Appendices

Academic Standards, Curriculum & Pedagogy

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To: FGS Dean Thomas Loebel

From: Karen Valihora, Grad Program Director, Graduate Program in English

Date: 2 March 2020

Program Brief: Proposed Type II Graduate Diploma in Creative Writing

1. **Introduction**

    1.1 We propose the creation of a Type II Diploma in Creative Writing within the existing graduate program in English Literature.

    The **Notice of Intent** for this proposed diploma received expedited approval on 7 January 2019 from the VPA Alice Pitt.   —See Appendix One.

    1.2 The Graduate Diploma in Creative Writing is so-called in order to: 1. distinguish it from the study of English Literature; it allows for the development of critical, narrative, self-reflective, and poetic writing skills ancillary to those developed within our core program. 2. It allows for both MA and PhD students taking the Diploma.

    1.3 This diploma may be awarded in conjunction with the MA and/or the PhD in English Literature.

2. **General Objectives**

2.1 Brief Description

The focus will be on different genres of literary production – from the poem, long poem, and poetry chapbook through literary nonfiction — memoir, literary essay, biography, autobiography, narratives of history, historical biography — to fiction, including the many genres of the novel and short story, both emerging and established.

Our aims are two pronged. First, we aim to equip all of our students with a wider range of forms for the dissemination of their academic work. Opportunities to write something other than a standard academic essay already exist in certain courses, such as the Literary Nonfiction course we currently offer. The courses offered for the diploma will be open to all students enrolled in the GPE, as well as, if there is room, grad students from other programs, such as Cinema and Media Studies; Film/Screenwriting; History, and Humanities, who are qualified in creative writing. Second, we seek to recruit students whose primary interest and demonstrable talent is in creative writing. They will develop both writing skills and traditional interpretive skills through our core workshops, while earning a degree in an academic graduate program with strengths in the critical analysis of literature across every genre, literary theory and history, and world literature.

2.2 **University and Faculty Missions and Academic Plans**

The current University Academic Plan prioritizes **innovation within the arts curriculum** while **enriching existing strengths**. Priority 1 stresses enhancing the quality of existing programs and developing them further. Priority 1.1 stresses building on existing strengths, while priority 1.2 involves addressing **key program challenges, such as declining enrollments in the traditional humanities disciplines** and their graduate programs. The Plan stresses **public outreach and media engagement**, both areas in which creative writing and creative writers excel. Priority 2.2 involves **championing the liberal and creative arts** at York, areas of traditional strength and national recognition, through **program innovation, increased interdisciplinarity, and new collaborations across disciplines**. A Graduate Diploma in Creative Writing housed in the Graduate Program in English and inviting collaborations from related departments, such as History, the Humanities, the Writing Department, Theatre, Film, and Cinema and Media studies would do just this, creating a central hub promoting both research and the engaging writing needed to disseminate it to an expanded audience. At York, the **department of Cinema and Media Studies offers an MFA with a Screenwriting stream – a valuable potential collaborative and cross-listing resource for the GPE's Graduate Diploma in Creative Writing**. More broadly, this Diploma will attract students enrolled in many other graduate programs at York. Courses in literary non-fiction, fiction, poetry, and other narrative arts, will interest qualified students enrolled in graduate programs in the Fine Arts, Humanities, Social Anthropology, Sociology, and History, to name a few. These programs are already preparing students for alt-academic, public-facing research, and "public intellectual" careers. The Department of History, for example, recently designed a new Diploma in Public History in collaboration with the department of Art History.

Priority 2.4 advocates increasing student flexibility in combining degree programs. Priority 2.10 stresses **increasing graduate education**. Finally, priority 3 stresses the role of **experiential education** in all that we do at York and mandates its introduction into every level and every area of teaching and learning at York. **Promoting the experiential** is a core strength of the workshop peer-review process central to writing programs, as is **interdisciplinarity**. Writing workshops engage students in presenting to a varied audience. The process of peer-review, as well as public readings and book launches, involve and engage students in active thinking about what they are doing, how best to do it and for whom. **Meanwhile, a grad-level writing program will foster the adaptation of research into different forms, enabling our students to reach across the disciplines as well as imagine and address a wider audience for their work.**

Strategic Mandate Agreement: Key to York's Mandate is fostering a combination of academic excellence on the one hand, and inclusion on the other, to create "**maximum societal impact**." The agreement stresses **community engagement, writing and working across disciplines, and experiential education**. York's undergraduate creative writing program already helps in the development of student community and intense experiential education through its studio workshop-based peer-review pedagogy as well as extra-university engagement with creative writing communities in the GTA. The program transcends disciplines in its writing workshops and public readings, while fostering

accessible and engaging writing as an essential part of performing research across disciplines. Many of our students want to be a part of the kind of community that creative writing programs can create, both within and beyond the university, from York's campus to downtown Toronto's arts scene, and well beyond it, through writing read around the world.

Our graduates include nationally and internationally acclaimed writers such as: Joseph Boyden (Giller Prize); Prof. Christian Bök (Griffin Poetry Prize); Prof. David Chariandry (Rogers Writers' Trust Fiction Prize and the 2019 Windham-Campbell Prize); George Murray (current poet laureate of St John's, Newfoundland and Labrador); Nino Ricci (Governor General's Award for Fiction); Eliza Clark (shortlisted for the Giller Prize); Shyam Selvadurai (W.H. Smith/Books in Canada First Novel Award); Jason Sherman (Governor General's Award for Drama and the Chalmer's Award for Drama), Michael Redhill (Giller Prize); and Yvonne Vera (Commonwealth Writers' Prize for Africa, among other awards) as well as winners of National Magazine Awards, CBC Literary Prizes, the Thomas Morton Prize, and the Bronwen Wallace Award for Emerging Writers. Our Graduate Program in English has produced a number of luminaries, including Dr. Peter Robinson, writer of the internationally renowned Inspector Banks mystery stories; Katherine Govier, novelist and essayist, former president of PEN Canada, winner of numerous literary awards and one of York's "famous fifty;" and Prof. Trish Salah, who won a Lambda literary award. We also boast a small but growing faculty of literary stars: to note just a couple, Prof. Michael Helm is an internationally acclaimed novelist, the editor of *Brick* magazine, and won a Guggenheim award in 2019. Prof. Julia Creet was awarded York's inaugural Research Impact award in 2019 for her outstanding work in producing short documentary films screened on television (TVO) and internationally. Our new professorial-stream hire, Kenzie Delaney Allen, is an award-winning young Indigenous artist who works across multiple genres in poetry, fiction, the fine arts, and digital media.

2.3 **Relevance of the grad diploma to our already existing degree programs**

We are confident that the work of the CW diploma will enhance the work our students already do in the pursuit of traditional literary criticism, literary history, theory, book history, and editorial scholarship, as well as creative writing. In any given year, about a third of our students across the MA and PhD programs are already writing creatively. The diploma will offer further opportunities to develop the skills our students already possess, having acquired them in undergraduate CW programs, including our own, or in York's Writing Department, and/or through their previous training in literary history, forms, analysis, and criticism. We also believe that making the courses open to all of our students means that the abilities they cultivate will move through the grad program, encouraging greater range, flexibility, and innovation within its existing structures —in the way, for example, Master's Research Projects, Theses, and Dissertations, in particular, are both conceived of and written. A dissertation could be a historical and intellectual biography, a critical study of a memoir, diary, or letters, and borrow from literary forms for the presentation of its findings, increasing its interest and expanding its potential audience. Opening our program to creative writing can only expand the range of opportunities our

students may pursue in the service of professional development and, ultimately, employment.

The Grad Diploma in Creative Writing will enhance and extend the critical reading and writing skills that are already prioritized in our graduate degrees in English Literature. It will offer a clear framework for extending the different forms of writing and thinking our graduate students are already being trained to do. Our students are enrolled in a traditional academic, theoretical, and scholarly program, one that concentrates on the development of advanced critical thinking skills, an extensive range of reading, and research and scholarly expertise. The Grad Diploma in Creative writing will enhance traditional scholarship by expanding the range of forms in which it can be disseminated. It will also provide an important forum for those students engaged in creative literary and poetic work of their own, separate from traditional research. Graduates who complete the diploma while doing a traditional graduate degree will have developed a different and complementary set of writing and critical skills, in poetry, literary nonfiction, and/or fiction.

