



York University Senate

Notice of Meeting

Thursday, April 25, 2019, 3:00 pm

Dr Robert Everett Senate Chamber, N940 Ross Building

AGENDA

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Committee Reports

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M. Armstrong, Secretary

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.

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York University Senate

12. Changes to degree requirements for the Specialized Honours Bachelor of Commerce program and the Management Science stream within the program, School of Administrative Studies, Faculty of Liberal Arts & Professional Studies (page 15)
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Academic Standards, Curriculum & Pedagogy

- Appendix A: Indigenous Framework for York University: A Guide to Action (page 31)

Awards

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COU Academic Colleague's Report

Meeting Dates: April 3-4, 2019

Prepared by: Andrea Davis

Submitted: April 15, 2019

The discussion in the April meeting of COU colleagues focused on the assessment of student skills and learning outcomes, specifically on new ways to measure transferable skills, such as critical thinking, problem solving, communication, and lifelong learning. Colleagues agreed that learning outcomes and their assessment, as well as experiential education, are now the “new normal” and are a critical component of successful program development and delivery. Mapping these skills across the curriculum is important in articulating the function of universities to industries in a rapidly changing job market, and in demonstrating to governments the value of universities in a jobs-driven economy.

Skills and Learning Outcomes: Rethinking Tools and Approaches for Assessment

Guest speakers, Jill Scott, Vice-President Teaching and Learning, and Brian Frank, Associate Dean Teaching and Learning (Faculty of Engineering) at Queen's University facilitated the discussion for both colleagues and university heads. Their presentation, “Skills and Learning Outcomes: Rethinking Tools and Approaches for Assessment,” shared the results of a recent four-year longitudinal study that measured and tracked student learning outcomes as students progressed through their education at Queen's.

The Learning Outcomes Assessment Project sought to answer four questions by using standardized tests or course-embedded rubrics across courses in the Faculties of Arts and Science, Engineering, and Applied Science:

1. How much do students' complex cognitive skills change between the first and fourth year of undergraduate studies?
2. How does the development of complex cognitive skills and lifelong learning vary between programs and individuals, and what is the relationship of standardized measures to course grades?
3. Can data from instruments be used to support skills development in courses?
4. How feasible is the use of these assessment tools in a Canadian university?

The outcomes of the study noted that students' skills in critical thinking, problem-solving, and communication increased over the four years of their Queen's degree, and that Queen's students demonstrated a higher level of skill in critical thinking than comparable students at most peer institutions participating in equivalent surveys.

Responses from Academic Colleagues

In the discussion that followed the presentation, colleagues raised a number of questions, including the following:

- How can we engage faculty in developing and assessing learning outcomes at the course and program levels?
- How do we assess other kinds of learning outcomes, such as Indigenous learning outcomes?
- How can we translate skills to government, while still doing the right thing for our students?
- What exactly is critical thinking? How do we define critical thinking across our various disciplines?
- How much willingness is there for collaboration across universities?

While colleagues did not arrive at any definitive answers to these questions, they felt these were questions that should inform ongoing and future curriculum mapping projects and research.

PRESIDENT'S KUDOS REPORT

APRIL 2019



Five emerging scholars have been chosen as the 2019 [York Science Fellows](#) and will join the Faculty of Science with postdoctoral fellowships:

- Meera Mehta, who will work with Professor Chris Caputo in the Department of Chemistry;
- Leo Yvonne Alcorn, who will work with Professor Adam Muzzin in the Department of Physics and Astronomy;
- Mohammad Naderi, who will work with Professor Raymond Kwong in the Department of Biology;
- Hanmeng Zhan, who has been collaborating with Professor Ada Chan in the Department of Mathematics and Statistics;
- and Mariana Bleker de Oliveira, who will work with Professor Sergey Krylov in the Department of Chemistry.



York University's writer-in-residence, [Hédi Bouraoui](#), was formally invested as a member of the Order of Canada in recognition of his tremendous body of work and his advocacy for French-language literature.



Professors [Michael Helm](#) and [Mark Jurdjevic](#) have been awarded prestigious Guggenheim Fellowships in recognition of their artistic achievements and literary promise.



Psychology [Professor Robert T. Muller](#) and [three students](#) in the Trauma & Attachment Lab were recognized at the 36th annual meeting of the International Society for the Study of Trauma & Dissociation (ISSTD) with two distinct awards for their work in trauma research:

- Professor Robert T. Muller received the prestigious Written Media Award;
- Students Kristina Cordeiro, Laura Goldstein [not pictured] and Meghan Oliver won Top Research Poster.



York University has been ranked 26th in the world and 5th in Canada in the [Times Higher Education Impact Ranking](#), which assesses universities based on the United Nations' 17 Sustainable Development Goals.



School of Arts, Media, Performance & Design alumnus [Leighton Alexander Williams](#) (BFA '14) was received the Emerging Artist Award as part of the Ontario Arts Council's Premier's Awards for Excellence in the Arts.



Geography PhD candidate Colin Sutherland has been named among the Top 25 Finalists in the 2019 [SSHRC Storytellers Competition](#) for his video examining wildfire management in national parks and the perception of wildfires as surprise disasters. The contest challenges students to explain in, under three minutes or 300 words, how their SSHRC-funded research is making a difference in the lives of Canadians.



Osgoode students [Robel Sahu](#), [Lindsay Stitt](#) and [Adam Voorberg](#) won first place in the International Academy of Dispute Resolution's International Law School Mediation Tournament in Athens, Greece.



The Schulich School of Business has launched the [Master of Management in Artificial Intelligence](#) (MMAI) degree program. The new program is specifically designed to meet the growing need for business leaders who combine experience with advanced AI technology and professional business skills.



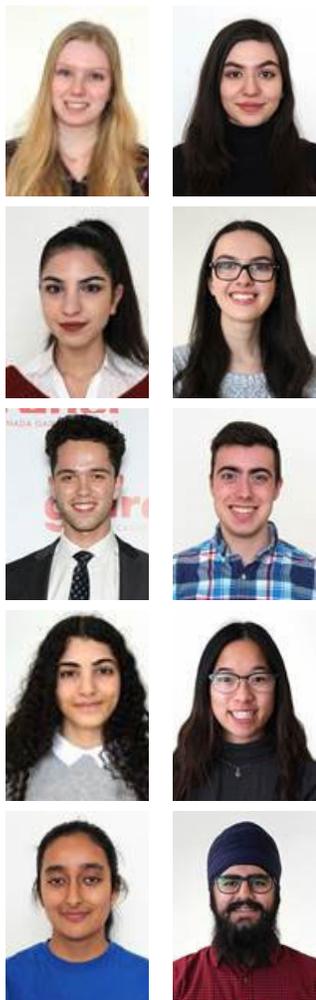
Psychology Professor [Joel Katz](#) has been recognized with a prestigious honour by the American Psychological Association (APA) for his contributions to pain research.



124 undergraduate students enrolled in programs in the Faculty of Liberal Arts & Professional Studies (LA&PS) were honoured at the eighth annual [Celebration of Student Academic Excellence](#), which recognized achievements from the 2017-18 school year.



Schulich alumnus Ali El-Shayeb (iBBA '17), seven-time hackathon award winner and founder of start-up [nugget.ai](#), was named a member of the [Developer 30 Under 30](#) by Evoke, one of the largest developer conferences in Canada.



Ten first-year students from the Faculty of Science were chosen as the inaugural recipients of the [York Science Scholars Award](#), which includes an entrance scholarship and a summer research placement:

- Annabelle Audet;
- Hila Akabari;
- Dayana Davoudi;
- Sophie Eisen;
- Jacob Fine;
- Pablo Gonzalez;
- Coral Hillel;
- Stephanie Lo
- Davneet Parmar; and
- Sahib Madahar.

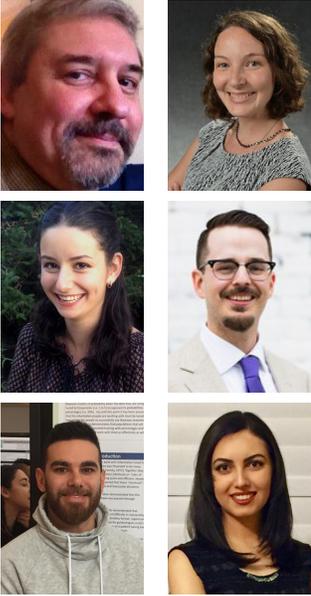


Kellog-Schulich alumnus [Wilton Wong](#) (EMBA '17) has been recognized among industry colleagues in Auto Remarketing's Under 40 list, which honours young people who are making an impact on Canada's auto industry.



Two Lassonde students have received the Nascent [Co-Op and Internship Student of the Year](#) award in recognition of their exceptional contribution to their respective co-op/internship employers and their involvement in the Lassonde community:

- Sonia Kodgule, third-year Mechanical Engineering student;
- and Brandon Loy, fourth-year Electrical Engineering student.



Psychology professor Christopher Green and nine of his students have received the [Best Article award](#) from the Canadian Psychological Association for their article on using innovative digital methods to discover incorrect statistical result reporting in journals. The students include:

- Sahir Abbas;
- Arlie Belliveau;
- Nataly Beribisky;
- Ian J. Davidson;
- Julian DiGiovanni;
- Crystal Heidari;
- Shane M. Martin; [Not pictured]
- Eric Oosenbrug; [Not pictured]
- and Linda M. Wainewright. [Not pictured]



York University announced its partnership with SHAD, a unique experiential learning program rooted in the STEM fields that provides exceptional high school students the opportunity to attend a month-long program in residence at host universities. York University has been designated a [Canadian SHAD campus](#), and will host a 27-day enrichment program this summer, helping to foster youth interest in STEM and entrepreneurship.



Faculty of Liberal Arts & Professional Studies professor [Caroline Shenaz Hossein](#) has been recognized with an award from the International Association for Feminist Economics for her book *Politicized Microfinance: Money, Power and Violence in the Black Americas*. The book won the inaugural Suraj Mal and Shyama Devi Agarwal Book Prize, which recognizes texts that demonstrate new pathways in theory or analysis on gender and the economy.



Psychology professor [Richard Murray](#) has been awarded the 2019 Faculty Teaching Award from the Faculty of Graduate Studies in recognition of his innovative course design and dedication to enhancing student learning. Professor Murray is also a member of the Centre for Vision Research and a Core Faculty Member in Vision: Science to Applications (VISTA).



Graduate students Lina Deker, Iris Yusupov, and Kasey Coholan took first, second and third place, respectively, in the annual York University [Three Minute Thesis](#) competition, while Nataly Beribisky won the People's Choice Award. Deker advances to the provincial 3MT competition where she will represent York University.



York University President's Ambassadors [Rana Nasrazadani](#) and [Aria Kamal](#) were selected to represent the ridings of Beaches-East York and Barrie-Innisfil respectively in the House of Commons for Daughters Of The Vote 2019, a political leadership program for emerging young women leaders.



Schulich students Jaelyn Shapiro (MMgt '19) and Michelle Vacarciuc (MMgt '19) won first place in the annual [Canada's Next Top Ad Executive](#) competition, beating more than 180 teams from across the nation. The pair were also awarded the Market Research Award for providing the most insightful and innovative use of data for the competition.



Osgoode Professor [Eric Tucker](#) received the 2019 Sefton-Williams Award for Contributions to Labour Relations in recognition of his extensive work in occupational health and safety regulation. This marks the second year in a row the prize will go to a York faculty member.



[Blade Filters](#), a startup company created by graduates of Innovation York's LaunchYU Accelerator program, won the 2019 Aird & Berlis StartupSource Market Entry Award, which includes both a \$12,500 cash prize and an equal amount in StartupSource legal services.

APPOINTMENTS



[Rui Wang](#) has been appointed Interim Vice-President of Research and Innovation, effective May 1, 2019. Dr. Wang will lead the continued intensification of research and innovation at the University while continuing to serve as the Deputy Provost responsible for planning York's permanent presence in Markham



Faculty of Education Dean and Professor [Lyndon Martin](#) has been appointed Vice-Provost Academic of York University and will begin his term on July 1, 2020.



Osgoode Professor [Steven Hoffman](#), who also serves as director of the Global Strategy Lab and Scientific Director of the Canadian Institutes of Health Research's Institute of Population and Public Health, has been selected as chair of the International Network for AMR Social Science (INAMRSS), a newly launched international consortium that focuses on antimicrobial resistance research collaboration.



Disability advocate, lawyer and alumna [Marian MacGregor](#) (MA '13) has been appointed Executive Director of York University's Centre for Human Rights, Equity & Inclusion. This appointment marks her return to York, where she previously served as Interim Director of the Centre for Human Rights, Equity & Inclusion, as well as Director of Osgoode's Community and Legal Aid Services Program (CLASP).

At its meeting of April 25, 2019

Statutory Motion

1. Senate Membership 2019-2021

Having given notice of the motion to Senate in March, the Executive Committee recommends:

That Senate approve the membership of Senate for the period July 1, 2019 to June 30, 2021 with a maximum of 168 and distribution as follows:

Members specified by the York Act (Total of 21)

Chancellor (1)

President (1)

Vice-Presidents (5)

Deans and Principal (11)

Dean of Libraries (1)

Two-to-four members of Board (2)

Faculty Members Elected by Faculty Councils (Total of 99)

Arts, Media, Performance and Design 7 (minimum of 2 chairs)

Education 4

Environmental Studies 4

Glendon 8 (minimum of 1 Chair)

Health 12 (minimum of 2 Chairs)

Lassonde 8 (minimum of 1 Chair)

Liberal Arts & Professional Studies 36 (minimum of 13 Chairs and 2 contract faculty members)

Osgoode 4

Schulich 5

Science 11 (minimum of 2 Chairs)

Librarians (Total of 2)

Students (Total of 28)

2 for each Faculty except 6 for LA&PS

Graduate Student Association (1)

York Federation of Students (1)

Other Members (Total of 13)

Chair of Senate (1)

Vice-Chair of Senate (1)

Secretary of Senate (1)

Academic Colleague (1)

President of YUFA (1)

YUSA Member (1)

Member of CUPE 3903 (1)

Alumni (2)

College Heads (1)

University Registrar (1)

Vice-Provost Academic (1)

Vice-Provost Students (1)

Chairs of Senate Committees who are not otherwise Senators (Estimated at a maximum of 5)

Executive Committee – Report to Senate

Rationale

Section B, 3 (Periodic Review and Publication of Senate Membership Reviews) stipulates that “Senate Executive shall review changes in structures, faculty complements and student enrolments every two years...” The Executive Committee embarked on the process of review in anticipation of presenting recommendations to Senate in November. Changes in membership are statutory in nature and involve notice of motion at the first stage of revisions.

