved, the availability of the Pass/Fail option was relatively narrow. Associate Deans were urged to consult with programs as they developed advice to students, especially in pointing to the possible negative consequences of electing this form of evaluation.

On a vote, clause c. *carried*.

It was moved, seconded and *carried by the necessary two-thirds majority* “**that the meeting be extended by thirty minutes.**”

It was moved, seconded and *carried* “**that clause d. be approved.**”

b. Information Items

The Executive Committee's information items included the following:

- actions taken by the Committee prior to and since the outset of the disruption that began on March 5 as a result of the CUPE 3903 strike

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7. Academic Standards, Curriculum and Pedagogy

- a. Changes to the Joint York-Sheridan Bachelor of Design Program, Department of Design, School of Arts, Media, Performance and Design

It was moved, seconded and *carried* “**that Senate approve the following changes to the joint York-Sheridan Bachelor of Design (BDES) program, effective FW 2019-2020:**

- **change from a joint York University-Sheridan College Honours BDES program to a York University Honours BDES program**
- **revisions to the degree requirements, as set out in Appendix A.”**

- b. Establishment of a Cross-Disciplinary Certificate in Public History, Faculty of Liberal Arts & Professional Studies / School of Arts, Performance, Media & Design / Glendon

It was moved, seconded and *carried* “**that Senate approve the establishment of a Concurrent, Cross-Disciplinary Certificate in Public History jointly housed in the Faculty of Liberal Arts & Professional Studies, School of Arts, Performance, Media & Design, and Glendon.”**

- c. Changes to the Degree Requirements for the Juris Doctor, Osgoode Hall Law School

It was moved, seconded and *carried* “**that, effective FW 2018-2019, Senate approve changes to the requirements for the Juris Doctor (JD) program to add an Indigenous and Aboriginal Law Requirement (IALR), as set out in the proposal attached as Appendix C.”**

- d. Information Items

ASCP reported that it had received or approved the following minor modifications as set out below.

Faculty of Graduate Studies

- addition of a specialization in European and International Affairs as added by the Université de Strasbourg to its Maîtrise en affaires publiques program, and its inclusion as an option for students in the MPIA-IEP dual degree program between York and the Université de Strasbourg [received for information].

Faculty of Liberal Arts & Professional Studies

- changes to degree requirements for the BA program in Criminology

The Senate of York University – Minutes

- changes to degree requirements for the Honours Minor BA in Medical Anthropology

School of the Arts, Media, Performance & Design

- adoption of DESN as the new rubric for the Design major program; and closure of YSDN rubric coincident with the discontinuation of the joint York-Sheridan program in 2022.

8. Academic Policy, Planning and Research

APPRC's report contained information on the following items:

- the most recent report on Markham Centre Campus planning, which will be one focus for the Provost's year-end report to Senate in May
- actions arising from the February 15 Forum of Ideas and how lessons learned at the event relates to other major initiatives on the Committee's agenda
- April – June schedule and items of business

9. Other Business for Which Due Notice Has Been Given

- a. Motion re: Guidance to Executive on the Formation of Committees, Working groups or Investigative Bodies

It was moved and *seconded* **“that Senate instructs Senate Executive that any actions or decisions attempting to clarify the authority and role of Senate, including the formation of any committees, working groups or investigation bodies, will be acted with, and only with, the formal approval of Senate.”**

The Chair confirmed that voting would be conducted by paper ballot following debate. She also reiterated that Senate Executive had not formed a body of any kind to address the role of Senate and the Board in a labour disruption, and would not do so without the express approval of Senate. The only steps taken to date involved liaison between the Chairs of the two governing bodies, out of which emerged agreement that they should work with their respective Vice-Chairs and Senator Sossin to develop advice on mandate and membership which will be subject to approval by Senate and the Board. It was also confirmed that the Executive Committee had taken note of a motion approved by Senate on April 12 concerning the substantive issues under consideration.

Those speaking in favour of the motion stressed the need to ensure that Senate's perspective, expressed in the April 12 resolution, is well represented in any process designed to clarify the roles of the governing bodies in a disruption. Some felt that any internal process was bound to end in impasse, and that it would be necessary to seek judicial review even if a joint group was formed. Even so, passage of the motion would ensure that the process is transparent.