3. Need and Demand

3.1 Comment on similar graduate diplomas offered at York and/ or other Ontario universities

A number of Ontario universities as well as York offer Bachelor of Arts programs in Creative Writing: Brock University, the University of Toronto at Mississauga, the University of Western Ontario, Lakehead University, Trent University, the University of Windsor, and the University of Ottawa. York's Writing Department also offers important training in professional writing, and students often take Writing and English Literature together at the undergraduate level.

Graduate degrees in Creative Writing are still relatively rare in Ontario. While a thriving industry in the U.S., here they are at the forefront of new and unmet demand. Three universities, the University of Windsor, the University of Guelph, and the University of Toronto, currently offer graduate degrees in CW. Guelph offers an MFA, and Toronto an MA in English in the field of CW. Windsor offers something similar to what we are proposing: an MA degree in Language, Literature, and Creative Writing. A two-term writing workshop and creative project are integrated into the traditional MA in English, and taken alongside traditional seminar courses.

Our proposed diploma is unique in its design in that it is integrated into the M.A. and PhD programs in English Lit. Its emphasis is on practice and on knowledge. Students who elect to complete the Graduate Diploma in Creative Writing will learn new techniques for conceiving and presenting academic research within an innovative, globalized core curriculum. They will become more aware of publishing trends and opportunities which bridge the literary, trade publishing, and academic worlds. They will develop and refine skills unique to literary and creative writing. Finally, the will have the means to make contacts within creative organizations and activities, and their range of employment prospects will grow.

3.2 Need and Demand

3.2.1 Student Interest: Two of the letters of support that accompany this submission, that from Andy Weaver, Coordinator of the Creative Writing Program in the English Department, and that from Kim Michasiw, Chair of Writing at York, note their respective programs' graduating students are frustrated by the lack of advanced degree options in Writing at York. As director of the graduate program in English, I too have noted the unmet demand for a graduate level program in Creative Writing. The demand comes from students in English, in Writing, in Creative Writing, and from grad students in other disciplines, particularly Film, Humanities, and History. The flourishing grad programs at Guelph and Toronto in particular suggest York would do well to offer a CW diploma at the grad level.

Finally, students already enrolled in our graduate programs have expressed intense frustration that there is little to no support within our degree programs for their creative work and little to no support for their efforts to adapt or transform traditional research and scholarly work into more accessible and more publishable forms.

3.2.2 Societal Need: It is hard to imagine anything more pressing than the need right now for thinkers and writers who are both critical and creative. The Diploma in Creative Writing insists on both. The digital transformation of our lives into texts of one kind or another, read by people sitting alone, at laptops or on smartphones, has created a surge in both the desire to produce critical, digital, and creative commentary, analysis, and reflection, as well as a whole new level of demand for such writing. Writers now simultaneously create, inform and contextualize an ongoing digital media revolution, noting its key changes, and sounding out its possibilities.

3.2.3 Potential Employment Opportunities

Adding Creative Writing to the graduate degree in English simply widens the range of opportunity. See the chart, below:

What can you do with an English major?

Better to ask, "What *can't* you do with an English major?" The skills you learn in your English courses help prepare you for the jobs listed here and countless more!

Skills:
- Recognize and create engaging narratives
- Build effective arguments
- Analyze and critique text
- Understand other points of view
- Research thoroughly
- Communicate clearly and persuasively

Categories and jobs:

Publishing
- Production Manager
- Permissions Manager
- Publicist
- Blogger
- Literary Agent
- Print Editor
- Digital Content Editor

Authorship
- Author of Fiction, Poetry, Drama
- Grant Writer
- Author of Nonfiction
- Scriptwriter

Entertainment
- Actor
- Critic
- Director
- Producer
- Screenwriter

Education
- School Administrator
- Writing Center Director
- K-12 Teacher
- English Professor
- Writing Instructor
- Librarian/Archivist

Law
- Law Clerk
- Judge
- Attorney
- Legal Researcher
- Paralegal

Counseling
- Social Worker
- Career Counselor
- Counselor

Journalism
- Editor
- Reporter
- Podcast Producer
- Fact Checker
- Copyeditor
- Photographer

Business
- Customer Service Representative
- Administrative Assistant
- Public Relations Manager
- Human Resources Director
- Sales Representative
- Recruiter
- Business Analyst

Politics
- Politician
- Lobbyist
- Speechwriter
- Fundraiser
- Policy Analyst
- Spokesperson
- Campaign Manager

Science
- Medical Scribe
- Science Writer
- Technical Writer

Marketing and Advertising
- Marketing Manager
- Copy Writer
- Advertising Director
- Event Planner
- Designer
- Social Media Manager

3.2.4 Needs expressed by government agencies, professional associations, and policy bodies

1. The **Canadian Association for Graduate Studies Report of the Task Force on the Dissertation: Purpose, Content, Structure, Assessment**. September 2018.

The CAGS report advocates strongly for expanding the form and function of doctoral dissertations: "The format of a bound volume mimicking a scholarly book is being challenged to better reflect the requirements of scholarship in the 21st century, whether occurring inside or outside the academy. Digital artefacts, creative works, and publicly-relevant documents are increasingly being embedded within dissertations that may take diverse forms."

> The dissertation is changing, and it is crucial that our policies and practices acknowledge and facilitate this reality, so that we can fulfill our mandate to promote and ensure the highest standards of scholarly rigour. Recommendations include expanding mentorship of doctoral students, enhancing learning opportunities, broadening dissertation policies, and expanding notions of valid scholarship in universities' faculty reward systems….Canada's doctoral scholars are increasingly in a position to participate in a movement toward a more socially relevant academy; we encourage them to seize this opportunity. (From the Executive Summary, p. 2). See further: https://cags.ca/rethinkingphd/

2. Meanwhile, **The Association of Departments of English**, which represents hundreds of English Departments across the United States and Canada under the auspices of the **Modern Language Association** notes three things in their report, "**A Changing Major: The Report of the 2016–17 ADE Ad Hoc Committee on the English Major."** These are: 1. The increase in enrollments in Creative Writing programs; 2. the increase in CW tracks, specializations, and programs themselves; and 3. this while enrollment in traditional academic English Literature programs either continues to fall — or, at best, stays stable.

> The structural visibility of creative writing suggests its considerable importance for the English major—and the growth potential of creative writing does not appear to be exhausted. Student interest in creative writing continues to be high or rising at all types of institutions. Almost 60% of survey respondents from departments in MA-granting institutions, for example, reported that they had experienced either significant or sharp increases in enrollments in creative writing tracks. For most programs, creative writing students provide an important source of majors and help shore up contracting literature-class enrollments. (p. 19). See further: https://www.ade.mla.org/content/download/98513/2276619/A-Changing-Major.pdf

3. Finally, the Report of the Jobs Information List for 2016, an analysis of the **MLA JIL** undertaken by the MLA itself, shows how important a part of the sector these jobs are becoming. The MLA has tracked advertisements for tenure and non-tenure track university-level careers teaching creative writing: it is almost the only field in the modern languages that has demonstrated increases in hiring rather than steep decreases over the past 15 years. We need to be training our PhDs in the teaching of Writing, Rhetoric & Composition, Professional Writing, and Creative Writing. See further: https://www.mla.org/content/download/58256/1846498/RptJIL15_16.pdf

3.3 Projected intake, implementation date, and steady state enrollment

 We expect early demand to be relatively modest, no more than 5 new admits per year at the MA levels, and 3-5 new admits per year at the PhD level.

GPE enrollment has declined over the last 8 years from 25 to 15 MAs and from 12-15 to 8-10 PhDs, a number that is now holding steady. We do not expect that a CW grad diploma will result in any astonishing new enrollment demand. Rather, we expect that it will slowly and steadily attract students as they realize that, in the MA and PhD programs in English at York, they will both acquire and refine skills which can lead to new and creative avenues of employment. Perhaps more importantly, we envision a transformation of the skills one can acquire within graduate study in English. Ours will become a degree for that hones skills in the presentation of "public-facing" research for an increasingly knowledge-based economy and public sphere. Finally, we expect that the core seminar workshops will attract students from cognate graduate programs – Humanities, Film, History, and Indigenous Studies, to name just a few. They will be able to enroll if they have a good background in creative writing, and with the permission of the course instructor.