The allocation of seats for full-time faculty members elected by Councils is determined by first calculating the proportion of the overall complement attributable to each Faculty (tenure stream, alternate stream and CLAs) based on the most recently available data. Percentages are then applied to the full-time faculty member seats on Senate.

Minor adjustments, noted in red, are necessary based on the calculation referenced in the previous paragraph and the following considerations:

- the addition of a new Vice-Presidential portfolio of Equity, People and Culture, resulting in an increase to the total number of Senators (changes noted in red)
- it has been a long-standing rule that no Faculty shall have fewer than four faculty member seats, and two Faculties (Education and Environmental Studies) receive additional seats according to this stipulation
- since 2013, Glendon has been allocated two more seats than a strictly proportional formula yields by virtue of its special nature (an allocation confirmed by Senate in 2015)

The Committee does not recommend any changes in student membership. The relatively large size of the student population in Liberal Arts and Professional Studies continues to justify the allocation of four seats more than other Faculties.

No recommendation is made at this time regarding an allocation of membership for the possible campus in Markham. Changes to membership rules can be instituted at any time, and a recommendation can be made as the Markham situation becomes clearer.

2. Nominees for Election to Senate Committees and Senate-elected Positions

Senate Executive recommends the following individuals as candidates for election to Senate committees (non-designated seats) for three-year terms beginning July 2019 and ending 30 June 2022, and for the position of Senator on the Board of Governors for a two-year term between 1 July 2019 – 30 June 2021. The call for nominations to fill the vacancies for the various Senate elected seats was issued on January 8, 2019, with submissions received through to April. 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.

The Sub-committee confirms that all the candidates nominated have the requisite status as current Senators (in the case of the Senate nominee to the Board of Governors) or experience (required for T&P).

Executive Committee – Report to Senate

I. 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.

Jose Etcheverry, Associate Professor, Environmental Studies

II. Senate Committees

Academic Standards, Curriculum and Pedagogy (Full-time faculty members; 3 vacancies; three-year terms; meets Wednesdays at 1:30 p.m., normally twice each month)

Chloë Brushwood Rose, Associate Professor, Faculty of Education

Ron Ophir, Assistant Professor, School of Human Resources Management,
LAPS

Marcela Porporato, Associate Professor, School of Administrative Studies, LAPS

Maggie Toplak, Associate Professor, Psychology, Faculty of Health

Note: An election will be held to elect the three members.

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)

Sirvan Karimi, Public Policy / Administration, LA&PS

Dagmara Woronko, Communications and Social Science, LA&PS

Note: An election will be held to elect the contract faculty member.

Appeals (Full-time faculty members; 5 vacancies; meets in panels at the call of the Chair)

Jen Gilbert, Associate Professor, Faculty of Education

Paula Wilson, Professor, Biology, Faculty of Science

Shobna Nijhawan, Associate Professor, DLLL, LA&PS

Lyse Hebert, Associate Professor, School of Translation, Glendon

1 vacancy

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

Robert Kenedy, Associate Professor, Sociology, LA&PS

R. Shayna Rosenbaum, Professor, Psychology, Faculty of Health

George Zhu, Professor, Mechanical Engineering, Lassonde School of
Engineering

1 vacancy

Executive Committee – Report to Senate

Tenure and Promotions (Full-time faculty members; 3 vacancies; meets in panels at 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)

Suzie Young, Associate Professor, Cinema & Media Arts, AMPD
Christopher Bergevin, Associate Professor, Physics & Astronomy, Science
Susan Ehrlich, Professor, DLLL, LA&PS

Tenure and Promotions Appeals (Full-time faculty members; 3 vacancies; meets at the call of the Chair as needed; candidates must fulfil all membership criteria)

3 vacancies

FOR INFORMATION

3. Senate-Board Special Joint Working Group

In February Senate voted to establish a *Special Joint Senate-Board Working Group on Jurisdiction Related to the Cancellation / Suspension of Classes during a Labour Disruption*. Senate's members on the Working Group were to be elected from among current Senators. Two nomination periods were held, the first from March 1 – 15, and the second between March 22 – April 10. The call fell short of attaining the required three members of Senate, with just two nominations received.

Further discussion is needed to consider options and next steps on a matter that is of critical importance to the University. Executive will keep Senate apprised of developments.

Franck van Breugel, Chair
David Mutimer, Interim Vice-Chair

Academic Policy, Planning and Research Committee

Report to Senate

At its meeting of April 25, 2019

FOR INFORMATION

APPRC met on April 18 and submits the following report for information.

1. Tracking 2015-2020 UAP Progress / Discussion with Academic Planners

Discussions with the first group of academic planners were held with the Deans of Health, the Libraries and Engineering in April. Visits with Deans from Schulich, Environmental Studies and Education are scheduled for May 2. At the conclusion of the spring meetings, the Committee will share with Senate a summary of the planning reports and deliberations.

2. “Faculty Blue” Facilitating Group

A draft proposal for the establishment of the new Faculty comprising Geography and Environmental Studies has been prepared. It is in circulation for feedback and finalization prior to its formal review by Faculty Councils in Liberal Arts & Professional Studies and Environmental Studies. The Facilitating Group met on April 16 and provided guidance on key matters to address. Planning is also underway for the many related stages and processes associated with the launch and transition to a new Faculty.

Lesley Jacobs
Chair of APPRC

Report to Senate

At its meeting of 25 April 2019

Consent Agenda

All proposed new and revised programs are effective FW 2019-2020.

1. Changes to degree requirements for the Bachelor of Disaster and Emergency Management • School of Administrative Studies • Faculty of Liberal Arts & Professional Studies

ASCP recommends,

That Senate approve changes to the degree requirements for the Bachelor of Disaster and Emergency Management programs, housed in the School of Administrative Studies, Faculty of Liberal Arts & Professional Studies.

Rationale

The changes proposed for the Bachelor of Disaster and Emergency Management (BDEM) programs include the introduction of a new core course at the 1000 level, DEMS 1701 Disaster Case Studies, an increase in major credits for the BDEM Specialized Honours, BDEM Honours, BDEM Honours Major/Minor and BDEM programs, the cross-listing of BDEM and School of Administrative Studies courses, and the reorganization of the calendar.

The introduction of the core 1000-level course is in response to the program's cyclical program review in 2015-2016, when it was recommended that the core of the program be strengthened in view of the growth in faculty resources since its inception in 2010. The 1000-level course is intended to serve as an entry point for all BDEM students and has been added to the core requirements for all BDEM programs. The addition of this course and efforts to harmonize the core across all variations of the program have resulted in an increase in core courses, totaling 39 credits for all programs except for the minor, and, in some cases, an increase in major credits. The major credits are increasing from 57 to 66 credits for the BDEM Specialized Honours, from 48 to 57 for the BDEM Honours, from 48 to 57 for the BDEM Honours Major/Minor, and from 33 to 51 for the BDEM. The major credits remain at 48 for the BDEM Honours Double Major and 33 for the Minor.

The cross-listing of BDEM and School of Administrative Studies courses also stems from the cyclical program review which recommended that a new rubric, DEMS, be

Academic Standards, Curriculum and Pedagogy Committee

Report to Senate (cont'd)

created for the BDEM program. During the transition period, all BDEM courses will be cross-listed with Administrative Studies courses (with the ADMS rubric).

The changes to the calendar copy seek to clarify requirements for students by dividing major credits into core courses, BDEM courses and non-BDEM courses on disaster and emergency topics.

The learning outcomes for the program are not impacted by these changes.

Approvals: LA&PS Faculty Council 14 February 2019 • ASCP 10 April 2019

2. Changes to degree requirements for the Specialized Honours Bachelor of Commerce program and to the Management Science Stream within the program • School of Administrative Studies • Faculty of Liberal Arts & Professional Studies

ASCP recommends,

That Senate approve changes to the degree requirements for the Specialized Honours Bachelor of Commerce program and to the Management Science stream within the program, housed within the School of Administrative Studies, Faculty of Liberal Arts & Professional Studies.

Rationale

It is proposed to remove ADMS 3330 3.0 Quantitative Methods II from the core of the Specialized Honours Bachelor of Commerce (BCom) program and replace it with ADMS 3351 3.0 Operations Management. The rationale for this change is to expose BCom students to operations management, an area that has gained importance over the last decade but is not currently covered in the program's core or the core of its streams.

With respect to the Management Science stream within the Specialized Honours BCom program, proposed changes include changing the name of the stream to Supply Chain Management and changes to the core requirements and electives. Since the stream was established in 1982, there has been a shift toward the term "Supply Chain Management," which has resulted in the term "Management Science" having less cachet and relevance to prospective students. Enrolment in the stream is very low compared to the other streams in the BCom program and it is anticipated that changing the name will make it more appealing and convey a clearer sense of the content and profession associated with the stream.

Academic Standards, Curriculum and Pedagogy Committee

Report to Senate (cont'd)

With the removal of ADMS 3330 from the core of the Specialized Honours BCom, it is added as a core course to the stream, along with courses that had previously been electives in the stream, resulting in an increase to core courses from 9 to 15 credits. These changes aim to give students a more structured approach to the key elements of Supply Chain Management.

The program learning outcomes for the Specialized Honours BCom and the stream will not be affected by these changes and they continue to be aligned with professional requirements.

Approvals: LA&PS Faculty Council 14 March 2019 • ASCP 10 April 2019

3. Changes to admission and program requirements for the Diploma in Mathematics Education • Faculty of Education • Faculty of Graduate Studies

ASCP recommends,

That Senate approve changes to the admission and program requirements for the Diploma in Mathematics Education, housed within the Faculty of Education, Faculty of Graduate Studies.

Rationale

A number of changes are proposed to the admission and program requirements for the Diploma in Mathematics Education to bring it in line with other diplomas in the Faculty of Education. The concurrent option (Type 2) for the Diploma is currently jointly offered by the Faculty of Education and the Graduate Program in Mathematics and Statistics for students in the Master of Education program, the MA program in Mathematics for Teachers, and the PhD program in Education. The stand-alone Diploma (Type 3) is offered only through the Faculty of Education.

In terms of program requirements, the number of required courses is reduced for the stand-alone diploma from 15 to 12, bringing it into alignment with other stand-alone diplomas in the Faculty. In addition, the requirement that students complete a thesis or major research paper is removed, allowing MEd students in the course-only option to complete the Diploma. With respect to admission requirements, the requirement that students complete MATH 2590 or MATH 2591 is removed as the courses no longer exist and students who apply to the program typically have a solid foundation in mathematics and are confident mathematics learners. The admission requirements also have been updated to reflect the language used for all diplomas in the Graduate Program in Education.

Academic Standards, Curriculum and Pedagogy Committee

Report to Senate (cont'd)

The Graduate Program in Mathematics and Statistics has confirmed its agreement with the proposed changes and conveyed its intent to close the MA program in Mathematics for Teachers in the near future. At that time, a proposal to remove the references to the MA program in the Diploma's calendar copy will be brought forward.

Approvals: FGS Council 4 April 2019 • ASCP 10 April 2019

4. Changes to degree requirements for the MA and PhD programs in English • Department of English • Faculty of Liberal Arts & Professional Studies • Faculty of Graduate Studies

ASCP recommends,

That Senate approve changes to the degree requirements for the MA and PhD programs in English, housed within the Department of English, Faculty of Liberal Arts & Professional Studies, Faculty of Graduate Studies.

Rationale

The changes to the degree requirements consist of replacing EN 5050, a traditional literary bibliography skills course, with a new course, EN 6000 Literary Research Methods. EN 5050 is a 0 credit course, graded on a pass/fail basis, that runs for six weeks at the beginning of the Fall term. Topics covered in EN 5050 include scholarly editing, history of the book, book production, editorial practices, and research methods and skills. Following consultation within the Graduate program in English, it was decided that a course devoted to research methods was needed, organized around the theory and practice of the archive. EN 6000, to be designed and taught by the Department of English librarian, will focus on digitized archives and online research platforms with the goal of developing in students the specialized skill sets needed to use those resources and the research skills now required for graduate work in English literature and the humanities. The course will continue to be 0 credits, graded on a pass/fail basis, and held over a six-week period.

Approvals: FGS Council 4 April 2019 • ASCP 10 April 2019

For Information

a. Minor Modifications to Curriculum

Minor changes were approved to the thesis and dissertation regulations relating to oral examinations in the Faculty of Graduate Studies.

Academic Standards, Curriculum and Pedagogy Committee

Report to Senate (cont'd)

b. Indigenous Framework

In 2017-2018, ASCP approved and brought forward to Senate for approval several curriculum proposals that advance Indigenous programming at the University. They include:

- the addition of an Indigenous and Aboriginal Law Requirement (IALR) for the JD program (Osgoode)
- restructuring the existing stream in Indigenous Studies in the BA program in Multicultural and Indigenous Studies to a full BA degree program in Indigenous Studies (Department of Equity Studies, Faculty of Liberal Arts and Professional Studies).
- the Wabaan Initial Teacher Education Program (Faculty of Education) in collaboration with the TDSB - Indigenous Education Centre, which will educate a new generation of teachers prepared to address the needs of First Nation, Métis, and Inuit (FNMI) students, families and communities

In conjunction with its review of Osgoode's Indigenous and Aboriginal Law Requirement last spring, the Committee invited Professor Ruth Koleszar-Green, Chair of the University's Indigenous Council, to discuss the *Indigenous Framework for York University: A Guide to Action*. Noting Principle #4 of the Framework (*Expand Indigenous programming and curricular offerings which explore Indigenous life, culture and traditions*) offers a 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 will explore the possibility of a focused discussion with members of the Indigenous Council on ways to advance the principle within the work of ASCP.