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Those speaking against the motion felt it was redundant given the Chair's undertakings and potentially damaging to the Committee's agency if it was broadly interpreted. An internal process was preferable to a court ruling that could be based on a misunderstanding of bicameral governance and university autonomy. Senate and the Board would be asked to approve the mandate and composition of the group. Consequently it was unnecessary and undesirable to hamper preliminary conversations involving five individuals.

It was moved, seconded and *carried by the necessary two-thirds majority* **“that the meeting be further extended by fifteen minutes.”**

Taking up a suggestion that the wording should be narrowed, the mover and seconder *accepted a friendly amendment* as follows: **“that Senate instructs Senate Executive that in regards to establishing a process for reviewing the authority and role of Senate during labour disruptions, forming a body to conduct such a review, as well as deriving conclusions and decisions, Senate Executive, shall, as per Senate procedures, bring any recommendations to Senate for approval.”**

It was *agreed* that the tally would be conducted by a show of placards. On a vote, the motion *carried*.

10. Other Business

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

Consent Agenda Items

11. Minutes of the Meeting of March 22, 2018

The minutes of the meeting of March 22, 2018 were *approved by consent*.

12. Minutes of the Special Meeting of April 12, 2018

The minutes of the special meeting of April 12, 2018 were *approved by consent*.

13. BA Programs in Interdisciplinary Social Science, Department of Social Science, Faculty of Liberal Arts & Professional Studies: Changes to Degree Requirements

Senate *approved by consent* an ASCP recommendation to change the degree requirements of the BA programs in Interdisciplinary Social Science, Department of Social Science, Faculty of Liberal Arts and Professional Studies.

The Senate of York University – Minutes

14. BA, iBA, BSc and iBSc Programs in Psychology, Department of Psychology, Glendon: Changes to Degree Requirements

Senate *approved by consent* an ASCP recommendation to change the degree requirements of the BA, iBA, BSc and iBSc Programs in Psychology, Department of Psychology, Glendon.

L. Beagrie, Chair

M. Armstrong, Secretary

York University Board of Governors

Synopsis

458th Meeting held on 1 May 2018

Approvals

Amendments to the Policy on the Acceptance of Gifts to the University.

An increase of \$850K to the \$3.5M budget for the Osgoode Professional Development (OPD) leasehold improvement project.

A \$9.2M capital project to provide capacity expansion to the Lassonde School of Engineering

Two lease agreements for space at: (1) 4747 Keele Street for the Finance Department through to January 2027 not to exceed \$2.8M; and (2) 4751 Keele Street for the Lassonde School of Engineering through to January 2027 at a total lease cost not to exceed \$6.6M.

The concept design for the new School of Continuing Studies building, and a budget increase of \$10.7M (from \$50.5M to \$61.2M) for the construction and design of the new building in order to add an additional floor to the facility.

A \$4.7M project budget for Phase II of the Atkinson building renewal project.

The location on the Keele campus for the installation of an Engineering Pavilion for the Lassonde School of Engineering.

The conceptual building design, number of beds, and site plan for Phase II of the Quad Student Housing development.

Guidelines and Procedures Governing the Appointment of Honorary Governors at York University.

Annual approval of the following policies:

- Healthy Workplace Policy
- Policy on Workplace Harassment – name changed to Policy on Workplace Harrassment Prevention
- Policy on Workplace Violence – name changed to Policy on Workplace Violence Prevention

A change to the effective date for the previously approved tuition fee increase for the Master in Business Analytics program from Fall 2018 to Summer 2018, for new students only.

York University Board of Governors

Synopsis

Presentations / Statements

From the President on the status of the labour disruption; and the recent announcement by the Province of new campuses being established in Milton by Wilfred Laurier University, and in Brampton by Ryerson University.

From Ms Alloul on a petition by Evolve YU pertaining to the conduct of the York Federation of Students elections.

From Professor Wellen, on behalf of the York University Faculty Association, a statement offering reflections on the labour disruption and its impact on the University.

Reports Received

Brief reports from the Executive and Academic Resources committees on matters discussed in their meetings this Board cycle.

The agenda and supporting documentation is posted on the Board of Governors website: <http://secretariat.info.yorku.ca/files/board-agenda-20180501.pdf>

Maureen Armstrong, Secretary