4. Curriculum, Structure, and Learning Outcomes

This diploma is integrated into our traditional MA and PhD programs in English Literature; it is not a stand-alone degree. It is designed for students admitted to a highly selective graduate program in English, with the advanced critical reading and writing skills expected in such a program, who may also wish to further develop a strength in creative writing.

This is a unique diploma program in that it fosters writing skills across the genres, from critical and analytical argument and interpretation to the literary essay, personal memoir, historical biography, short story, and poetry. All of the courses are open to all of our grad students, which means, not that all those who take creative and literary writing courses will go on to complete the diploma, but that all graduate students in English Literature will be given the opportunity to develop a mastery in the writing of distinct literary forms, whether poetic, fictional, or those of literary prose, as well as in the critical interpretation of such forms. Students in our creative writing classes will learn to pay attention to voice,

to narrative control, and to pacing. They will learn to direct work to an audience, to create a certain experience of reading, and to include the reader in the reading experience.

The diploma program will offer traditional creative writing courses in fiction and poetry alongside courses in literary nonfiction that focus on bridging the interpretive and creative literary arts. Courses we already offer in autofiction, memoir, and literary nonfiction trace the line between fiction and memoir, literature and history. A series of core courses that directly address the literary arts as a practice will only enhance our existing, traditional training in literary criticism, theory, genres, and history.

Over time, the creative writing our program supports will have cross-pollinating effects: we expect many students will elect to take one or more of the courses offered, without necessarily completing the diploma. We wish to encourage students writing Master's Research Projects, regular critical essays, and doctoral dissertations, to integrate effective narrative writing techniques into their work and to be aware of and able to imagine alternate formats for publishing scholarly, theoretical, and critical work.

4.1 Requirements

The GPE Grad Diploma in Creative Writing will require successful completion of

a. one 3.0 core course in fiction or poetry. Two 3.0 core courses, one in fiction, and one in poetry, will be offered every year, fall and winter, to accommodate winter admission and accommodation of student demand/scheduling constraints. Admission will be on the basis of a portfolio of creative work in either fiction or poetry, submitted to the instructor in advance of the course.

b. one 3.0 course in literary nonfiction, which will also count for the student's regular degree requirements. At the launch of the Diploma, in 2021-22, we will offer at least one such course every year.

c. the Capstone Creative Project, to be completed under the supervision of a member of the GPE with expertise in CW. This project will include an introductory literary-critical essay (15 pages) and a coherent body of work, approx. 40-60 pages. It will be read by the supervisor and another reader, either from within the GPE CW program, or a member of FGS from another department or program, or, in rare cases, outside the university. A grade will be arrived upon by the two readers, on the FGS grading scale, falling between A+ and F.

This curriculum is designed to be integrated with the existing requirements for the MA degree so that degree may be completed within at most four terms.

The GDIP core courses in fiction, poetry, and literary nonfiction will be open to all students in our program, at both MA and PhD levels, with the following notations:

—Enrollment in the Fiction Workshop is by permission of the instructor, on the basis of the submission of a portfolio of approximately 25 pages of fiction.

—In the case of the Poetry courses, regular literary studies students may enroll, and will have the option to complete the course as a traditional literary critical studies course while gaining the benefit of a course in practical poetic technique. Those taking these courses for Grad Diploma credit, however, will be evaluated on both creative and critical work. Admission to the CW stream in the Poetry Workshop will be in advance, by permission of the instructor, on the basis of a writing portfolio of approximately 25 pages of poetry.

—The Literary Nonfiction courses are open to all students in the GPE. There are no separate admission requirements nor separate streams within these courses.
Every year, the Graduate Program in English curriculum will offer one 3.0 course in each of Poetry, Fiction, and Literary Non-Fiction. These courses can also be taken to satisfy the requirements for the regular MA or PhD degree in English, with the exception of the Fiction Workshop. A total of one additional 3.0 credit course selected from one of these subject areas (poetry, fiction, or literary non-fiction) and one Capstone Creative Project of no more than 60 pages will be required to complete the Grad Diploma in Creative Writing. We anticipate an MA student may complete these requirements over the course their three full-time, funded terms, or may complete them over at most four terms, while PhD students will complete them by the end of their third year or 18th term.

The intent of portfolio submission is merely to confirm that the student has an established writing practice and is adequately prepared to participate in workshops that require regular writing submissions and peer-to-peer review.

The statement that all workshops would be "in-person delivery" represents FGS regulations for grad courses at York in effect at the time. We did not foresee the pandemic or the immediate shift of all university operations to on-line modes of delivery and assessment. The work of the poetry, fiction, and non-literary fiction seminars and workshops can proceed online through Zoom like the rest of our graduate classes, as required.

4.1.2 Learning Outcomes

The required 3.0 core courses develop graduate-level creative writing skills; students will be trained to recognize and to use creative literary techniques and narrative forms across a range of forms and genres, including the novel, memoir, auto-fiction, short story, essay, and the full range of poetic forms.

The required 3.0 "crossover" courses in literary nonfiction combine literary writing technqiues with scholarly and critical skills. These courses examine the tradition and
history of nonfiction prose forms (historical biography, memoir, journalism, literary essay, etc.). These forms combine objective attention to history, science, fact, and detail with
literary and narrative techniques drawn from the creative arts. Texts range from Freud's case histories and George Orwell's *Homage to Catalonia* through contemporary memoir. The evaluative rubric asks for both critical and creative assignments, and develops student abilities in a variety of narrative forms.

The Capstone Creative Project enables students to plan and execute a significant piece of creative work of their own design. This could be poetry, fiction, or literary non-fiction: for example, a poetry chapbook, a screenplay, 2-3 inter-related short stories, 1-3 inter-related historical or critical or autobiographical essays, a plan for and significant chunk of a novel, memoir, biography, or other piece of creative fiction or literary nonfiction or genre fiction.

A map of the requirements to the learning objectives, assessments, and outcomes follows on the next page.

Requirement	Learning Objectives	Assessment & Evaluation	Learning Outcomes
One 3.00 Core Course: Seminar Workshop in Fiction or Poetry	—To read widely and deeply across the range of literary or poetic forms within literary history. —To master the dynamics of several different forms and genres. —To practice writing as a craft that involves the honing of voice, and the creation of character, of detailed settings, and of various kinds of plot. —Employ a wide range of literary, rhetorical, and/or poetic techniques. —To articulate relationships, ideas and concepts across genres and in different contexts. —Begin to innovate within established literary forms.	Assessment considers whether: —peer review contributions, oral and written, clearly evaluate one's own work and that of others —articulates key conceptual and aesthetic principles informing their own work and that of others —written work and classroom assignments demonstrates the ability to integrate workshop and peer review feedback appropriately — the student can compose and innovate within different genres and forms —the student can employ a range of literary techniques effectively —the student cultivates an ethical and honest practice	—Able to write and innovate within several established forms and genres of poetry or prose fiction. —Beginning to move toward mastery of at least one complex literary form and to understand the dynamics of longer forms (novel, sonnet sequence, a chapbook, for ex.) —Able to reflect on one's own work impartially and place it in a context of work by others, across a broad spectrum. —Preparing to take one's practice beyond the classroom, into public readings and writing for publication
One 3.0 course in literary nonfiction (including food writing, travel writing, etc.)	—To extend the range of reading in the form as well as a critical vocabulary for interpretation and critique —cultivate the practice of writing for different kinds of audiences, in a wide range of shorter genres (blog post, essay, personal essay, newspaper article) —practice preliminary work in a range of different genres of such writing, from journalism and blog post to memoir;	—student demonstrates some skill in journalistic and/ or literary essay writing, in particular the art of constructing a narrative and including readers —critical and interpretive essay not only identifies but engages with key questions of form, genre, history with clarity and a sense of purpose —creative work in a memoir or personal essay is moving toward reflective impartiality and a grasp of narrative arc —oral presentations demonstrate the ability to clarify complex concepts in front of an audience	—Composes using a range of writing techniques in literary, critical, analytic, personal, and "public facing" works. —Demonstrates the ability to integrate scholarly values (impartiality, wide-ranging research), and critical and interpretive argument, with attention to voice, character, setting, narrative pace, and the reading experience.
Capstone Creative Project: 15-page reflective essay and 40-60 pages of creative work in a genre of the student's choice	—work under supervision to develop a reading list which includes both primary works (works in the genre(s) in which the student will be working), and a list of relevant critical and interpretive works —to plan and execute a longer work or a series of linked shorter ones —to write a critical essay that situates the work	assessment considers: —innovation and originality within the chosen form; strength and range of expression; demonstrated familiarity with prior work within the tradition; ability to deploy conceptual and theoretical resources, as well as literary technique. —the ability to revise work in response to editorial	—Mastery of effective literary expression; able to compose original work in chosen creative genre/form(s) —Can evaluate and judge literary, poetic, and critical texts in informed and perceptive ways; —Able to absorb new aesthetic and critical positions into pre-existing ones, articulate subtle ideas, unravel contradictions, and distinguish competing positions and engage with them productively.