Noting too that the Indigenous Council wants to foster community discussions focused on teaching & learning and research grounded in the principles of the Framework, the Committee recommended, and Senate Executive has supported, having a facilitated discussion on the topic at Senate. ASCP is pleased that, under its auspices, Senators Koleszar-Green and Pitt will address Senate on the Framework and related initiatives to expand our knowledge, generate ideas and foster collective action to support the advancement of the pan-University Indigenous Strategy, and the UAP priority of Engagement and Outreach to "build on existing initiatives across diverse Faculties and divisions while embracing new projects and processes, including those arising out of our response to the 'Truth and Reconciliation Calls to Action.'"

Kim Michasiw, Chair



Senate Committee on Awards

Report to Senate

At its meeting of 25 April 2019

FOR INFORMATION

1. 2018 New Awards Report

Attached as Appendix A is the annual report on new awards approved during the 2018 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 2017 and 2016 is attached as Appendix A.

In their presentation to the Committee, SFS representatives highlighted the following:

- Overall, the number of new awards decreased over the previous calendar year (74 in 2018 vs 92 in 2017), with the largest impact reflected in the number of new donor-funded awards (56 in 2018 vs 73 in 2017).
- The Faculties that experienced the most significant variances in Faculty-specific awards were Glendon, Graduate Studies, Liberal Arts & Professional Studies, Science and Schulich. Glendon, LA&PS, Science and Schulich saw a decrease in new awards, while Graduate Studies saw an increase of five new awards.
- While new donor-funded awards decreased in 2018, the Division of Advancement reports that donors have expressed an increased interest in supporting other initiatives such as mentorships and work placement opportunities, including the Shopify Dev Degree program available to Lassonde students. Advancement also secured several funding extensions in 2018 for awards that might have otherwise expired.
- In terms of institutionally-funded awards, 15 new awards were established in 2018 compared to 17 in 2017. Some of the new awards include the Dean's Award for Research Excellence in LA&PS, three in the Department of Mechanical Engineering in Lassonde, and the York Emergency Assistance Fund.
- All remaining categories, including government funded awards, have remained stable. A new government funded award is the Ontario Indigenous Travel Grant which provides financial support to address the high costs of traveling to college or university for Indigenous students living in remote communities.

Senate Committee on Awards

Report to Senate (cont'd)

- The significant drop in bursaries from 2016 to 2018 relates to the phasing out of the Ontario Trust for Student Support (OTSS) program by the provincial government. Through OTSS, the provincial government matched contributions to permanent endowment funds that assisted Ontario students with financial need.

The Awards Committee was particularly interested in the York Emergency Assistance Fund, which was established by SFS to provide support to domestic and international students who are experiencing a financial crisis. The Committee wishes to encourage Senators to refer students in financial crisis to the Office of Student Community Relations in the Bennett Centre for Student Services to obtain information about accessing assistance through the Fund, and to advise their faculty colleagues to do the same.

Brenda Spotton Visano, Chair

The Senate of York University – Minutes

Meeting: Thursday, March 28, 2019, 3:00 pm
 Dr Robert Everett Senate Chamber, N940 Ross Building

F. van Breugel (Chair)	L. Hébert	L. Phillips
D. Mutimer (Interim Vice-Chair)	A. Hovorka	B. Pilkington
M. Armstrong (Secretary)	R. Irving	S. Pisana
T. Abdullah	L. Jacobs	A. Pitt
R. Allison	J. Heather	M. Poon
M. Annisette	A. Karim	C. Popovic
G. Audette	M. Kazubowski-Houston	S. Premji
I. Azari	R. Kenedy	D. Priel
T. Baumgartner	A. Kimakova	A. Redding
A. Belcastro	J. Kirchner	M. Reisenleitner
R. Buchanan	R. Koleszar-Green	I. Roberge
J. Clark	K. Kroker	B. Ryder
M. Condon	B. Lawrence	L. Sanders
A. Czekanski	T. Loebel	V. Saridakis
W. Denton	M. Macaulay	M. Schweitzer
Y. Dina	E. MacKinnon	M. Sers
C. Dumont	W. Mackwood	J. Sharma
H. Edgell	A. MacLennan	A. Solis
C. Ehrlich	J. Magee	B. Spotton Visano
S. Ehrlich	C. McAulay	P. Szeptycki
B. Evans	M. Mekouar	G. Turlakakis
L. Farley	J. Mensah	P. Tsaparis
M. Feehan	K. Michasiw	R. Tsushima
I. Ferrara	J. Michaud	G. Vanstone
N. Fisher-Stitt	P. Millet	R. Wellen
L. Frew	L. Nasr El Hag Ali	B. White
A. Glasbeek	A. Norwood	D. Wilson
R. Grinspun	J. O' Hagan	D. Woronko
R. Haché	S. Paradis	J. Yeomans
M. Hamadeh	J. Patel	G. Zhu
D. Hastie	A. Perry	G. Zwick

1. Chair's Remarks

The Chair, Professor Franck van Breugel, Lassonde, expressed condolences on behalf of Senate to the victims and families of the tragic event that took place in Christchurch, New Zealand. Echoing the sentiments expressed by the University and community members – including grief, dismay and the commitment to reject such hate and intolerance – the Chair called on all members of the University to nurture an inclusive environment on our campuses. Senators were encouraged to read the recent article published in the Globe & Mail by York professor Zulfikar Hirji, entitled [“To humanize Muslims, let's start in the classroom”](#).

The Senate of York University – Minutes

2. Business Arising from the Minutes

There was no business arising from the minutes.

3. Inquiries and Communications

There were no inquiries and communications.

4. President's Items

Delivering the President's remarks on behalf of President Rhonda Lenton, Provost Lisa Philipps reiterated the University's condemnation of the attack in New Zealand and of racism, anti-Semitism and Islamophobia. While these are global social harms, York will continue to take a strong stance against extremist ideology and contribute to conversations with a view to building a community that respects the dignity of all people. The University has effective processes in place for handling acts of discrimination or hate on campus.

Other comments made by Provost Philipps included the following:

- the recent community conversations held at Keele and Glendon campuses, where the discussion about University priorities was candid, informative and aimed at building collegial governance
- the plans to increase funding for facility renewal in response to feedback at the community conversations and the pan-university budget consultation where deferred maintenance emerged as a high priority for investment, with details to be provided in the forthcoming budget
- the findings of the provincial government's Summary Report on the Student Voices on Sexual Violence Survey and the announcement of the government's requirement that every university establish a task force devoted to tackling sexual violence on campus
- highlights of the federal government's 2019 budget, which includes investment in work-integrated learning, graduate student scholarship and supports, and an international education strategy, reflecting the federal government's recognition of the importance of supporting students and the role universities play in developing a growing economy
- the upcoming release of the provincial government's budget on April 11 with details to be provided at the April 25 Senate meeting
- an update on the decanal search processes which have been utilizing the new search procedures, making provision for searches to be conducted confidentially or with an open phase

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- the news that York alumna Lilly Singh is going to be the host of a new late-night show on NBC, “A Little Late with Lilly Singh”

A Senator expressed concern about a recent incident on campus during a vigil for the victims of the attack in New Zealand and raised the question of how similar acts will be addressed by the administration. In response, Provost Philipps noted the plans to establish a working group to take up the additional activities and consultations recommended by the Free Speech Working Group, and suggested that the new working group could be a forum for conversations about what more can be done to foster constructive dialogue and an environment where everyone feels safe to express their views.

The monthly “Kudos” report on the achievements of members of the York community can be accessed with other documentation for the meeting.

Committee Reports

5. Executive Committee

a. Senate Membership for 2019-2021

The Executive Committee provided Notice of Statutory Motion for the approval of membership of Senate for the period July 1, 2019 to June 30, 2021.

b. Information Items

The Executive Committee's information items included the following:

- the extension of the nomination period for the Special Joint Senate-Board Working Group on Jurisdiction Related to the Cancellation/Suspension of Classes during a Labour Disruption
- the approval of the Faculty of Health member on the Academic Policy, Planning and Research Committee, Professor Eva Peisachovich of the School of Nursing
- the preliminary discussions of core issues and areas to be covered in this year's review of Senate Rules, Procedures & Guidelines
- the review of changes to the Faculty Council rules and procedures in the Faculty of Health
- the approval of recommendations from the Sub-Committee on Honorary Degrees and Ceremonials to add individuals to the pool of prospective recipients of honorary degrees

Referring to the list of suggestions and questions for the review of Senate Rules, Procedures & Guidelines that was distributed to Senators in November, a Senator

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highlighted the importance of ensuring any changes to the Rules do not result in diminishing the level of engagement and dialogue on academic matters at Senate.

6. Academic Policy, Planning and Research

a. Incomparable Metrics: E-CV: Developing the Platform

Vice-President Research and Innovation Rob Haché provided a presentation, filed with these minutes, on the E-CV Management Task Force's development of an E-CV platform for York researchers, one of the initiatives under the umbrella of APPRC's incomparable metrics priority. The Task Force posted a Request for Information (RFI) to assist with collecting written information from vendors about the capabilities of products and inform the development of a Request for Proposals (RFP). Now that responses to the RFI have been received, the Task Force's next steps will be to prepare a list of needs, develop a case for investment, and prepare and issue an RFP.

Responding to questions from Senators, VPRI Haché indicated that an E-CV platform will offer more functionality than the current CCV software. The Task Force has reviewed the approaches of other Canadian universities in terms of using E-CV platforms, and the data input in the E-CV platform will be owned by the University and not accessible to the vendor.

b. Complement Renewal Strategy: Provostial Discussion Paper

Provost Philipps gave a presentation, filed with these minutes, on the Provostial Discussion Paper on the Complement Renewal Strategy, which had been distributed to Senators for review in advance of the meeting, in which the following was highlighted:

- the goals of the consultation, including identifying the high level principles and outcomes the University should strive for as it invests in faculty complement renewal over the next five to ten years and informing the annual Faculty-based complement planning process
- the rationale for pursuing a University-level strategy, including to help realize UAP ambitions and address employment equity and faculty diversification
- complement trends and the demographics of the faculty complement
- the important role contract faculty play at the University, bringing professional expertise and knowledge, especially in the case of professional programs, and supporting teaching while tenure-stream faculty are on leave or investing time in research and service

Following the presentation, Senators were invited to participate in a facilitated discussion on the Paper. Comments that surfaced in the discussion included:

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- an interest in more information and analysis of the complement and demographic trends
- the position that increases to faculty salaries through progress-through-the-ranks are self-funded
- the view that the value of teaching should be raised at the University and that the proportion of teaching stream positions should be increased
- the suggestion that the approach to teaching stream appointments should be discussed in the context of complement renewal
- the view that the Report is premised on the idea that full-time faculty are superior to contract faculty, which drives a wedge between contract and full-time faculty
- the view that there has been a shift away from the conversion process for contract faculty
- the observation that the data presented shows a decline in the proportion of appointments of racialized faculty and growth in appointments of Indigenous faculty over the last decade

Responding to comments, Provost Philipps indicated that she would review the language used in the Report as it was not the intent to drive a wedge between contract and full-time faculty. Provost Philipps encouraged Senators to provide feedback on their views about the right balance in the complement profile and on the cluster hiring model for equity-seeking groups.

c. Information Items

APPRC provided information on these items:

- the preparation of a *Discussion Paper and Action Plan on Achieving Planning Goals While Moving Towards Incomparable Metrics* and the next steps for moving the Incomparable Metrics initiative forward
- its input on the Provostial Discussion Paper on the Complement Renewal Strategy
- the tracking of 2015-2020 UAP progress and preparations for one-on-one discussions with the Deans / Co-Principals over spring and fall 2019 on their respective successes in advancing UAP goals
- progress on the initiative to develop “Faculty Blue”, of which the next major step is the development of the proposal for the establishment of the Faculty
- its review of revisions to the *Principles and Procedures Governing Non-Degree Studies*

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7. Academic Standards, Curriculum and Pedagogy

- a. Master of Management in Artificial Intelligence: Statutory Motion to Establish a Degree Type, Schulich School of Business, Faculty of Graduate Studies

Having provided Notice of Statutory Motion at the Senate meeting of February 28, 2019, the companion recommendations to approve the establishment of the Master of Management in Artificial Intelligence degree type and program were brought forward to Senate.

It was moved, seconded and *carried* “**that Senate approve the establishment of the degree of Master of Management in Artificial Intelligence.**”

- b. Master of Management in Artificial Intelligence: Establishment of a Degree Program, Schulich School of Business, Faculty of Graduate Studies

It was moved, seconded and *carried* “**that Senate approve the establishment of a Master of Management in Artificial Intelligence degree program, housed in the Schulich School of Business, Faculty of Graduate Studies, effective FW2019-2020 pending approval to commence by the Quality Council.**”

- c. Information Items

ASCP conveyed an update on activities underway relating to the promotion of academic integrity at York. In response to the observations and recommendations of the Working Group on Academic Integrity, plans are underway to establish two new working groups, one tasked with reviewing the *Senate Policy on Academic Honesty* and the other with a mandate to education for faculty, staff and students and the identification of institutional supports and resources related to both aspects of academic integrity.

ASCP also provided information on the following minor changes approved by the Committee.

Education

- Minor change to degree requirements for the BA programs in Educational Studies

Health

- Minor changes to streams within the Specialized Honours BA and BSc programs in Global Health
- Minor changes to degree requirements for the Bachelor of Health Studies
- Minor changes to the requirements for the Interdisciplinary Certificate in Aging

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- Minor changes to admission and program requirements for the York-Seneca Rehabilitation Services Certificate

Graduate Studies

- Minor change to the degree requirements for the MA program in Interdisciplinary Studies
- Change in rubrics for the Professional LLM specializations in Osgoode Professional Development
- Changes to the admission requirements in English Language Proficiency

Liberal Arts & Professional Studies

- Minor change to degree requirements for the BA programs in Children, Childhood and Youth
- Minor change to the Bachelor of Human Resources Management Minor program
- Minor changes to requirements for the Professional Certificate in Logistics

Lassonde

- New rubric for technology proficiency courses

Science

- Expansion of the Seneca-York Chemistry Co-Registration Option to the BSc program in Chemistry and the BSc (Honours) program in Biochemistry
- Minor change to degree requirements for the BA and BSc programs in Applied Mathematics
- Minor change to the Biomedical Science stream within the BSc programs in Biology
- Change to non-science general education requirement for BSc programs

8. Awards Committee

a. Information Items

The Awards Committee transmitted the 2017-2018 Undergraduate Award Disbursement Report and the 2017-2018 Graduate Disbursement Report.