	within a larger critical, generic, and historical/political context	comment and to manage time effectively.	
DIPLOMA		—Able to produce creative work in at least two of three main genres: poetry, nonfiction prose, fiction —demonstrates, in classroom discussions and editorial exchanges, comprehension of: i) literary techniques; ii) historical and emerging movements within a wide range of literary forms; iii) literary forms in both spatial/structural and temporal/narrative aspects. iv)make sound judgments concerning the relationship between literature, criticism, and theory; v) apply literary ideas to broader issues; vi) synthesize new ideas from the implications of literature, criticism, and theory for a variety of contexts; and vii) carry out text-based research by finding, evaluating, and synthesizing various textual sources. —communicates an understanding of the limits of their knowledge and current abilities, including how their knowledge and abilities fit within the long tradition of creative expression; —demonstrates an appreciation of creative expression as a practice of life-long learning, formal and experiential; —identifies their future possibilities, based on their understanding of their development and knowledge, including the possibilities of graduate study, publication, and work in publishing related fields. —extemporaneous oral expression; —the student has a developed a clear sense of their own limitations — and strengths.	

4.2 Assessment methods

Assessment, moving from class-based workshops and the group work that emphasizes experiential learning, to independent work under a faculty-member's direction in the CCP, identifies the student's ability to, first, situate their work spatially and temporally, within a continuing literary tradition, within distinct rhetorical forms and genres, and through the development of setting, voice, and narrative arc. Writers need to cultivate and employ the whole range of techniques and practices their chosen genre may afford them.

Assessment is ongoing in the seminar-workshop, where students bring their work to an audience of peers under the direction of the course director; the peer-review that takes place in a workshop encourages the development of reflective capacity and empathy, listening skills, the ability to receive criticism, and to incorporate it into one's understanding of one's project, and to offer reciprocal engagement with the other students in the class.

Critical and reflective essays, required in every CW course, as well as in the Capstone Creative Project, develop summative capabilities, as well as the ability to compose clear arguments through judgment, evaluation, analysis, interpretation, and critique.

Finally, the Grad CW Diploma Program Coordinator will oversee every student's progress through the diploma requirements, aid in the matching of students with supervisors and second readers for the CCP, and evaluate every student's fulfillment of diploma requirements alongside those required for their graduate program.

4.3 Courses

<u>**Core Courses**</u>

Grad English 3.0 Seminar Workshop in Fiction (NCP attached)
Grad English 3.0 Seminar Workshop in Poetry (NCP attached)
Grad English 3.0 Multimodalities: Writing in the Expanded Field (NCP attached)

Grad English 6595 3.0 Special Topics: Literary Non-Fiction (Description attached)
Grad English 3.0 Food & Writing (NCP Attached)

4.4 Modes of delivery & learning outcomes

All GPE courses <u>are in-person delivery</u>. The CW courses emphasize small group learning, oral presentations, peer review, and developing articulacy: formulating responses orally through vigorous discussion of readings and approaches. Class-based seminars which workshop writing insist students cultivate the ability to articulate their methods, situate their project, and clarify purposes and goals. The method is intrinsically experiential.

5. Admission Requirements

Applicants must be admitted to the MA and/or PhD program in English to pursue the Grad Diploma in Creative Writing. Admission to the diploma core courses in fiction and poetry will be on the basis of the submission of a portfolio of written work (either fiction or poetry) of approximately 25 pages to the instructor of the course in advance of the course beginning.

5.1 How are the admission requirements aligned with learning outcomes?

Admitting only students who meet the requirements for graduate study in English — an undergraduate degree in English Literature with at least a B+ average in the final

two years of study — means we are admitting students with a thorough immersion in university-level literature courses. At the same time, the Grad Diploma in Creative Writing recognizes our students are already writing creatively, having pursued an undergraduate major or minor in creative writing as well as English literature, and/or may wish to develop their writing skills beyond conventional critical essay writing into literary essay writing and beyond. <u>The Grad Diploma is designed for both of these cohorts</u>. The Core courses presume experienced writers, while the Literary Nonfiction classes will work with the skills in writing, reading, criticism and interpretation that grad students have already developed, and extend them into a range of different literary forms, with opportunities to practice writing creatively.

6.1 Faculty Resources

There are nine full-time faculty members in the Graduate Program in English qualified to teach and supervise in Creative Writing. Together their range of strengths can support individual student projects in fiction, literary nonfiction, genre fiction, memoir, poetry, and multi-modal projects. We are also in discussions with various other units to cross-appoint faculty; these include Film, Cinema and Media studies in AMPD, and the Writing and Humanities Departments in LA&PS. See support statements, attached.

Member and Rank	Home Unit	Grad Program	Specialization
Kenzie Delaney Allen Lecturer	English	English	Contemporary Poetry, Contemporary Fiction, North American, Indigenous History
Stephen Cain, Associate Professor	English	English	Modernist Poetry and Poetics
Julia Creet Professor	English	English	Contemporary Cultural Studies, Theory, Literary Non-Fiction
David Goldstein Associate Professor	English	English	Early Modern, Poetry, Literary Non-Fiction and Food Writing
Michael Helm Associate Professor	English	English	Contemporary Fiction and Literature
B.W. Powe Associate Professor	English	English	Media Theory, Literary Criticism
Allan Weiss Associate Professor	English	English	Science Fiction, Utopian and Dystopian.

			contemporary Canadian Literature
Andy Weaver Associate Professor	English	English	Contemporary Poetry and Poetics

6.2 Institutional Resources

York's Clara Thomas Archives and its Special Collections are important institutional resources. They house papers for archival research into the lives and works of Canadian creative writers (e.g. Margaret Laurence, bill bissett, and Rohinton Mistry) as well as records from cultural festivals such as Scream in High Park, from literary magazines including *Waves* and *Tessera*, and the records of the literary publishing house Wolsak and Wynn.

https://www.library.yorku.ca/web/archives/finding-aids/fine-arts_intro/creativewriting/

York's Archives contains sources relevant to the study of the creative process from artists, film-makers, musicians, and playwrights.

https://www.library.yorku.ca/web/archives/finding-aids/fine-arts_intro/creativeprocess/

6.1 Space

The Department of English and the Graduate Program in English recently moved to newly renovated offices in the Atkinson tower. Our grad students now have a suite of offices dedicated to their use, and a dedicated computer lab. They also have a large lounge space with a kitchen, perfect for hosting meetings, round tables, papers, workshop/discussions, and small colloquia.

7. Support Statements

Please see attached letters from:

Manfred Becker, Graduate Program Director, MFA in Production and Screenwriting

Mike Zyrd, Grad Program Director, Cinema and Media Studies

Kim Michasiw, Chair, Writing Department

Andy Weaver, Creative Writing Coordinator, Department of English

Manfred Becker, Graduate Program Director, MFA Film

Liz Pentland, Chair, Department of English

FGS Dean Tom Loebel

AD Research and Grad Studies

LAPS Dean J.J. McMurtry

Provost and Vice-President Academic Lisa Philipps

Joy Kirchner, Dean of Libraries

University Registrar Darran Fernandez

Kim Ian Michasiw, Chair, Writing

Dr. Andy Weaver, Associate Professor of English and Creative Writing Program Coordinator Department of English

Michael Zryd, Graduate Program Director, Cinema & Media Studies MA & PhD, Graduate Program in Film

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Manfred Becker, PhD
Graduate Program Director
MFA Film • AMPD •
York University, CFT 224
4700 Keele St.
Toronto Canada M3J 1P3
416-998-4903
bmanfred@yorku.ca

Date: January 22, 2020
From: Manfred Becker, Graduate Program Director, MFA Film
To: Prof. Karen Valihora, GPD English
Re: proposed Grad Program in Creative Writing

To Whom it may Concern

Several years ago, as a doctoral candidate at Communication & Culture, I took Professor Julia Creet's 'Literary Non-Fiction' grad course. It opened my eyes to the world of creative writing, and had a profound impact on the approach to my dissertation. Currently, our screenwriting students at the undergraduate level in AMPD benefit from the English department's renowned Creative Writing program where they choose to do a minor in Creative Writing. The proposed new Grad Diploma in Creative Writing in English will continue to strengthen the cross-faculty partnership between our departments on a graduate level. I am lending my enthusiastic support to LAPS initiative, and look forward to continue our collaboration for many years!

Onward,

Manfred Becker
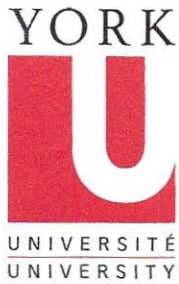
YORK U

FACULTY OF LIBERAL ARTS & PROFESSIONAL STUDIES

Elizabeth Pentland
Associate Professor &
Interim Chair
Department of English

532 Atkinson College
4700 Keele St.
Toronto, ON
Canada, M3J 1P3
Tel: 416 736 5166
Fax: 416 736 5412
englchr@yorku.ca

Karen Valihora,
Graduate Program Director
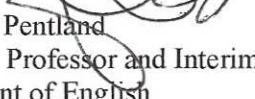Department of English

February 10, 2020

Dear Karen,

As Chair of the Department of English (LA&PS), I am writing to express my full and enthusiastic support for the Type II Graduate Diploma in Creative Writing proposed by the Graduate Program in English.

The proposed Diploma, which builds on existing expertise within the Graduate Program in English (with nine faculty members currently qualified to teach Creative Writing at the Graduate level), promises to enhance the experiential components of our M.A. and Ph.D. programs and to diversify the kinds of writing and public engagement for which we are training our graduate students—both in theory and in practice. The GDip will draw on the creative and critical strengths of our faculty members—many of whom are accomplished novelists, short story writers, poets, memoirists, and food writers, as well as award-winning critics and teachers—to expand and energize our graduate program by supporting new kinds of critical exploration and creative development in our students and enabling them to reach new audiences with their work.

As the proposal suggests, a Graduate Diploma in Creative Writing responds to a significant area of unmet demand among our existing and prospective students, and in so doing it has real potential to strengthen graduate enrollments over time. Many of our students are already published poets, essayists, and fiction writers; others are interested in exploring the practice of literary writing as they hone their skills as critics and teachers of literature. The GDip will allow English Graduate Program to support a broader array of innovative and interdisciplinary projects while also continuing to train all of our students in literary theory and history, criticism, book history, and other fields central to the study of English and World literatures.

Sincerely,

Elizabeth Pentland
Associate Professor and Interim Chair
Department of English

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Michael Zryd
Graduate Program Director
  Cinema & Media Studies MA & PhD, Graduate Program in Film
Associate Professor, Cinema & Media Studies
  Department of Cinema & Media Arts
CFT236

416-736-2100 x22173 / 647-430-8680
zryd@yorku.ca

22 January 2020

SCHOOL OF THE ARTS, MEDIA, PERFORMANCE & DESIGN

Department of Cinema & Media Arts

4700 Keele St.
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Tel 416 736 5149
Fax 416 736 5710

Web site:
cma.ampd.yorku.ca

Karen Valihora, GPD
Graduate Program in English

Re: Proposed Type II Graduate Diploma in Creative Writing

Dear Karen,

I write to support your initiative to create a Type II Graduate Diploma in Creative Writing in the Graduate Program in English. As you state in the proposal, students in the MA and PhD Programs in Cinema & Media Studies would benefit from the existence of this Diploma at York, especially if they could access courses within it. Currently, several of our students—they are a multidisciplinary bunch—also undertake forms of creative writing 'on the side' and having a home at York would be beneficial.

The Proposal for the Diploma is well-formulated, and I hope it will be approved soon.

Sincerely,

Michael Zryd

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Liberal Arts and
Professional Studies

**Department of
English**

524 Atkinson Bldg
4700 KEELE ST
TORONTO ON
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T 416 736 2100
F 416 736 5412

Dr. Andy Weaver
Associate Professor of English and Creative Writing Program Coordinator
Department of English
York University
542 Atkinson Building
4700 Keele Street
Toronto ON Canada M3J 1P3

Email: aweaver@yorku.ca

February 26, 2020

To: Prof. Karen Valihora, Director of the Graduate English Program

RE: Support for a Graduate Diploma in Creative Writing within the Graduate English Program

Dear Prof. Valihora,

As the current Coordinator for York's Creative Writing (CW) Program, I'm thrilled to support the creation of a Graduate Diploma in Creative Writing. I think such a Diploma will allow us to meet a strong demand from current York students majoring and minoring in Creative Writing. At the moment, our students often express frustration and disappointment that they can't continue studying CW at the graduate level at York. Many of our students apply and are accepted each year into MA programs in English and Creative Writing. The creation of a CW Diploma in Graduate English would absolutely help us recruit and retain many of our best undergraduate CW students—many of whom, I would point out, are also amongst our best undergraduate EN students (in fact, many of our students are CW-EN double majors, or major/minor in both degrees). Not to tell tales, but three current CW students who are about to graduate and who are also about to win significant CW awards have met with me multiple times in my office hours over the past few months, asking about what schools they should apply to for graduate work. It is very frustrating for me and for these students that York is not now an option for them, since they are interested in both English and Creative Writing.

I hope the proposal for a CW Graduate Diploma is successful; if I can be of any help, please let me know.

Yours truly,

Andy Weaver

Professor Karen Valihora,
Grad Program Director,
Graduate Program in English

3 February 2020

Dear Karen,

The Writing Department's Executive Committee met this morning to discuss, among other things, the Graduate Program in English's proposed Type II Graduate Diploma in Creative Writing. The Committee was unanimous in its support for this very timely initiative.

Committee members expressed the hope that the GPE will reach out beyond its current membership to those in our unit with experience and expertise in one or more genres of Creative Writing, especially creative non-fiction and multi-modal composition. Members were also convinced that at least some of our graduating students, especially those in the Periodical and Book concentrations would find the prospect of an MA in English with a Creative Writing Diploma a highly appealing one.

There is, however, one sentence on page 8 that Writing would like to see revised: "We need to be training our PhDs in the teaching of Writing, Rhetoric & Composition, Professional Writing, and Creative Writing." Members of the committee judged that the significance of this sentence depends a good deal on who "we" might be.

If "we" refers generally to humanities-centred disciplines, this reference might be made more clearly. If "we" refers to the Graduate Program in English, however, the Writing Department has a strong sense of being poached upon, as three of the elements on the list are what we do, even if we only do them, for the present, at the undergraduate level.

This is, however, our sole cavil; otherwise Writing is wholly supportive of the proposed Graduate Diploma.

Sincerely,

Kim Ian Michasiw
Chair, Writing

DIVISION OF STUDENTS

Office of the University Registrar

Darran A. Fernandez
University Registrar

Bennett Centre for Student Services
4700 KEELE ST.
TORONTO ON
CANADA M3J 1P3
T 416 736 2100
darran@yorku.ca

January 28, 2021

To: Academic Standards, Curriculum and Pedagogy Committee

RE: Proposal for Graduate Diploma in Creative Writing

The proposal for the new program Graduate Diploma in Creative Writing has been reviewed by the Office of the University Registrar.

We support the creation of this new program and look forward to working collaboratively with the Department of English and the Faculty of Liberal Arts & Professional Studies on the implementation details in support of their requirements.