9. Other Business

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

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Consent Agenda Items

10. Minutes of the Meeting of February 28, 2019

The minutes of the meeting of February 28, 2019 were *approved by consent*.

11. Senators on the Board of Governors re: Synopsis of the Board Meeting of February 26, 2019

A synopsis of the Board meeting of February 26, 2019 as conveyed by Senators Mutimer and Turlakis was *noted*.

12. Changes to Degree Requirements and Program Learning Outcomes for the Master of Business Analytics Program, Schulich School of Business / Faculty of Graduate Studies

Senate *approved by consent* changes to the degree requirements and program learning outcomes for the Master of Business Analytics program, Schulich School of Business, Faculty of Graduate Studies.

13. Changes to Requirements for the Graduate Diploma in Intermediate Accounting, Schulich School of Business / Faculty of Graduate Studies

Senate *approved by consent* changes to the requirements for the Graduate Diploma in Intermediate Accounting, Schulich School of Business, Faculty of Graduate Studies.

14. Changes to Degree Requirements for the Master of Accounting program, Schulich School of Business / Faculty of Graduate Studies

Senate *approved by consent* changes to the degree requirements for the Master of Accounting program, Schulich School of Business, Faculty of Graduate Studies.

15. Changes to Degree Requirements and Program Learning Outcomes for the MA program in Economics, Department of Economics, Faculty of Liberal Arts & Professional Studies / Faculty of Graduate Studies

Senate *approved by consent* changes to degree requirements and program learning outcomes for the MA program in Economics, Department of Economics, Faculty of Liberal Arts & Professional Studies, Faculty of Graduate Studies.

16. Changes to Requirements for the Certificate in Anti-Racist Research and Practice, Department of Equity Studies, Faculty of Liberal Arts & Professional Studies

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Senate *approved by consent* changes to the requirements for the Certificate in Anti-Racist Research and Practice, Department of Equity Studies, Faculty of Liberal Arts & Professional Studies

17. Changes to Requirements for the Certificate in Indigenous Studies, Department of Equity Studies, Faculty of Liberal Arts & Professional Studies

Senate *approved by consent* changes to the requirements for the Certificate in Indigenous Studies, Department of Equity Studies, Faculty of Liberal Arts & Professional Studies.

18. Establishment of a Consecutive Option for the Certificate in Black Canadian Studies, Department of Humanities, Faculty of Liberal Arts & Professional Studies

Senate *approved by consent* the establishment of a Consecutive option for the Black Canadian Studies Certificate, Department of Humanities, Faculty of Liberal Arts & Professional Studies.

19. Transfer Credits from the School of Dance to the BFA (Honours) program in Dance, School of the Arts, Media, Performance & Design

Senate *approved by consent* the granting of a maximum of 60 block transfer credits to eligible graduates of the School of Dance Contemporary Dance Diploma Programme towards the Honours BFA program in Dance, School of the Arts, Media, Performance & Design.

20. Establishment of a stream in Financial Mathematics within the Specialized Honours BA and BSc programs in Applied Mathematics, Department of Mathematics and Statistics, Faculty of Science

Senate *approved by consent* the establishment of a stream in Financial Mathematics within the Specialized Honours BA and BSc programs in Applied Mathematics, Department of Mathematics and Statistics, Faculty of Science.

21. Closure of the Specialized Honours BSc program in Computational Mathematics, Department of Mathematics and Statistics, Faculty of Science

Senate *approved by consent* the closure of the Specialized Honours BSc program in Computational Mathematics, Department of Mathematics and Statistics, Faculty of Science.

F. van Breugel, Chair _____

M. Armstrong, Secretary _____

APPENDICES

Academic Standards, Curriculum & Pedagogy

- Appendix A: Indigenous Framework for York University: A Guide to Action

Awards

- Appendix A: 2018 New Awards Report

The Indigenous Framework for York University: A Guide to Action

The Indigenous Framework for York University: A Guide to Action

OUR JOURNEY

The Indigenous Framework for York University: A Guide to Action is the result of cumulative efforts involving Indigenous and non-Indigenous York community members over several years. While the Framework was created in January 2017, it is important to acknowledge the significant contributions made by those who courageously stepped forward, convened dialogue and prepared earlier drafts. York initially started working on a draft Aboriginal Education Strategy and visioning exercise with its former Aboriginal Education Council several years earlier, and many of the original ideas and principles mirror those in the current Framework. Although the original draft was not formally adopted, the expertise, insight and aspirations shared during those early years were not forgotten. They helped to build a foundation upon which the Framework was created.

York University, like other postsecondary education institutions across the province, has benefitted from funding support and policy directives from the government of Ontario. Over the years, this support has taken various forms, including but not limited to the Aboriginal Education and Training Strategy (1992), Reaching Higher Access to Opportunities

Strategy (2005), Multi-Year Aboriginal Action Plan for Postsecondary Education (2009) and, most recently, the Aboriginal Postsecondary Education and Training Policy Framework (2011). These government policies also included the creation of new special enveloped funding programs that York has been able to access. As a result, York created a dedicated Aboriginal counsellor position and then, through the Postsecondary Education for Aboriginal Learners (PEFAL) grant, York established the Centre for Aboriginal Student Services (CASS).

The principles and Calls to Action following the Truth and Reconciliation Commission of Canada have created a sense of urgency. Over the past several years, many colleges and universities have been developing their own institutional Indigenous and/or Aboriginal education strategies or plans in consultation with their Aboriginal education councils. In 2014, the Vice-President Academic and Provost sponsored a two-day symposium that included a public forum on *The Future of Indigeneity in the Global City*, followed by an internal workshop for York academic administrators and Indigenous scholars focused on improving recruitment and retention of Indigenous faculty at York.



The Vice-President Academic and Provost also established a new position – Academic Director, a role focusing on Indigenizing curriculum and the academy, working closely with CASS. Professor Susan Dion (Faculty of Education) served as the inaugural Academic Director in 2014/15 and Professor Bonita Lawrence (Faculty of Liberal Arts & Professional Studies) assumed the position in 2015/16. In 2015 Lawrence attended a conference in Saskatchewan where discussions on institutional strategies were held. Upon her return she worked with Professor Ruth Koleszar-Green (Faculty of Liberal Arts & Professional Studies) who was recently appointed Aboriginal Education Council Co-Chair to develop an Indigenous strategy for York University.

In January of 2016, Osgoode Hall Law School Dean, Lorne Sossin, led discussions between the Office of the Vice-Provost Academic and York’s Indigenous faculty, staff and students on the creation of an Indigenous strategy. A working group referred to as the Writing Committee was established to review previous strategies, formulate ideas and establish priorities. In March 2016 the Writing Committee presented its first draft of the Indigenous Strategy to the Aboriginal Education Council (now the Indigenous Council). The draft strategy was reviewed and approved in early January 2017.



The Writing Committee, in mid-January 2017, met with the then Vice-President Academic and Provost, Indigenous student leaders, student representatives and members of the Indigenous Council, to garner feedback and input on the strategy. The group discussed the strategy, the impact of colonial education and the possibility of creating a York University Wampum Belt.

The strategy, which was endorsed by the Vice-President Academic and Provost, was circulated and discussed amongst senior leaders from both the administrative and academic sides of the University. A plan for community engagement was developed, and the strategy was renamed *The Indigenous Framework for York University: A Guide to Action*.



The Indigenous Framework for York University: A Guide to Action

The Indigenous Framework for York University: A Guide to Action builds on the University's distinct values, traditions, history and vision. Specifically, the Framework addresses the [University Academic Plan \(UAP\)](#) and its call for a pan-university Indigenous strategy. The Framework also echoes broader initiatives within the postsecondary educational system in Ontario and Canada, including the [Principles on Indigenous Education](#) developed by Universities Canada in 2015.

In developing this Framework, the Indigenous Council has been mindful of the dire situation in which we find ourselves. While the United Nations' quality of life index ranked Canada 6th in the world, its ranking of First Nations people fell to 63rd. Approximately 10,000 Indigenous students are on waiting lists to attend post-secondary institutions in this country, and the disparity in public school funding on First Nations reserves continues to limit their educational aspirations: The Canadian federal government spends on average \$6,000 per child on reserve, but spends \$10,000 per child in the public school system. Less than 10 per cent of Indigenous people have a university education – one third the national rate of 27 per cent¹. Equally disturbing, Indigenous communities represent 4.3 per cent of the Canadian population, but 24 per cent of its prison population.

¹ These figures are drawn from the Assembly of First Nations Grand Chief Perry Bellegarde, at the Call to Universities to Respond to the Truth and Reconciliation Commission Final Report, held at the University of Saskatchewan on Nov. 12 to 14, 2015.

Numerous documents support the development of an Indigenous plan for postsecondary institutions: *Honouring the Truth, Reconciling the Future: Summary of the Truth and Reconciliation Commission of Canada* (2015), *The New Buffalo: The Struggle for Aboriginal Post-Secondary Education in Canada* (2006) by Blair Stonechild, *Best Practices in Increasing Aboriginal Postsecondary Enrolment Rates* (Council of Ministers of Education, Canada, 2002) and *The Report of the Royal Commission on Aboriginal Peoples* (1999), among others. Moreover, the development of this Framework takes place against the backdrop of Indigenous treaty relationships and Canada's constitutional and human rights obligations, making its public institutions

responsible for providing a range of educational services to Indigenous communities.

Integral to our pan-university Framework is the need to engage Indigenous communities both inside and outside York. Engaging Indigenous students, staff and faculty, will help to enrich teaching and research, as well as all students' learning experiences. To this end, engagement with Indigenous communities must be a priority for the entire University.

Furthermore, the Indigenous Council has emphasized the concept of reconciliation as core to the Indigenous Framework. Reconciliation embraces new projects and processes arising out of our response to, but not limited by, the Truth and Reconciliation Calls to Action. The council's goals are set out in the principles of the Framework. The principles are not listed in order of importance, but are connected to the overarching goal of advancing reconciliation.



Principles

1. EXPAND THE ROLE OF THE INDIGENOUS COUNCIL (IC). The IC was created in 2002 as a mandated body for universities that accept Indigenous funding. The IC has representatives from urban, First Nations, Métis organizations and communities and Indigenous faculty from the University. The IC is well positioned to provide guidance to the University in implementing Indigenous programming and curricula, and in hiring Indigenous faculty. The IC can play a pivotal role in helping to advance the University's reconciliation and Indigeneity agenda; however, to do so, it should be included in the university's governing bodies, such as the Board of Governors and the University Senate.

2. INCREASE THE NUMBER OF INDIGENOUS FACULTY. Indigenous Peoples represent 4.3 per cent of the Canadian population, but are woefully under-represented in terms of educational achievement at all levels. Currently systematic barriers exist; this is reflected in the National Occupational Classification (2015), which reports that Aboriginal Peoples represent 1.3 per cent of the availability pool for academic positions. Increasing the number of Indigenous faculty is important from an equity perspective; it will help create welcoming conditions for Indigenous students and transform educational institutions for all students. Indigenous faculty members bring culture, community and knowledge to the University; moreover, they strengthen curricular objectives and learning outcomes by offering advice in curriculum planning and implementation that non-Indigenous faculty members rely on. It is often argued that it is difficult to increase the number of Indigenous faculty because of the small pool of qualified Indigenous people available in Canada. While it is important to address the current systemic barriers and improve outcomes, the United States, by comparison, has significantly more Indigenous faculty. As such, the United States can be viewed as a place from where we can hire Indigenous faculty to help address our urgent need. Canada's past shortcomings in educating Indigenous people should not be used as a reason to limit future opportunities.

3. ENHANCE THE RECRUITMENT AND ACADEMIC SUCCESS OF INDIGENOUS STUDENTS. Programs should focus on proactive recruitment of Indigenous students, the admissions process, financial accessibility, academic supports, and wellness of Indigenous undergraduate and graduate students. Recruitment and retention strategies should be developed in collaboration with CASS, the Faculty of Graduate Studies, other

offices, and Indigenous political, territorial and treaty organizations.

4. EXPAND INDIGENOUS PROGRAMMING AND CURRICULAR OFFERINGS WHICH EXPLORE INDIGENOUS LIFE, CULTURES AND TRADITIONS. Most Faculties at York have developed Indigenous programming, some are more developed than others and, in some instances, Indigenous programming does not exist. As a priority, the University should conduct an in-depth review to identify and address gaps in existing programs and opportunities for new programs with an Indigenous focus. Indigenous languages have been systematically eradicated, as such; the University should intensify its efforts to provide access to Indigenous languages and align with the goals of reconciliation.

5. FACILITATE RESEARCH THAT IS RELEVANT TO INDIGENOUS LIFE, AND RESPECTS INDIGENOUS APPROACHES TO KNOWLEDGE AND LEARNING. Focus should be placed on policy, economic and legal areas that shape Indigenous experience. Collaboration is needed in exploring Indigenous and non-Indigenous approaches in these areas, as well as making room for Indigenous research and/or Indigenous forms of disseminating research. Research should include a commitment to listening to and learning from Indigenous Peoples' knowledge, ecology, spiritual practice and experience. All Faculties, divisions and organized research units can play a role in this.

6. ENGAGE WITH INDIGENOUS COMMUNITIES TO ENRICH THE LEARNING PROCESS. University courses should incorporate Indigenous content into the curriculum; this can open up opportunities for experiential learning. An excellent example of such educational learning experiences is Osgoode Hall Law School's Anishinaabe Law Camp, which started in the fall of 2014. The annual camp involves Indigenous and non-Indigenous students who travel to Neyaashiinigmiing (Cape Croker, Ont.) for a four-day weekend exploring Indigenous approaches to law and its connections to the cultural life of the community. Other Faculties have explored or are exploring similar programs that are relevant to their disciplines, either within or outside their formal degree programs.

7. ESTABLISH SPACES FOR INDIGENOUS CULTURES AND COMMUNITY WITHIN THE UNIVERSITY. Space in this context refers to physical as well as linguistic spaces, and spaces within existing ceremonies, such as convocation, where Indigenous life at York can flourish. CASS, the Tipi in front of Skennen'kó:wa Gamig, the renovation of Skennen'kó:wa Gamig, and the



proposal for specific practices and ceremonies for Indigenous students are examples of how this commitment can be (and has been) put into action at York.