Sincerely,

Darran A. Fernandez, M.Ed.
University Registrar
York University

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**FACULTY OF
GRADUATE
STUDIES**

Office of the Dean

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Dr. Karen Valihora
Program Director, Graduate Program in English
540 Atkinson
via: englgd@yorku.ca

01 October 2020

Dear Dr. Valihora,

I write in support of the proposed Graduate Diploma (Type II) in Creative Writing as part of the Graduate Program in English. The focus on the different genres fits well with the literary studies focus of the English master and doctoral programs, these with their historical, critical, and theoretical approaches, as well as the specialisations of the faculty members, several of whom produce both creative and critical works in these fields, yet the skills involved with the former are not yet fully and formally utilized by the graduate program. As has been known for some time, many students who apply to the MA and PhD in English are either already accomplished or aspire to develop interests and talents in creative writing; however, without a specific creative writing credentialling option in the Program in the past, English has had to turn away potential applicants, including those from the Creative Writing Major housed within the English Department at York. The proposed Creative Writing Diploma will open that valve in a measured way, while allowing the Program to assess both its own capacity in the future for a graduate degree in Creative Writing as well as the size and strength of the potential applicant pool. Importantly, however, it allows for official recognition and expanded development of the outcomes of the Program. Not only will study and practical training in creative writing allow students more effectively "to integrate effective narrative writing techniques into their work"; it will also help them to become "aware of and able to imagine alternate formats for publishing scholarly, theoretical, and critical work." These outcomes are both important and timely, since currently, the majority of graduate students in English will come to translate their degree knowledge and skills into careers outside of Academe.

The design of the Diploma provides elements to be completed in addition to the MA Degree requirements with that which can satisfy diploma and degree requirements simultaneously. On the one hand, achieving the 24-credit Master's degree in English and 6-credit + capstone Diploma in Creative Writing in 3 funded terms simultaneously will be a challenge, but not impossible. Doing so will depend on a student's talent for producing two different types of written work, which depends on how these two modes of living-thinking relate to each other in the student artist-critic. On the other hand, as you note and the Program has seen over the years in its degree cohorts, GPE students *do* switch between both modes in their daily lives, each being an outlet for the challenges of the other, the toggle enabling new critical thinking in both. Some Master's students may relish the synergies made possible between writing a critical MRP and a Creative Writing capstone project in parallel, for instance. Given that this is a Type II Graduate Diploma and students pursuing it already will be earning 24 credits in researched, critical writing, you might reconsider the necessity of the critical

component of the capstone project, given the already MRP-length of its creative focus and the ways in which a critical approach to and understanding of one's own creative writing is often embedded in the workshop approach of creative writing courses. However, as you note, a less frenetic pace for achieving both the MA and the Diploma will involve 4 terms.

I advise being up front with Master's-level applicants that registering for an extra term beyond the funded MA degree length to achieve the Diploma will most probably occur in part-time status. You may find that greater demand appears at the doctoral level, as has been the case with the GPE's current Diploma in World Literature, which has functioned as a superb recruitment tool for the Program. Eventually, devising a "direct entry" PhD with the Diploma(s) may be worth considering. Finally, I concur that there will be demand for the Creative Writing courses from graduate students outside of the Graduate Program in English. Filling to capacity won't be the challenge, I expect, so much as having to cap and close enrolment.

Best Regards,

Thomas Loebel, PhD
Dean & AVP Graduate,
York University

October 13, 2020

Karen Valihora   Email: englgd@yorku.ca
Graduate Program Director
Department of English, York University
540 Atkinson College

Dear Associate Professor Valihora:

Re: LA&PS Decanal Support of Graduate Diploma in Creative Writing

On behalf of the Dean of the Faculty of Liberal Arts & Professional Studies, I am pleased to provide you with a letter of support for the creation of the Graduate Diploma in Creative Writing. The proposal thoroughly addresses the diploma's alignment to University goals in addressing declining enrolment in traditional humanities disciplines. These will be met through the offering of a graduate credential to further serve students enrolled in English and Creative Writing undergraduate programs and who decide to pursue graduate-level study. Professor Weaver's letter attests to a vocal presence of undergraduate students who are interested in and well qualified for acceptance into a graduate credential in creative writing.

The proposal also models new ways to champion the liberal and creative arts at York) through increased interdisciplinarity and new cross-unit collaborations with History, Humanities, and the Writing Department. Additionally, AMPD's screenwriting stream in the MFA provides an opportunity for cross-faculty collaboration and resource sharing (through cross-listings). By allowing students to pursue research in new forms through writers' workshops, the proposed program also increases flexibility for students in combining programs, expands graduate education, and integrates experiential education into academic programs and courses.

In terms of need and demand, the proposal suggests that while there is a wide range of undergraduate programs in creative writing across Ontario and Canada, graduate credentials are in more limited supply. Guelph, the University of Toronto, and the University of Windsor currently offer graduate programs in creative writing; however, the proposed graduate diploma is unique in its integration into the existing MA and PhD programs in English Literature. The integration of the graduate diploma into the graduate programs will allow students to synthesize literary, trade publishing, and academic contexts.

In short, you have produced a clear and detailed proposal for a credential that will serve students well. The proposal to create the Graduate Diploma in Creative Writing has my full support.

Sincerely,

Ravi de Costa
Associate Dean, Graduate Studies & Research

RdC/kd

Memorandum

OFFICE OF THE PROVOST & VICE-PRESIDENT ACADEMIC

9TH FLOOR KANEFF TOWER
4700 KEELE ST.
TORONTO ON
CANADA M3J 1P3
T 416 736 5280

To: Chloe Brushwood Rose, Chair, ASCP
           Brenda Spotton Visano, Chair, APPRC

Cc: Lyndon Martin, Vice-Provost Academic
           J.J. McMurtry, Dean, Faculty of Liberal Arts & Professional Studies

From: Lisa Philipps, Provost & Vice-President Academic

Date: January 20, 2021

Subject: Graduate Diploma (Type 2) Creative Writing

I am pleased to write in support of the proposal from the English Department in the Faculty of Liberal Arts and Professional Studies for a Graduate Diploma (Type 2) in Creative Writing, to be taken concurrently with an MA in English. Providing students with a wider range of form for the dissemination of their academic work, and the opportunity to develop creative writing skills in students who demonstrate interest and talent, will allow them to contribute positively to our complex society. As stated in the proposal, "It is hard to imagine anything more pressing than the need right now for thinkers and writers who are both critical and creative".

The diploma is integrated into the MA and PhD programs in English. I note that the current roster of faculty members in the program has the strength and breadth to support individual students in a wide range of creative writing forms. The opportunity to cross-appoint faculty in other creative programs will broaden the opportunities for students and faculty members to collaborate. In addition to faculty members, I note the strength of the collections in our libraries, including the Clara Thomas Archives.

The diploma is consistent with the priorities identified in the University Academic Plan 2020-2025 (UAP), and two priorities in particular stand out as relevant. UAP Priority 1 states that every York University graduate must be equipped with the knowledge, transferable skills, and values to navigate a 21st century world in which change is the only constant. Priority 2 focuses on the constant change that surrounds us, and this program supports the creation of "critical knowledge and works of arts, ideas and innovations that engage multiple perspectives".

The proposal confirms that minimal resources will be required to support this graduate diploma, which draws upon significant faculty and curricular strengths in the areas it encompasses. It is not anticipated that additional sections will need to be added to accommodate its students.

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Memorandum

To:	Dr. Karen Valihora Graduate Program Director, Department of English, Faculty of Liberal Arts & Professional Studies
From:	Joy Kirchner, Dean of Libraries
Date:	October 19, 2020
Subject:	Library Support for Graduate Diploma in Creative Writing

York University Libraries remain strongly positioned to support the Graduate Diploma in Creative Writing. As Lisa Sloniowski notes in her report, the Libraries provide access to an extensive array of resources and services that support the academic engagement of students and faculty within this program.

The Libraries' restructuring has well positioned us to continue providing excellent collections, instructional and consultation expertise, while increasingly leveraging the Libraries' broad and deep expertise and infrastructure to better support emerging needs around resource accessibility, open education, data management and data visualization to name but a few areas. Recent events have highlighted the success of the Libraries' to meet the increasing demand for access to online resources, and more significantly, to collaborate in the development of open content.

We look forward to our continued close association with the Department of English and are excited to to support this Graduate Diploma in Creative Writing

cc: Patti Ryan, Director, Content Development and Analysis
     Tom Scott, Associate Dean of Libraries, Teaching and Learning

Proposal for Graduate Diploma in Foundations of Canadian Law

Osgoode Professional Development, Osgoode Hall Law School

as of April 6, 2021

Table of Contents

Note: Appendices C, D, and E have not been included. The documentation is available upon request. The CVs for Appendix G have also not been included.

1. Introduction

1.1 Provide a brief statement of the graduate diploma being proposed, including type, and indicate the parent program and/or unit in which the graduate diploma will be administratively housed.

The proposed Graduate Diploma in Foundations of Canadian Law ("the Diploma") is a Type 3 stand alone diploma, to be housed within Osgoode Hall Law School (Osgoode), delivered by Osgoode Professional Development (OsgoodePD). The Diploma will have both full-time and part-time options.

1.2 Comment on the appropriateness and consistency of the graduate diploma name with current usage in the discipline or area of study, as appropriate.

Unique in Canada, the Graduate Diploma in Foundations of Canadian Law is designed for those with previous university education, including internationally educated lawyers, who are seeking a strong foundation in Canadian law for professional reasons or as a precursor to further legal education.

The title "Graduate Diploma" distinguishes this program from the Professional Master of Laws (LLM) programs currently offered by OsgoodePD.

OsgoodePD already offers one other Diploma in substantive law. These programs are intended to provide a rich learning experience at the graduate level, but one that is more limited in scope than the LLM.

We are proposing the Diploma at this time because we can demonstrate sufficient demand to make the program sustainable and we have tested the courses we plan to offer and have found them to be suitable to achieve the Diploma learning outcomes. More detail about this is offered in sections 3 and 4 below.

2. General Objectives of the Graduate Diploma

2.1 Provide a brief description of the general objectives of the graduate diploma.

This program is primarily designed for people with law degrees from outside Canada; it is also suitable for those with a mimimum of a bachelor's degree who do not have a law degree but have had some professional exposure to legal issues, risk, or responsibility.

The Diploma is designed to cover the major tenets of Canadian graduate legal studies, including substantive topics such as Canada's legal history and structure, and skills-focused topics such as legal research and writing.

The proposed topics of study will include the following:
Required courses:
- GDCL[1] 6201 Canadian Legal Research and Analysis

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[1] A program code (rubric) for the Diploma has not yet been allocated. This is an administrative process that occurs after program approval. For convenience, we have used the code GDCL for the purposes of this proposal and the relevant course change documentation.

- GDCL 6202 Academic and Applied Legal Writing
- GDCL 6203 Foundations of Canadian Public Law
- GDCL 6204 Foundations of Canadian Private Law

Once students have completed the required courses in the first one to two terms of the Diploma, they will move on to take six credits of electives from existing offerings within OsgoodePD's 15 Professional LLM specializations. Having completed the required courses, students will have foundational knowledge in the key areas of Canadian public and private law. We contemplate that most students will opt for elective courses in their personal areas of interest and experience that do not require further prerequisite courses.

Popular and suitable elective course options include:
- CCLW 6843 Canadian Criminal Law
- CCLW 6841 Canadian Constitutional Law
- BLIS 6838 Business Associations
- CCLW 6840 Contract Law
- CCLW 6855 Family Law
- CCLW 6876 Real Estate Transactions
- ADLW 6100 Canadian Immigration Law
- BLIS 6815 Business and Human Rights

Students with more significant previous education or experience related to law may, with permission of the program, take more advanced elective courses from one of the Professional LLM specializations.

2.2 Describe how the general objectives of the graduate diploma align with University and Faculty missions and academic plans.

The Diploma will align with the Strategic Mandate Agreement of York University in the following ways:

The program will be attractive to a wide variety of professionals and taught by scholars in the legal community and as such will achieve the University's mandate to "broaden and deepen our impacts within the broader communities we serve through teaching and learning processes, scholarship, research…"

As with all of OsgoodePD's programs, it will further York University's commitment to lifelong learning by reengaging professionals in academic study that combines practical and theoretical content. The Diploma will promote access to university education by providing a bridge to further graduate study for some candidates, and through part-time study options for working professionals.

This program also furthers Osgoode Hall Law School's commitment to access to justice by providing high-quality legal education to a broader segment of the public. Because many of the students in this program are expected to be internationally-trained lawyers, the Diploma program will provide excellent academic preparation and better career opportunities for internationally trained lawyers entering the accreditation process and/or the professional job market.

OsgoodePD has also already embarked on the development of hybrid and fully online courses, and may begin offering courses in this program that use technology to facilitate effective adult learning.

3. Need and Demand

3.1 Comment on similar graduate diplomas offered at York and/or by other Ontario universities, with special attention paid to any innovative and distinguishing aspects of the proposed graduate diploma.

York University has many graduate diploma programs; at present, there are nearly 40 on offer (see the full list at https://futurestudents.yorku.ca/graduate/programs). However, there is no similar graduate diploma offered at York. The Graduate Diploma in Foundations of Canadian Law is, to date, the first and only graduate diploma of its kind in Canada. OsgoodePD already has one other standalone Graduate Diploma in Law for Law Enforcement Professionals, which is designed for a different audience than this new Diploma.

The only similar program we are aware of in Ontario is the Queen's University Certificate in Law (http://www.certificate.queenslaw.ca). This is a fully online or blended online/in-person, undergraduate program. We understand this program is popular with undergraduate students who plan to apply to a JD program. Our program, by contrast, will be targeted to those who already have a minimum of bachelor's degree and some relevant work experience, and will be taught and evaluated at the graduate level.[2] OsgoodePD programs are intended for those with previous educational or professional experience with law, and accordingly our course environment facilitates both practical and academic discussion of the legal concepts being covered in the course. Unlike the Queen's program, we expect our program will attract many internationally trained lawyers in addition to non-lawyers.

Other offerings of foundational legal content for non-lawyers are generally in a non-credit format (for example, certificate and CLE programs offered through OsgoodePD and through the continuing studies department of other universities such as the University of Toronto). These programs are brief and tend to be practical in nature; they would lack the rigorous academic approach and critical thinking and writing training available in the Diploma.

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

The primary audiences and corresponding outcomes for the Diploma are as follows:

Applicant category	Primary outcomes	Rationale
Law graduates from civil law jurisdictions outside Canada	Subject-matter knowledge and skills to successfully pursue accreditation to practise common law Legal knowledge and industry-specific research and writing skills to pursue non-practising law-related job opportunities Foundation for application to an LLM program	These candidates have often never had the opportunity to write and speak English in a legal setting. Because they come from a legal system with a very different approach to legal authority, reasoning, research, and writing, this program provides the opportunity to develop this knowledge and skill at an

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[2] Aspiring JD students may of course apply to the Diploma and be admitted if they meet the program's admission requirements. OsgoodePD will ensure applicants are aware that the courses in the Diploma should not be considered equivalent to JD courses and it will be up to any individual JD program in Canada to determine whether it will grant the candidate advanced standing for Diploma courses.

Applicant category	Primary outcomes	Rationale
		advanced but reasonable pace and level.
Law graduates from distance-education law degree programs outside Canada	Subject-matter knowledge and skills to successfully pursue accreditation to practise common law Legal knowledge and industry-specific research and writing skills to pursue non-practising law-related job opportunities Foundation for application to an LLM	Distance education law degree programs pursued by students in Canada are heavily exam-based and involve little interaction with fellow students or instructors. Graduate legal education and legal work in Canada require a wider range of verbal and written skills than are learned in this distance education environment. The Diploma provides an interactive opportunity to learn Canadian law at the graduate level while learning skills required for the Canadian market.
Junior to mid-level professionals without a law degree but with some professional exposure to legal issues, risk, or responsibility	Subject-matter knowledge and skills relevant to the student's professional context Foundation for further study in law, such as a Professional LLM or potentially a JD, for those interested in practising law	In an increasingly legally complex and regulated world, professionals in many fields encounter legal issues in their work. This program provides foundational knowledge along with the opportunity to take electives relevant to the student's professional context. This knowledge along with the legal research and writing skill learned in the program provides the student with the ability to expand their legal knowledge in the context of their work. Many students have a stated goal of working more effectively with colleagues who are lawyers or with outside legal counsel, and this program also furthers that goal.