8. ENSURE THAT THE PERCEPTIONS AND EXPERIENCES OF INDIGENOUS COMMUNITY MEMBERS ARE REFLECTED IN THE CLASSROOM, ON CAMPUS AND IN UNIVERSITY LIFE. There should be university wide educational and professional development opportunities for students, faculty and staff, about Indigenous world views to help foster a culture of inclusion. This will help to combat discrimination and stereotypes. Protocols should be established to acknowledge traditional Indigenous territories and to invite Indigenous community members to participate in university life at York; this includes recruitment and retention of University staff from Indigenous communities.

9. DEVELOP AND EXPAND EDUCATIONAL OPPORTUNITIES FOR INDIGENOUS COMMUNITIES. There should be consultation with Indigenous communities to develop and expand educational opportunities; this could include the development and/or expansion of bridging programs to and from university studies, and lifelong learning and professional development programs intended to engage and support Indigenous communities. York University's Indigenous alumni should be included and engaged as part of the strategic imperative.

10. ENSURE THE PROCESS FOR DEVELOPING, IMPLEMENTING AND EVALUATING THIS FRAMEWORK INVOLVES INDIGENOUS COMMUNITY MEMBERS BOTH WITHIN AND OUTSIDE THE UNIVERSITY. How this Framework is implemented is as important as the Framework itself. *The Indigenous Framework for York University: A Guide to Action* is a living document that will evolve, adapt and guide the University in the future. Consequently, implementation should involve key roles for the Centre for Aboriginal Student Services and the Indigenous Council, and those organizations demonstrating our accountability to broader communities and governments. Implementation should engage students, faculty, and staff and their representative organizations. Given the breadth and depth of the commitments set out in this framework, the University will need to establish appropriate governance and leadership over the advancement of reconciliation, which may include a dedicated associate vice-president.

ACKNOWLEDGEMENT OF THE WRITING COMMITTEE

The development and writing of *The Indigenous Framework for York University: A Guide to Action* involved the hard work and dedication of faculty, students and staff from across the University. Over several months, and in close consultation with the Indigenous Council, the Writing Committee met and prepared numerous drafts. The University acknowledges the contributions of:

Liz Brule, *Course Director, Department of Equity Studies*
Karissa John, *2016/17 President, Aboriginal Students Association at York*
Ruth Koleszar-Green, *Assistant Professor, School of Social Work and Co-Chair, Indigenous Council*
Bonita Lawrence, *Associate Professor, Department of Equity Studies*
Sabrina Molinari, *2016/17 President, Osgoode Indigenous Students Association*
Yvette Munro, *Director Academic Partnerships & Planning, Office of the Vice Provost Academic*
Randy Pitawanakwat, *Coordinator, Centre for Aboriginal Student Services*
Lorne Sossin, *Dean, Osgoode Hall Law School*

NOTES

The University Academic Plan 2015-2020: <http://secretariat.info.yorku.ca/files/UAP-2015-2016-Final.pdf>

Universities Canada—Principles on Indigenous Education:

<https://www.univcan.ca/media-room/media-releases/new-principles-on-indigenous-education/>

York University acknowledges its 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.

*Endorsed by Vice-President Academic and Provost Jan. 24, 2017.
Endorsed by Indigenous Council at York University March 9, 2017.*



**OFFICE OF THE
VICE-PROVOST
STUDENTS**

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Memorandum

To: Senate Committee on Awards
 From: Haiyan Zhao, Interim Director, Student Financial Services
 Karen Warner, Manager Scholarships and Bursaries
 Date: April 5, 2019
 Subject: 2018 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 2018 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 new awards decreased on a year over year (YOY) basis; 74 in 2018 vs. 92 in 2017.

This memo will provide a breakdown and YOY comparator (focused on the variances between 2018 vs. 2017) of the new awards by Faculty, funding type, value and timing of disbursement. Prior year data (2016) has been included to provide a historical perspective only.



TABLE 1: Summary of New Awards by Faculty

Faculties	2018 Calendar Year		2017 Calendar Year		2016 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	9	12%	6	7%	17	18%
Arts, Media, Performance and Design (undergraduate)	3	4%	4	4%	4	4%
Education (undergraduate)	1	1%	0	0%	3	3%
Environmental Studies (undergraduate)	0	0%	2	2%	1	1%
Glendon (undergraduate)	7	9%	12	13%	3	3%
Graduate Studies (excluding Law and Schulich)	16	22%	11	12%	24	26%
Health (undergraduate)	3	4%	2	2%	0	0%
Lassonde (undergraduate)	4	5%	5	5%	6	7%
Law (undergraduate and graduate)	9	12%	9	10%	4	4%
Liberal Arts & Professional Studies (undergraduate)	8	11%	19	21%	13	14%
Science (Undergraduate)	1	1%	5	5%	1	1%
Schulich (undergraduate and graduate)	13	18%	17	18%	18	19%
TOTAL	74	100%	92	100%	94	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 2018 *decreased* YOY (74 in 2018 vs. 92 in 2017) with the largest impact being reflected in the number of new donor funded awards established (56 in 2018 vs. 73 in 2017).

The number of non-faculty specific awards *increased* YOY (9 in 2018 vs. 6 in 2017). With respect to faculty specific awards, the faculties that experienced the most significant variances were Glendon, Graduate Studies, Liberal Arts and Professional Studies, Science and Schulich.

Glendon College experienced a *decrease* of 5 awards YOY (7 in 2018 vs. 12 in 2017). All the new awards established at Glendon in 2018 were donor funded awards and included an award to support indigenous learners, international students and refugee students.

The Faculty of Graduate Studies (excludes Law and Schulich) experienced an *increase* of 5 new awards (16 in 2018 vs. 11 in 2017). These awards were a combination of donor and York funded awards and included a few awards established in honor of previous Faculty Deans such as the Barbara Crow Graduate Student Leadership Award, and the Dean Ron Owston Award.

The number of new awards established for the Faculty of Liberal Arts and Professional Studies *decreased* YOY by 11 (8 in 2018 vs. 19 in 2017). All but one of the new awards were donor funded and included awards that provide support to students studying abroad or on exchange and/or participating in research or internship opportunities.

The Faculty of Science saw a decrease of 4 new awards (1 in 2018 vs. 5 in 2017) with the only new award being the Julie Kim Memorial Award in support of students majoring on Physics and Astronomy.

The Schulich School of Business saw a *decrease* of 4 new awards (13 in 2018 vs. 17 in 2017). Of the 13 new awards established in 2018, 9 of them were for graduate students, 3 for undergraduates and 1 for Grad/UG.

Amongst the remaining faculties, the number of new awards established remained relatively *stable* YOY; School of Arts, Media, Performance and Design (3 in 2018 vs. 4 in 2017), the Faculty of Education (1 in 2018 vs. 0 in 2017), the Faculty of Environmental Studies (0 in 2018 vs. 2 in 2017), the Faculty of Health (3 in 2018 vs. 2 in 2017), the Lassonde School of Engineering (4 in 2018 vs. 5 in 2017), and Osgoode Hall Law School (9 in 2018 vs. 9 in 2017).

TABLE 2: Summary of New Awards by Funding Type

TYPE OF FUNDING

Funding Source	2018 Calendar Year				2017 Calendar Year				2016 Calendar Year			
	UG	GR	UG/GR*	Total	UG	GR	UG/GR*	Total	UG	GR	UG/GR*	Total
Annual Payments	3	5	1	9	11	4	2	17	4	2	2	8
Endowments	15	6	2	23	13	6	0	19	16	8	3	27
One-Time-Only	2	2	0	4	4	1	1	6	2	1	0	3
Operating	5	9	1	15	7	8	2	17	13	19	2	34
Term Awards	12	4	4	20	22	5	4	31	8	7	5	20
Transcript Notation	1	0	0	1	1	0	0	1	2	0	0	2
Government	0	1	1	2	0	1	0	1	0	0	0	0
TOTAL	38	27	9	74	58	25	9	92	45	37	12	94

**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)

The number of donor funded awards established in 2018 decreased by 17 (56 in 2018 vs. 73 in 2017). Advancement has seen an increased interest in donors in supporting other initiatives such as mentorships and work placement opportunities that provide access and exposure to new educational learning opportunities. In addition, Advancement secured several funding extensions in 2018 that resulted in existing awards that might have otherwise expired, being extended for additional years.

Institutionally Funded Awards (operating)

York University continues to allocate institutional funding to establish awards to benefit York students. There was a year over year (YOY) decrease in the number of awards funded through operating funds (15 in 2018 vs. 17 in 2017). New awards established include:

- Dean's Award for Research Excellence (DARE): provides funding to undergraduate students engaged in research projects alongside faculty members in the Faculty of Liberal Arts and Professional Studies
- Three awards established in the Department of Mechanical Engineering, the Mechanical Engineering Entrance Award for Graduate Studies, the Mechanical Engineering Conference Travel Award and the Mechanical Engineering Graduate Seminar Best Presentation Award
- York University Emergency Assistance Fund: Established by SFS to provide support to domestic and/or international students who are experiencing a financial crisis
- LA&PS Undergraduate Incentive Award: awarded to LA&PS undergraduate student who (1) applies for a scholarship from SSHRC, NSERC, CIHR or OGS AND (2) who is accepted and enrolls in a graduate program in LA&PS.
- York University Graduate Student Wellness Initiative Award: In recognition of the importance of graduate student mental health and wellness and the connection between well-being and

academic achievement, FGS has developed the Graduate Student Wellness Initiative Fund to subsidize the costs to develop or implement initiatives related to the promotion, awareness, or enhancement of mental health and well-being for the graduate student community at York University

All remaining categories (i.e. transcript notations and government funded awards) have remained stable. Amongst the new government funded awards established in 2018 is the Ontario Indigenous Travel Grant which provides financial support to address the high costs of traveling to college or university for Indigenous students living in remote First Nations communities.

TABLE 3: Summary of New Awards by Value

Award Value	2018 Calendar Year				2017 Calendar Year				2016 Calendar Year			
	UG	GR	UG/GR*	Total	UG	GR	UG/GR*	Total	UG	GR	UG/GR*	Total
< \$500	1	2	0	4	5	0	0	5	2	4	0	6
\$500-\$1,000	15	3	3	21	27	7	1	35	18	11	5	34
\$1,001 - \$2,000	7	4	1	12	5	1	3	9	7	3	2	12
\$2,001 - \$3,000	3	2	0	5	4	2	1	7	2	1	0	3
\$3,001 - \$5,000	5	2	1	8	6	3	2	11	1	0	2	3
\$5,001 - \$10,000	4	0	1	5	6	2	0	8	2	4	0	6
\$10,001 and above	0	1	0	1	1	0	0	1	0	2	0	2
Amount Varies	5	9	3	17	3	10	2	15	12	12	3	27
No Monetary Value	1	0	0	1	1	0	0	1	1	0	0	1
TOTAL	41	24	9	74	58	25	9	92	45	37	12	94

*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.

The value range in which there was the most significant variance was in the \$500 to \$1,000 range (21 in 2018 vs. 35 in 2017). Approximately half (11) of the awards established with values in this range were donor funded awards that were established on an annually funded, termed or OTO basis; awards created through endowments tend to have higher values. In addition, several the awards established in this range fall into the category of prizes which typically have lower values as the required donation amount to set up a prize is less than the requirement for an award, bursary or scholarship. Prizes are given in recognition of academic achievement in a course, cluster of courses, program/field of study or an academic piece of work.

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

TABLE 4: Summary of New Awards by Category

Definition	2018 Calendar Year				2017 Calendar Year				2016 Calendar Year			
	UG	GR	UG/GR*	Total	UG	GR	UG/GR*	Total	UG	GR	UG/GR*	Total
Award	18	16	6	40	28	18	3	49	21	9	6	36
Bursary	11	3	2	16	11	4	4	19	12	10	6	28
Fellowship	0	0	0	0	0	0	0	0	0	6	0	6
Prize/Medal	4	2	1	7	14	0	1	15	4	4	0	8
Scholarship	7	4	0	11	5	3	1	9	8	8	0	16
TOTAL	40	25	9	74	58	25	9	92	45	37	12	94

*These awards are available to undergraduate and graduate students

Bursary includes waivers.

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

Overall, in correlation with the overall drop in new awards, there was a drop in new awards created across all categories except for scholarships which saw a slight increase.

Award: In 2018, there was a decrease of 9 new awards established YOY (40 in 2018 vs. 49 in 2017). Despite this drop, the 'Award' category (typically considers a combination of academic and non-academic criteria such as community involvement, leadership *and/or* financial need) remains the most common category under which awards are established.

Bursary: There was a *decrease* in the number of awards established under the "Bursary" category (16 in 2018 vs. 19 in 2017). Donors continue to express an interest in providing support to students with financial need as evidenced by the continued number of awards established under bursary category. Additionally, of the 40 new awards created in this category, 14 of them have financial need as a criterion.

Prize/Medal: There was a significant drop in the number of new prizes and medal established (7 in 2018 vs. 15 in 2017).

Scholarships: There was a slight increase (+2) in the number of new scholarships created (11 in 2018 vs. 9 in 2017).

TABLE 5: Summary of Awards by Timing

Timing	2018 Calendar Year				2017 Calendar Year				2016 Calendar Year			
	UG	GR	UG/GR*	Total	UG	GR	UG/GR*	Total	UG	GR	UG/GR*	Total
Convocation	1	1	0	2	9	2	0	11	0	0	0	0
Entrance	8	2	0	10	8	4	2	14	4	5	0	9
In-Course	31	22	9	62	41	19	7	67	41	32	12	85
TOTAL	40	25	9	74	58	25	9	92	45	37	12	94

** 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 *decrease* in the number of convocation awards established in 2018 (2 in 2018 vs. 11 in 2017).

Entrance: The number of new entrance awards *decreased* by -4 (10 in 2018 vs. 14 in 2017). The new entrance awards that were created were spread across numerous faculties with 2 of them being for graduate students and the remainder being for students admitted at the undergraduate level.

In-Course: There was a decrease in the number of new in-course awards established in 2018 (62 in 2018 vs. 67 in 2017). Despite the drop, this remains the most common period in which awards are adjudicated. Where applicable, undergraduate awards are typically adjudicated in the Fall term to provide support to students early in the academic cycle.

Conclusion

Overall, the number of new awards established in 2018 dropped significantly on a year over year (YOY) basis (74 in 2018 vs. 92 in 2017) with the largest impact being reflected in the number of new donor funded awards (56 in 2018 vs. 73 in 2017).

Beyond donor-funded awards, there have been new partnerships established by the Division of Advancement this year that support students in other ways, by providing access and exposure to new educational learning opportunities.

The Shopify Dev Degree program, a new educational stream, provides Lassonde students with a work placement for the duration of their undergraduate studies. Through this program students gain valuable hands on work experience that will create job ready graduates and for which they receive a salary. In addition, this partnership has also created a \$1.7 million scholarship fund that supports students enrolled in the Dev Degree program, each scholarship will cover the annual cost of tuition.

Another such opportunity is the Lassonde Summer Student Mentorship Program. With donor support, 70 female high school students spent the summer at York and were directly exposed to lab work in the engineering field. The students made valuable contributions to research projects and participated in mentorship sessions that exposed them to the possibilities of STEM careers. Exit surveys show many participants were now seriously considering a higher education degree in the engineering field.

Appendix A

AWARD NAME	PUBLIC DESCRIPTION	DEGREE LEVEL	AWARD TYPE	AWARD TIMING
Korhani Award	The Korhani Award is established by Schulich alumna Lyla Korhani (MBA 2001) and her siblings Ladan Korhani and Amir Korhani (BA 2010, LLM 2015) to be presented to a female second-year, full-time MBA/JD student at the Schulich School of Business. The student will demonstrate leadership skills and financial need. Value: \$1,500.	UG/GR	AW	In Course
Global Health Scholarship	The York Global Health Scholarship (GHS) is dedicated to promoting excellence in the Global Health program at York University. It aims to assist qualified domestic and international students to pursue their studies in the first year of the program. The scholarship value is \$5000.	UG	SC	Entrance
Dean's Entrance Fund - MBA in India Program	The Dean's Entrance Fund - MBA in India Program has been designed to provide financial support to selected incoming full-time MBA students enrolled in the MBA in India Program in Hyderabad.	GR	BU	Entrance
Schulich Graduate Bursary	Each semester, a limited number of bursaries are awarded to domestic Schulich graduate students who demonstrate financial need.	GR	BU	In Course
Penny and John Van Esterick Award for Graduate Research on Southeast Asia	<p>The Penny and John Van Esterick Award for Graduate Research on Southeast Asia will be awarded annually to a graduate student conducting research on Southeast Asia especially where such research will require the student to travel to Southeast Asia.</p> <p>Penny and John are cultural anthropologists with a wide range of research experiences in Southeast Asia. Penny retired as a professor from the Department of Anthropology at York University in 2014, and continues to conduct research on maternal and child nutrition and other topics. John taught a range of courses for Anthropology and the Division of Social Science until retirement from York University in 2008. They are pleased to be able to help students develop expertise in the region.</p>	GR	AW	In Course
Dr. Eric Jackman LaMarsh Student Award	<p>The Dr. Eric Jackman LaMarsh Student Award was created to benefit students pursuing research into child development including children at risk. The award will be granted annually to one undergraduate and one graduate student.</p> <p>Dr. Jackman earned a Masters degree in psychology at the University of Toronto and a PhD in human development and psychology at the University of Chicago where he did his field work in the university's renowned Laboratory School. He returned to Toronto and became an advocate for early childhood education, winning numerous awards. He is currently president of the Psychology Foundation of Canada and heads the Jackman Foundation with an interest in child development. "I just believe that the more we understand about how to raise children, how to educate them, the better off they are going to be," Mr. Jackman said. "We have to find out how to do it - how the brain develops, how kids grow up, and how to educate them best."</p>	UG/GR	AW	In Course
MREI Capstone Case Competition Prize	The MREI Capstone Case Competition Prize is awarded to the student prize winner selected by external industry representatives at the annual case competition tied to PROP 6080 Creative Workshop (MREI, capstone course).	GR	PR	In Course
WSP - Schulich Innovation Challenge Prize	The WSP - Schulich Innovation Challenge Prize will be awarded to the team who presents complex infrastructure problems in a case study format. This competition is embedded into the Schulich real estate course, Case Studies in Infrastructure. Student prize winners will be selected a team of external judges. Each year, the first place winning team will win a cash prize of \$1,500, sponsored by WSP.	GR	PR	In Course
Nascent Co-op/Internship Student of the Year Award	The Nascent Co-op/Internship Student of the Year Award will be awarded annually to two students based on co-op job achievement(s), based on both student and supervisor submission identifying the student's outstanding results, satisfactory completion of the co-op courses, and extracurricular involvement at the Lassonde School of Engineering and the larger York student community.	UG	AW	In Course

Allen M. Linden Memorial Prize in Torts	The family, friends, colleagues and students of the late Allen M. Linden, a leading scholar and proponent of Canadian tort law, have established this prize in his memory. Allen M. Linden, the silver medalist of the Osgoode Hall Law School Barrister class of 1960, was a champion of torts. As an Osgoode faculty member (1961 to 1978), and as a jurist, with great passion and conviction, he devoted his professional life to the teaching, application and development of tort law. As a law professor, author, trial and appellate judge, husband, father, brother and grandfather he had an enormous influence over future generations of lawyers. His enthusiasm for tort law and its possibilities for law reform, and social justice was infectious and transformational. His writing and teaching approached tort law as a window into the drama of the human experience and as an effective and flexible remedy to bring justice by securing compensation for loss, encouraging better safety standards and resolving conflict. The Allen M. Linden Memorial Prize will be awarded annually to the top student(s) in the first year class in Torts.	UG	PR	In Course
Mature Students Bursary	The Mature Student Bursary will be awarded annually to a mature student in any year of undergraduate study. To be eligible for consideration applicants must be enrolled in full or part time studies in the current academic year and demonstrate financial need.	UG	BU	In Course
Tom Janes Memorial Award	The Tom Janes Memorial Award will be awarded to full time undergraduate students entering their first year of study at York University. To be eligible students must demonstrate good academic standing and must have a family member that is a former employee of Janes Foods Ltd. (for the purpose of this award, family member is defined as an immediate relative, spouse or step relative). The family member must have worked at Janes Family Foods for a minimum of 5 years between 1969 and 2012. Verification of employment will be confirmed by the Janes Family who will issue applicants a letter of verification and refer them to York's website to apply for university admission and to be considered for the award. In addition, the applicant must be a Canadian citizen or permanent resident of Canada. This award is renewable for an additional three years, as long as the recipients continue to meet the terms of the award (i.e. continued full time status and good academic standing).	UG	AW	Entrance
Barbara Crow Graduate Student Leadership Award	The Barbara Crow Graduate Student Leadership Award will be awarded annually to a graduate student at York University who demonstrates exceptional leadership qualities. Since Barbara Crow's arrival at York University in 2001, she has been dedicated to advocating for graduate education as a faculty supervisor, Graduate Program Director, and since 2012, Dean and Associate Vice-President, Graduate Studies. Barbara's remarkable energy has driven numerous initiatives, including enhanced student supports and services, better planning and administrative coordination at the University, and the introduction of many innovative graduate program opportunities, all to fulfill the goal of improving the experience and success of all graduate students at York. Her service for the Associations of Graduate Deans in Ontario and Canada has influenced York's standing in our community. As a member of the senior leadership team at York, Barbara has been an engaged, thoughtful, and collegial contributor to key discussions about academic quality and outreach for the University. As a leading feminist scholar in Canada, her dedication to gender equity has inspired faculty, staff and graduate student leaders.	GR	AW	In Course
Canadian Federation of University Women Aurora/Newmarket 60th Anniversary Bursary	The Canadian Federation of University Women Aurora/Newmarket 60th Anniversary Bursary will benefit a female undergraduate student enrolled in York University's Lassonde School of Engineering. Preference will be granted to new Canadians without citizenship (defined as students who have been in Canada between 1 - 5 years, who are permanent resident applicants thus eligible for domestic fees). Recipients must demonstrate financial need and must submit a one page statement outlining the challenges they have faced as a new Canadian female student pursuing higher education in engineering. By applying for this bursary, the recipient acknowledges they will be invited to attend a CFUW Aurora/Newmarket meeting.	UG	BU	In Course

John M. Rosen 88 Award	<p>The purpose of the John M. Rosen 88 Award is to inspire future generations of advocates; it will be given annually to a JD student in financial need who has demonstrated a genuine interest in legal advocacy.</p> <p>John M. Rosen is one of Canada's most accomplished criminal trial and appellate lawyers, with a career that has spanned almost five decades.</p> <p>Johns' interest in legal advocacy first took root at Osgoode Hall Law School, and it quickly grew into a life-long passion. Following his graduation in 1968, John pursued a career as a barrister, with an exclusive focus on criminal law. The real-life issues presented in criminal cases, which are best resolved in the courtroom, provided John with the opportunity to hone his skills as an advocate. Over the past 50 years, John has defended hundreds of accused persons, including more than 200 people charged with murder. At the centre of his career has always been his love of advocacy, a crucial skill for all lawyers.</p> <p>John has received numerous awards for his leadership in Canadian legal advocacy, including the Law Society Medal and the Osgoode Hall Alumni Gold Key for Achievement. He is a Fellow of the American College of Trial Lawyers.</p> <p>Johns' family created this award to commemorate the 50th anniversary of his graduation from Osgoode Hall Law School.</p>	UG	AW	In Course
Schulich Infrastructure Course	The first place team will be awarded \$1500 and the second place team be awarded \$1000. The remainder will be added to the Student Experience Fund. Team size is 3-5 students.	GR	AW	In Course
Daughters For Life Waiver	York University shall work with the Daughters For Life Foundation to support full scholarships which include tuition, room and board and a York meal plan for four consecutive academic years (Sept to May) until the student's graduation.	UG	WA	In Course
Michael Mandel Peace and Social Justice Award	<p>The Michael Mandel Peace and Social Justice Award honours the memory of Professor Michael Mandel, whose passion for peace and social justice was reflected in his teaching, research and in his fearless commitment to political engagement. The award will be given to a JD student in financial need who has demonstrated a commitment to the pursuit of peace and social justice through their community activity, personal commitment, or academic interest.</p> <p>Professor Michael Mandel graduated from Osgoode Hall Law School in 1972 as the Silver Medalist. After obtaining a Master's degree from Oxford University's Wadham College and working for a year as a criminal lawyer, he was, at the age of 26, hired to the full-time faculty. He went on to become a much beloved teacher, who, at the time of his death in 2013, was the School's longest serving full-time faculty member and taught an estimated 4000 students.</p> <p>Professor Mandel led legal and political campaigns to support the vulnerable or suffering. These campaigns included fighting for prisoners' rights, improving conditions for workers everywhere, and an end to the occupation of the Palestinian people. He was committed to the pursuit of even-handed justice both domestic and international. His devotion to truth and logic marked his work. He was best known in his later years for his inspirational anti-war activism against the United States and NATO leaders for committing what he called the supreme international crime, the waging of aggressive war in Kosovo, Afghanistan and Iraq.</p>	UG	AW	In Course
Joan Gilmour Prize in Health Law	<p>The Joan Gilmour Prize in Health Law will be given annually to a student(s) who has demonstrated academic excellence in the area of health law in either the JD or LLM programs as determined by the Law School.</p> <p>Joan Gilmour BA, LLB (Toronto), JSM, JSD (Stanford), of the Bar of Ontario and joined the Osgoode faculty in 1990 after practicing civil litigation and administrative law. She became one of Canada's leading academics in the area of health law, a passionate voice for patient's rights and one of the Law School's most popular faculty members. This prize was established by her friends and colleagues in recognition of her outstanding contributions to legal research and education and the public good.</p>	UG/GR	PR	In Course

Carlo Baldassarra Award	<p>The Carlo Baldassarra Award was created by the law firm of Goldman Spring Kichler & Sanders LLP in honour of Greenpark Homes 50th anniversary and as a tribute to Carlo, his talent, vision and dedication to his business, family and community. It will be given annually to a student in the JD program in financial need who has demonstrated achievement in the area of Real Estate Law.</p> <p>Carlo Baldassarra emigrated to Canada from Italy in 1958, at the age of 19. His first job in Canada was as a carpenter. Possessing a keen business sense and an understanding of the value of hard work, he was able to turn those qualities into unrivaled success in the real estate development and construction industry. A decade after arriving on Canadian shores, Carlo created Greenpark Homes, along with partners Jack Wine and Phillip Rechtsman. It would soon grow to become Canada's largest homebuilder.</p>	UG	AW	In Course
David Vaver Medal for Excellence in Intellectual Property Law	<p>The David Vaver Medal for Excellence in Intellectual Property Law, created by IP Osgoode, was established to celebrate Professor David Vaver's appointment in 2016 to the Order of Canada for his leadership in intellectual property law as a scholar and mentor, and also to commemorate his many contributions to this field at Osgoode Hall Law School.</p> <p>The Medal is awarded to a student in the graduating class who merits special recognition for outstanding achievement in the area of intellectual property law or policy. The achievement may include not only academic excellence but also significant contributions to research related to intellectual property law or policy or exceptional commitment and enthusiasm through participation in IP-related extracurricular activity.</p>	UG	MD	Convocation
Dean's Award for Research Excellence (DARE)	<p>The Dean's Award for Research Excellence (DARE) - Undergraduate is intended to provide opportunities for undergraduate students to engage in research projects supervised by LA&PS faculty members. The purpose of the Award is to connect students and faculty via the faculty member's research project, which will be undertaken during the Summer Term.</p> <p>DARE will allow undergraduate students to:</p> <ul style="list-style-type: none"> - receive one-on-one mentoring from a faculty member; - participate meaningfully in the process of scholarly inquiry; - develop research skills and experience; and - investigate and learn about a research area that interests you. 	UG	AW	In Course
IATSE Canada Theatre Award	<p>The IATSE Canada Theatre Award will be awarded annually to a full time or part time undergraduate student enrolled in Theatre Productions at the School of Arts, Media, Performance and Design at York University. Recipients must have a minimum admission average of 75% and have previous involvement with theatre.</p>	UG	AW	Entrance
Glendon Alumni Bursary for Indigenous Students	<p>The Glendon Alumni Bursary for Indigenous Students will be awarded annually to status and non-status students of Indigenous ancestry who are admitted and enrolled in full time or part time studies at York University's Glendon College and who demonstrate financial need.</p>	UG	BU	In Course

Internship Award Program	<p>The Faculty of Liberal Arts and Professional Studies (LA&PS) Internship Awards Program (IAP) aims to encourage students to engage with organizations, whose work addresses key issues of social and economic justice. In recognition of the possibility that not all such organizations are able to offer paid opportunities for university students, the Faculty will make available a limited number of awards for students to engage in a meaningful work opportunity with selected organizations.</p> <p>IAP Themes for Summer 2018</p> <p>1. Social Justice, Equity & Inclusion Award Internships should focus on effective strategic thinking, planning, action and development in the area of social justice, equity and inclusion with agencies, organizations and enterprises where such principles are fundamental to the organization.</p> <p>2. Economic Justice Award Students should work with community organizations, cooperatives, credit unions and similar other organizations which focus on issues of economic justice.</p> <p>3. Indigenous Rights Award Students should work with organizations that are engaged with the recommendations of the Truth and Reconciliation Commission in areas such as Child Welfare, Education, Language and Culture, Health and Justice. Students may also seek opportunities with indigenous organizations and local indigenous communities to develop community projects.</p>	UG	AW	In Course
Shopify Scholarship	<p>The Shopify Scholarship was created to benefit full time undergraduate students enrolled in the Lassonde School of Engineering's Industry Partnership Stream of the Honours B.Sc. program in Computer Science and who have been admitted to Shopify's Dev degree program (https://www.mydevlife.ca/). To be eligible for this scholarship, students must be entering their first year of the Industry Partnership Stream and demonstrate outstanding academic achievement. The scholarship will be renewable for an additional three years (3) provided the recipient continues to meet the program requirements and maintains their academic performance.</p>	UG	SC	Entrance
Jacques Israelievitch Scholarship in Interdisciplinary Arts	<p>The Jacques Israelievitch Scholarship in Interdisciplinary Arts will be granted to a full time graduate student enrolled in the School of Arts, Media, Performance & Design. The scholarship will be granted to incoming students, but in any year where no incoming student qualifies the award may be granted to a graduate student in a higher year of study. To be eligible students must demonstrate outstanding academic merit, artistic excellence and artistic practice of interdisciplinary and cross departmental nature. Student must demonstrate their interdisciplinary vision and a special gift of the arts through a one page application statement. Preference will first be granted to students who are themselves gifted musicians and secondary consideration will be granted to those that have a musical component to their vision.</p>	GR	SC	In Course
Mirka Ondrack Award for Outstanding Contributions to the Statistical Consulting Service	<p>The Mirka Ondrack Award for Outstanding Contributions to the Statistical Consulting Service has been created to recognize exceptional contributions by a graduate student. Examples of such contributions include participation in the annual seminar series and contributions to statistical consulting activities.</p>	GR	AW	In Course
It's Never Too Late to Transform Your Life and Impact the World Bursary	<p>The "It's Never Too Late to Transform Your Life and Impact the World Bursary" will provide support to full time students studying in the Masters of Environmental Studies (MES) program at York University who demonstrate financial need. To be eligible students must be returning to school after working for a period of time in order to pursue an alternative career path. In any year where a recipient cannot be identified based on these terms, the bursary will be granted to a full time MES student in good academic standing who demonstrates financial need.</p>	GR	BU	In Course
Martin and Maria Singer Study Abroad Award	<p>The Martin and Maria Singer Study Abroad Award will be awarded to a full-time continuing undergraduate student enrolled in the Faculty of Liberal Arts and Professional Studies who is participating in one of York's international exchange or study abroad programs. To be eligible recipients must have a minimum GPA of 6.00.</p>	UG	AW	In Course
Ontario Tuition Waiver for Aga Khan Academy Graduates	<p>The Ontario Tuition Waiver for Aga Khan Academy Graduates was created to provide opportunities to 10 (ten) qualified AKA graduates with financial need to attend a publicly assisted post-secondary institution in Ontario.</p>	UG	WA	In Course

WSP Future Leader Graduating Scholarship	The WSP Future Leader Graduating Scholarship will be awarded annually to the MREI student graduating with the highest academic standing in the MREI program.	GR	SC	Convocation
AdeptMind Scholarship	<p>The AdeptMind Scholarship supports a 2nd, 3rd or 4th year PhD student enrolled full time in the Graduate Program in Electrical Engineering or Computer Science in the Lassonde School of Engineering. The Scholarship is targeted to PhD students who have demonstrated a high level of research excellence in Deep Learning/Machine Learning. Research excellence in the target areas is demonstrated by publishing at major conferences and/or journals in the field, such as ICML, ACL, NAACL, EMNLP, SIGDial, AAAI, NIPS, IJCAI, SIGIR.</p> <p>The scholarship is valued at \$30,000 of which \$5,000 of the funds is reserved for conference participation and travel. The duration of the award will be for 1 year, renewable at 1 year increments if the AdeptMind scholar demonstrates continued research excellence in the field and also provides a summary of how the conference funds were used.</p> <p>During the time of tenure, the doctoral student shall use the designation of AdeptMind Scholar and use their adeptmind.ai e-mail address, both of which shall be reflected on personal web pages and publications. The AdeptMind Scholarship shall be acknowledged in publications.</p>	GR	SC	In Course
Dean Ron Owston Award	The Dean Ron Owston Award was created to benefit students entering the Master of Leadership and Community Engagement program in the Faculty of Education. The award will be granted to a domestic or international student who during the first year has a minimum A average and demonstrates financial need.	GR	AW	In Course
McKenzie Project Prize in Dance	The McKenzie Project Prize in Dance will be awarded to the most deserving 2nd year student who performs in either Dance Innovations and/or York Dances.	UG	PR	In Course
Freia and John A. Heber Business Scholarship	<p>The Freia and John A. Heber Business Scholarship will be awarded to continuing full time undergraduate students enrolled in the Schulich School of Business who are entering their third year of study and demonstrate academic excellence (minimum 8.0 or equivalent) in their most recent year of study.</p> <p>For twenty years, John A. Heber worked in York University's Department of Finance serving as Comptroller for eight years. Understanding the importance of higher education, Mr. Heber and his wife, Freia (nee Kaiser) Heber have established this fund through a bequest to York University.</p>	UG	SC	In Course
Dean Lorne Sossin Bursary	Lorne Sossin '92 was Dean of Osgoode Hall Law School from 2010 to 2018. To commemorate the end of his transformative term, alumni and friends inspired by his sincere, tireless commitment to inclusion and access to legal education created this award in his honour. The bursary will be awarded to a JD student in financial need.	UG	BU	In Course
Romano Ottogalli Memorial Football Award	The Romano Ottogalli Memorial Football Award will be awarded annually to a full time undergraduate or graduate student who is a member of the York University Varsity Football Team. Student-athletes must meet the current Ontario University Athletics/U Sports requirements for athletic awards.	UG/GR	AW	In Course
Mechanical Engineering Entrance Award for Graduate Studies	The Department of Mechanical Engineering offers the following entrance awards to recognize outstanding new graduate students upon admission to the Mechanical Engineering Graduate Program, York University. There are a maximum of ten (10) awards at the Masters and PhD levels. On the recommendation of the Graduate Program Committee, the student will receive a \$2,000 award which is in addition to their minimum guaranteed funding amount stated in their offer letters.	GR	AW	Entrance

Mechanical Engineering Conference Travel Award	<p>The ME Conference Travel Award was created to recognize excellent research achievement of graduate students (MAsc and PhD) in the Department of Mechanical Engineering by supporting them to attend scientific conferences, congresses and events (called conferences in this document) that are peer-reviewed and internationally-recognized. The number of awards and their monetary values will change annually based on the availability of research boost funding provided by the Lassonde School.</p> <p>The candidate must meet all of the following criteria at the time of conference attendance: Be registered full-time in a graduate program (MAsc or PhD) in the Department of Mechanical Engineering, York University; be conducting research under principal supervision of a faculty member affiliated with the graduate program in the Department of Mechanical Engineering, York University; have submitted a scientific paper and/or abstract to the conference which has been peer-reviewed, accepted and published in the format of a proceeding or special journal issue; attend the conference in person and present the paper in the format of a poster or oral presentation; have already applied for and secured funding from all other sources of travel support at York University (e.g., by GSA, FGS, and CUPE) and the conference. Priority will be given to students who have not received this award in the past two years. This award is restricted to one per academic year (Sep-Aug) per student and can only be used to cover the costs of conference registration and transportation.</p>	GR	AW	In Course
ME Graduate Seminar Best Presentation Award	<p>The Mechanical Engineering Graduate Seminar Best Presentation Award was created to recognize outstanding presentations by graduate students in the Department of Mechanical Engineering, during the Graduate Seminar Series MECH 6000 course. There will be awards at the MAsc and PhD levels as well as a Student Choice award. The number of awards and their monetary values will change annually based on the availability of research boost support funding given from the Lassonde School of Engineering to the Department.</p>	GR	AW	In Course
Glendon International Scholarship	<p>The Glendon International Scholarship will be awarded to international students who are admitted to Glendon with top academic standing (85% and higher), and who demonstrate great leadership potential and/or financial need. Eligibility will be based on a nomination letter from the student's school or a community organization, a complete application including a 300 word statement demonstrating their leadership attributes and the contribution they may make to Glendon campus.</p>	UG	AW	Entrance
CentreCourt Scholarship	<p>The CentreCourt Scholarship will be offered to a student enrolled in the MREI program or a first or second year full-time MBA student who specializes in real estate and infrastructure. The recipient must demonstrate academic excellence and passion about real estate and development. Applicants to the Scholarship will be required to submit a detailed cover letter and resume highlighting their interest and passion for the industry. The scholarship recipient is eligible to interview for a summer internship or a full time position with CentreCourt.</p>	GR	SC	In Course
The Citi Canada Community Award	<p>Awarded to a second year BBA/iBBA student in the fall-term who has achieved a minimum GPA of 7.0 (B+) and demonstrates an interest in finance and extraordinary community involvement and engagement. Students must be Canadian citizens, permanent residents or protected persons, residents of Ontario and demonstrate financial need. This award is presented by Citibank Canada in recognition of the firms commitment to diversity and their support of women, aboriginals and persons with disabilities. Preference will be given to students in these three categories.</p> <p>With roots in Canada dating back to 1919, Citi has been operating in Canada continuously since the 1950s. Citi is one of the most global financial services organizations in Canada, with a presence on the ground in more than 160 countries and jurisdictions around the world.</p>	UG	AW	In Course

<p>Justine Giuliani Bursary</p>	<p>The Justine Giuliani Bursary was created to benefit students studying in the School of Arts, Media, Performance and Design who demonstrate financial need. Preference will be given to students who have been admitted under the mature basis of admission category.</p> <p>This bursary is made possible by Justine Guiliani (Honours BFA '96) who joined the Bachelor of Fine Arts program as a mature student. She is passionate about the Arts. In 2020, she will celebrate 45 years as a professional artist. Completing her university degree was a lifetime dream that she had since she was a young teenager. However, due to lack of funds, she decided to complete her three year training at The School of Nursing at the Montreal General Hospital and graduated in 1963 as a Registered Nurse (RN). Justine worked for a year and then travelled for 5 and a half months on her own through Europe at 21 years of age. As a believer in multiculturalism, her objective as she travelled was to connect with and to better understand different cultures. Justine completed her BFA from 1991 - 1996 at York University and also studied Humanities, Women's Studies, Psychology and Philosophy. One of Justine's highlights as an artist occurred in October 2004 - featuring The Connections Project in The Green Hall in Itabashi, Japan complete with a red-ribbon cutting ceremony. Justine, a Certified Labyrinth Facilitator, is the Founder and Creator of the The Central Park Labyrinth in Burlington, ON (the first wheelchair accessible permanent labyrinth in a green space in all of Canada). Her Catholic faith has been a source of her creativity and strength. With this bursary she hopes to influence the lives and careers of students for whom the pursuit of education, without this financial assistance, would not be possible. She received many blessings in her life and it is a great joy to share these gifts with others who desire to fulfill their dreams.</p>	<p>UG</p>	<p>BU</p>	<p>In Course</p>
<p>Wilhelm Cohnstaedt Social Justice Award</p>	<p>The Wilhelm Cohnstaedt Social Justice Award will support a graduate student in the School of Arts, Media, Performance and Design or the Faculty of Liberal Arts and Professional Studies whose research focuses on the principles of social justice and issues of human rights, equality, equity and inclusion. Priority will be given to research that involves a form of creative work (such as digital media, film, performance, visual arts and creative writing), or research that is committed to knowledge dissemination with potential impact beyond academia.</p> <p>The Wilhelm Cohnstaedt Social Justice Award honours the Jewish journalist and editor Wilhelm Cohnstaedt, who was active in the government and politics in the Weimer Republic between 1918 and 1933. He resigned from the editorial board of the Frankfurter Zeitung after refusing to write a compromising editorial about Adolf Hitler's appointment as Chancellor. He fled Germany minutes ahead of the Storm Troopers and with the support of the editor of the New York Times, he lived in exile in the USA until his suicide in 1937. An English translation of his travel letters, Western Canada 1909, from the Frankfurter Zeitung was published by the Canadian Plains Research Centre in 1976.</p>	<p>GR</p>	<p>AW</p>	<p>In Course</p>
<p>Mercedes T. Richards and Jane St. Amour Award in Engineering</p>	<p>The Mercedes T. Richards and Jane St. Amour Award in Engineering was established to support research and related scholarly activities. The award will benefit a full time international student enrolled in a PhD or Master's program within the Lassonde School of Engineering who demonstrates academic excellence and financial need. Preference will be given to students who demonstrate community involvement and leadership.</p>	<p>GR</p>	<p>AW</p>	<p>In Course</p>

The C. Jane Banfield Scholarship for Women in Business	<p>The C. Jane Banfield Scholarship for Women in Business will be awarded to entering full time female undergraduate students studying the Bachelor of Commerce program in the Faculty of Liberal Arts and Professional Studies, who demonstrate academic excellence. Where candidates are equal in academic merit, financial need will be used as a deciding factor. Preference will be given to students who participated in York's Bridging Program for Women.</p> <p>This scholarship was made possible through a generous bequest from the late Dr. C. Jane. Banfield (1930-2016) a graduate of UBC (LLB'54, MA'59) and LSE (PhD'73). Dr. Banfield was a professor in York University's Division of Social Science from 1968 to 1998. In the early 1970's she founded the Law & Society interdisciplinary program, the first of its kind in Canada, and served as a director for many years. She was appointed by York University President Ian Macdonald as the University's first adviser on the status of women, She was tireless in her concern for student achievement, inspired many, and often said "law is far too important to be just to lawyers". Dr. Banfield's husband was York University Professor Robert (Bob) H. Haynes OC (1931-1998), a distinguished science biologist, who served York from 1968-1992.</p>	UG	SC	Entrance
The C. Jane Banfield Scholarship in the Social Sciences	<p>The C. Jane Banfield Scholarship in the Social Sciences will be awarded to entering full time undergraduate students studying in any field of the social sciences in the Faculty of Liberal Arts and Professional Studies, who demonstrate academic excellence. The LA&PS Social Science units include: Anthropology, Communications Studies, Economics, Human Rights and Equity Studies, Geography, Politics, Public Policy and Administration, Social Science (including Law and Society, International Development Studies and Work and Labour Studies), and Sociology. Where candidates are equal in academic merit, financial need will be used as a deciding factor. Preference will be given to students who participated in York's Bridging Program for Women.</p> <p>This scholarship was made possible through a generous bequest from the late Dr. C. Jane. Banfield (1930-2016) a graduate of UBC (LLB'54, MA'59) and LSE (PhD'73). Dr. Banfield was a professor in York University's Division of Social Science from 1968 to 1998. In the early 1970's she founded the Law & Society interdisciplinary program, the first of its kind in Canada, and served as a director for many years. She was appointed by York University President Ian Macdonald as the University's first adviser on the status of women, She was tireless in her concern for student achievement, inspired many, and often said "law is far too important to be just to lawyers". Dr. Banfield's husband was York University Professor Robert (Bob) H. Haynes OC (1931-1998), a distinguished science biologist, who served York from 1968-1992.</p>	UG	SC	Entrance
Julie Kim Memorial Award	<p>The Julie Kim Memorial Award will be awarded annually to a student majoring in Physics and Astronomy that has a minimum grade point average of 6.0, and who demonstrates financial need and a commitment to their peers and community.</p> <p>Justin Kim graduated from York University in 2017 and created this award in loving memory of his mother.</p>	UG	AW	In Course
Dr. Kathryn Talen Cook Award	<p>The Dr. Kathryn Talen Cook Award will be awarded to an undergraduate student enrolled in their second year of studies in the Faculty of Education who has excelled in an online course.</p>	UG	AW	In Course
Cornelia Mazgarean '10 Leadership Prize	<p>The Cornelia Mazgarean '10 Leadership Prize will be given annually to a student in the Community & Legal Aid Services Program (CLASP) who has demonstrated excellent leadership skills by assisting fellow students and advancing CLASP's mission of achieving social justice through education, advocacy and community.</p>	UG	AW	In Course
Mirka Ondrack Award for Outstanding Contributions to the Statistical Consulting Service	<p>The Mirka Ondrack Award for Outstanding Contributions to the Statistical Consulting Service has been created to recognize exceptional contributions by a graduate student. Examples of such contributions include participation in the annual seminar series and contributions to statistical consulting activities.</p>	GR	AW	In Course
Stan Raphael Memorial Basketball Award	<p>The Stan Raphael Memorial Basketball Award will be awarded annually to an active member of the men's varsity basketball team who demonstrates sportsmanship, leadership and good character.</p>	UG/GR	AW	In Course

J. Ian McDonald Memorial Bursary in Economics	The J. Ian McDonald Memorial Bursary in Economics will be awarded annually to students enrolled at the Glendon campus of York University with a preference to undergraduate continuing student(s) majoring or minoring in Economics or Business Economics. The recipient must demonstrate financial need.	UG	BU	In Course
Schulich MBA Real Estate Development Course Case Competition	The student prize winner will be selected by external industry representatives at the final capstone competition in the PROP 6200: Development Prototypes Course.	GR	AW	In Course
Global Affairs Scholarship - SEED	Financial support provided by CBIE for incoming exchange students. Full details are available on the CBIE Web site.	UG/GR	AW	In Course
The Junko Lui Award of Excellence in Business & Sustainability	Keiko Lui, MBA '14 has established this award in honour of her mother, Junko Lui, and their shared passion for sustainability. The Junko Lui Award of Excellence in Business & Sustainability is awarded to a second year MBA/IMBA student specializing in Business & Sustainability at the Schulich School of Business. The award recognizes academic achievement and commitment to pursuing a career in business & sustainability. A minimum grade point average of 6.0 (B+) is required. Applicants need to demonstrate their interest through the submission of a statement of interest and must demonstrate financial need.	GR	AW	In Course
LA&PS Undergraduate Incentive Award	The LA&PS Undergraduate Incentive Award will be given to every LA&PS undergraduate student who (1) applies for a scholarship from SSHRC, NSERC, CIHR or OGS AND (2) who is accepted and enrolls in a graduate program in LA&PS.	GR	AW	In Course
William Greaves Linguistics Scholarship - Glendon	The William Greaves Linguistics Scholarship - Glendon will benefit a third year Glendon student majoring in Linguistics and Language Studies to celebrate academic achievement and participation in Linguistic based programs. The student must possess top academic standing and be involved in the activities of the Linguistics program. Professor William S. Greaves, a senior scholar and professor emeritus of English at Glendon, was much loved by his students and universally respected by his colleagues. He never relented in finding creative ways to engage students in collaborative research projects. His scholarship was internationally respected and his collaboration with M.A. K. Halliday on Intonation in the Grammar of English (Equinox 2004) was his crowning achievement. He was a familiar sight on the Glendon campus wearing his signature suspenders and a twinkle in his eye.	UG	SC	In Course
Divakara Varma Memorial Award	The Divakara Varma Memorial Award will be awarded to an undergraduate student entering third or fourth year of the BBA/iBBA program who demonstrates financial need. The student must have achieved a minimum 6.0 grade point average. The Divakara Varma Memorial Award was created by family and friends to commemorate the life of Mr. Divakara (Dik) Varma (1933-2017), a professional librarian for York University's Faculty of Administrative Studies and Public Services (1971-1994). Following retirement, he became a Senior Scholar (1994-2000).	UG	AW	In Course
AOLS Educational Foundation Henriette Verhoef Award	The AOLS Educational Foundation Henriette Verhoef Award will be awarded to one continuing female student who is enrolled in either Geomatics Engineering or the Geomatics Science stream, and who demonstrates good academic standing, and a commitment to helping her fellow students and the community at the Lassonde School of Engineering. The AOLS Educational Foundation Henriette Verhoef Award is established in memory of Henriette Verhoef who passed away in 2017. Henri loved being a professional land surveyor and working outdoors. She was very committed to preserving the environment. She also had a very special connection with her colleagues in the surveying community; they were like a second family for her, offering support, friendship, mentorship and fun. This Award recognizes a student who embodies the supportive and community nature that Henri shared so much with her surveying family.	UG	AW	In Course

Department of Communication Studies York International Exchange Award	The Department of Communication Studies York International Exchange Award (\$500 annually) is given to a Communication Studies major who has successfully completed a York University International Exchange and is currently completing their Honours degree, who has a high overall gpa, and who can demonstrate financial need.	UG	AW	In Course
UNICEF Internship Program	Bursary support provided by the faculty to students participating in a placement with UNICEF.	UG/GR	BU	In Course
LLIR Bursary for Refugee Students	The LLIR Bursary for Refugee Students will benefit a Glendon undergraduate student who demonstrates financial need and has status as a refugee/protected person as declared when the student applied to York University.	UG	BU	In Course
LLIR 45th Anniversary Bursary	The LLIR 45th Anniversary Bursary will benefit a Glendon undergraduate student who demonstrates financial need and who lives at home as indicated on the Student Financial Profile.	UG	BU	In Course
Skinner Agents of Change Leadership Award	<p>The Skinner Agents of Change Leadership Awards were created to benefit those who embody the spirit of the Faculty of Health's Agents of Change for Health. Each year four awards will be presented chosen from among an incoming undergraduate student enrolled in the Faculty of Health, a continuing undergraduate student enrolled in the Faculty of Health; a graduate student enrolled in the Faculty of Health and an alumnus. To be eligible recipients must embody the focus of the Agents of Change for Health by "transforming lives, communities, systems and the world" though demonstrated leadership in learning, research and community engagement and impact.</p> <p>As Founding Dean of the Faculty of Health, Dr. Harvey Skinner served in this role for 10 years from 2006 to 2016. A champion for students, Dean Skinner led the creation and growth of the Faculty with a focus on unleashing the potential of future Agents of Change. With his BIG Idea vision for the integration health promotion, prevention and healthcare, Dean Skinner inspired students and faculty to drive positive change and impact - local to global.</p>	UG/GR	AW	In Course
Ontario Indigenous Travel Grant	The Ontario Indigenous Travel Grant provides financial support to address the high costs of traveling to college or university for Indigenous students living in remote First Nations communities. Students actual travel costs up to a maximum amount (up to \$5,200) may be covered by the grant. The student's spouse and/or dependent(s) are also eligible if they are moving with the student to college or university.	UG/GR	BU	In Course
Alain Favrod Prize	<p>The Alain Favrod Prize will be awarded to the undergraduate student enrolled in the French Studies Honors BA program (Major or Double Major) in the Faculty of Liberal Arts and Professional Studies who has the highest GPA including the highest combined average in AP/FR 1080 6.0, AP/FR 2081 3.0 and AP/FR 2082 3.0.</p> <p>Dr. Alain Favrod is an emeritus professor and past chair of the French Studies department at York University. Prof. Favrod and his friends and colleagues have created the Alain Favrod Prize to support excellent students in French Studies.</p>	UG	PR	In Course
York University Emergency Assistance Fund	Student Financial Services provides emergency funding to assist undergraduate students who are in a financial crisis due to extenuating circumstances. There may be a variety of circumstances for which students may require immediate funding and may include the need for new housing arrangements as a result of fleeing a domestic violence situation or family breakdown; sudden or impending loss of shelter (eviction); the need for food for self and/or dependants. All undergraduate students (domestic and VISA) who are registered as active during an academic session and who present themselves as being in an emergency situation will be considered regardless of whether or not they have applied to OSAP or their home provinces' government student assistance programs.	UG	BU	In Course

The Annie Demirjian '77 Scholarship	The Annie Demirjian '77 Scholarship will be awarded to an undergraduate international student who is admitted to Glendon with top academic standing (85% or higher) and who demonstrates great leadership potential and financial need, Preference will be given to applicants who are Francophone (i.e. students who have a particular knowledge of French as an Official Language and use of French at home including people whose mother tongue may not be French or English). Students will be required to have a letter of nomination submitted by their school of a community organization. Students must also include a 300 word statement demonstrating their leadership attributes and the contribution they might make to Glendon Campus.	UG	SC	Entrance
Canada Life Community Agency Student Internship (CASI) Awards	<p>The Faculty of Liberal Arts and Professional Studies (LA&PS) Internship Awards Program (IAP) aims to encourage students to engage with organizations, whose work addresses key issues of social and economic justice.</p> <p>The purpose of Canada Life CASI Awards initiative is to provide students with valuable and relevant experiential education opportunities, engage in meaningful work integrated learning experiences, while offering much needed support to community agencies that are unable to offer paid opportunities.</p> <p>The awards will be available to all LA&PS Honours students in 3rd year, who have completed a minimum of 54 credits or 4th year students who have at least 15 credits remaining to graduate. In order to qualify for this award, students must:</p> <ul style="list-style-type: none"> ☑ Have a minimum GPA of 6.0 ☑ Be a Canadian Citizen, Permanent Resident of Canada or Indigenous Person of Canada ☑ Demonstrate both academic excellence and financial need (if applicable) ☑ Students are eligible to receive the internship award only once during their undergraduate studies at York <p>The Great-West Lifeco, headquartered in Winnipeg, Manitoba, owns a number of subsidiaries including Canada Life Financial, for whom these awards are named. The CASI internship awards are part of Great-West Life's investment in higher education and communities, in keeping with its corporate social responsibility strategy.</p>	UG	AW	In Course
Dr. Paul-Emile Chaput and Thérèse Thouin Chaput and Genevieve Alexandra Williams Award	The Dr. Paul-Emile Chaput and Thérèse Thouin Chaput and Genevieve Alexandra Williams Award will be given annually to a graduate student (MA or PhD) enrolled in the Department of Music within the School of Arts, Media, Performance and Design. The recipient must have maintained a minimum B+ average and have demonstrated leadership. Applicants must submit a one (1) page statement outlining their leadership within the York student life or their local community. The recipient must be a Canadian citizen, permanent resident or protected person, an Ontario resident and demonstrate financial need.	GR	AW	In Course
York University Graduate Student Wellness Initiative Award	<p>In recognition of the importance of graduate student mental health and wellness and the connection between well-being and academic achievement, the Faculty of Graduate Studies has developed the Graduate Student Wellness Initiative Fund to subsidize the costs to develop or implement initiatives related to the promotion, awareness, or enhancement of mental health and well-being for the graduate student community at York University.</p> <p>Students and student groups can apply for up to \$1,500 to support the undertaking of projects, initiatives, resource development, events, or programs related to graduate student wellness. Allocation amounts may vary based upon the amount of applications in any given application cycle and the project/initiative type.</p> <p>Successful applications may be allocated a portion rather than the total amount of costs. Students are expected to use the most economical option available and are encouraged to seek additional sources of funding where necessary.</p> <p>The maximum number of allocations provided in a given year to any student or group of students (May 1 to April 30) is generally one (1).</p>	GR	AW	In Course

APPENDIX B: AWARD FUNDING DEFINITIONS

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