The background context for the Diploma is helpful in understanding how we have established that there is a need and demand for this program.

OsgoodePD began offering a Certificate in Foundations for Graduate Legal Studies in 2016. Certificate programs at OsgoodePD take many forms, varying from a few days in length to longer programs such as the Certificate in Foundations. Certificates are not formal credentials regulated by the Faculty of Graduate Studies or by the Ministry of Colleges and Universities. They provide vehicles to deliver practical content or to offer courses in a format that does not fit the profile for a degree offering.

The genesis of the Certificate in Foundations was a recognition that many applicants to, and students in, OsgoodePD's full-time Professional LLM offerings would benefit from an opportunity to learn Canadian

law, legal research, and legal writing at a graduate level, but at a somewhat slower pace and with a lower volume of material covered than in a full-time degree program. The need for such an offering was most pronounced among law graduates and lawyers from civil law, non-English-speaking jurisdictions. Many of these candidates had reasonably high language proficiency test results but had had limited or no opportunity to study law or work in a legal environment using legal vocabulary in the English language.

After identifying this need, Osgoode went on to be the only law school in Canada to develop a full pipeline for internationally trained lawyers wanting to pursue a graduate degree and/or work in a Canadian legal setting, through OsgoodePD's program offerings. OsgoodePD worked in collaboration with our colleagues at the York University English Language Institute (YUELI) to develop the Intensive Advanced Legal English program (https://www.osgoodepd.ca/graduate-programs-and-courses/internationally-trained-lawyers/yuelis-intensive-advanced-legal-english-program/) (IALE), an English for Specific Purposes course that is taught by YUELI instructors with OsgoodePD collaboration on teaching and curriculum. This program fills a specific need for context-specific language learning for those looking to work or study in the legal field in Canada.

We then introduced the Certificate in Foundations to provide foundational learning in Canadian common law, legal research, analysis, and writing. The Certificate may be pursued after successfully completing IALE at YUELI, or may be pursued by those who already have the requisite language proficiency score to begin their studies with the Certificate.

The Certificate currently includes an orientation plus four 3-credit courses:
- GNRL 6201 Canadian Legal Research and Analysis
- GNRL 6202 Introduction to Graduate Academic Legal Writing
- BLIS 6513 Foundations of Canadian Law
- BLIS 6517 Foundations of Canadian Private Law

Participants take these courses as non-degree students. The Certificate is not currently a credentialled program.

An outline of the current Certificate program is found at Appendix A.

The Certificate has been an effective vehicle to prepare students who wished to go on to further graduate study. Eighty participants have completed the Certificate program in its five iterations, and we are expecting approximately 20 participants in the program in Winter 2021. The majority of past participants have chosen to go on to pursue a Professional LLM degree, with the benefit of the academic foundation they acquired in the Certificate program, leading them to generally perform very well in further graduate study. Participants in the program have included visa students, permanent residents, and Convention refugees trained as lawyers from every major region across the globe. It has proven effective not only for students from non-English-speaking jurisdictions, but also for candidates from common-law-based, English-speaking countries who are seeking a stronger knowledge and skill foundation before pursuing a graduate degree. Without these preparatory offerings, many experienced and talented internationally trained lawyers would never have had the opportunity to pursue further graduate legal study in Canada.

Now is the right time for us to propose that the Diploma replace the Certificate program by converting its content to a credential-granting program. The success of the Certificate program is evidence that there is a demand for the Diploma; we have tested the courses offered and are confident in their academic quality. The Diploma will be based on a strong track record. However, we have recognized

that the Diploma can provide greater value and benefit to a greater number of prospective students than we can reach with the Certificate alone. The Diploma will include revised versions of the existing Certificate courses, plus permit students to take one or two additional elective courses in their area(s) of interest or experience.

The Diploma offers the following benefits:

First, the Diploma structure recognizes the weight of work done by students and instructors in the required courses, and allows for additional course work in the student's area of interest. We are proposing that the Diploma include 18 credits of course work. Many approved Diplomas at York involve less course work than the Certificate already involves.

Second, the Diploma provides a recognized credential that is beneficial to the student in their future pursuits. Through Ministry of College and University approval, we also plan to ask for OSAP approval for this program, which will assist students experiencing financial need.

Third, the Diploma will appeal to a broader audience of potential students. In particular, in six recent application cycles (Fall 2017, Winter 2018, Fall 2018, Winter 2019, Fall 2019, and Winter 2020), we had 143 applicants for Professional LLM programs who were strong academically but did not have sufficient related professional experience to pursue a specialized Professional LLM degree program (OsgoodePD's Professional LLM students have an average of 10-12 years of professional experience). All of these applicants were interested in pursuing a graduate credential in law; they would all have been strong candidates for the Diploma, and many have asked to be contacted when we have an option like the Diploma to which they can apply. We anticipate that this category of applicant would be likely to pursue only the Diploma, and not necessarily proceed on to further graduate legal study; however, for those non-lawyers who do wish to pursue an LLM, the Diploma will provide a robust foundation for doing so.

In summary, the Diploma complements OsgoodePD's remaining suite of offerings by providing an option that is more in-depth than our non-credit offerings and is academic in nature, but is less comprehensive than a full Professional LLM. It will not cannibalize existing options. Rather, it may perform a laddering function from non-credit options and be a stepping stone for some who wish to move on to LLM study. However, it is a program with meaningful outcomes in its own right and we have evidence that there is strong demand for this program.

3.3 Comment on the projected in-take into the graduate diploma, including the anticipated implementation date (i.e. year and term of initial in-take) and steady-state enrolment.

The anticipated implementation date for the proposed Diploma is January 2022. The first intake would be full-time only. We would then plan to admit part-time candidates beginning in 2023. The projected in-take is approximately 20 students in each intake and the ongoing enrolment is anticipated to be that same level.

Our initial plan is to admit new students as follows, with Winter intakes for full-time students each year, and Fall intakes for part-time students every year beginning in Fall 2023.

Winter 2022 – Full-time intake
Winter 2023 – Full-time intake
Fall 2023 – Part-time intake
Winter 2024 – Full-time intake
Fall 2024 – Part-time intake

This intake pattern allows many of the Diploma courses to have enrollments from both full-time and part-time students (see Appendix F for the course list). OsgoodePD is comfortable with managing rolling full-time and part-time intakes for programs; we do this currently with our Professional LLM programs in Canadian Common Law and Taxation Law.

4. Curriculum, Structure and Learning Outcomes

4.1 Describe the graduate diploma requirements and associated learning outcomes, including explicit reference to how the diploma curriculum and structure supports achievement of the learning outcomes. For Type 3 graduate diplomas, explain how the curriculum and learning outcomes are consistent with master's degree level expectations.

Diploma Requirements:

Students must complete 18.0 credits of course work, including 12.0 credits of required courses and then will be able to take 6.0 credits in elective courses. The course list is set out in Appendix F.

The goal of the elective options is to provide students with a range of substantive law topics that would be relevant to their academic and professional goals and interests. The required courses provide students with a foundational understanding of legal issues which they can then apply and expand upon in the various electives. As in OsgoodePD's other graduate program offerings, electives that are suitable in terms of format and content will be identified for Diploma students on a term-by-term basis.

What distinguishes this program at the graduate level is the promise and expectation that students who complete the Diploma will move beyond mere understanding of legal principles and concepts to be able to engage in high quality situational analysis and critique. Graduates will have a critical awareness of current legal issues in major public and private law areas. They should be able to apply an existing body of knowledge and information they have acquired in class to the critical analyses of a new question or issue in a different setting. The assessment methods include exams, written assignments and presentations, with the expectation that students will have the ability to understand and analyze issues at an advanced level, and will be able to communicate ideas, issues and conclusions clearly.

The following is a proposed course schedule for both full-time and part-time offerings of this program.

Graduate Diploma in Foundations of Canadian Law – Full-Time – 2 terms – 18 credits –Winter 2022

Term	Course Name	Credit Weight
Winter	Customized program orientation	0 credits
Winter	Canadian Legal Research and Analysis	3 credits
Winter	Academic and Applied Legal Writing	3 credits
Winter	Introduction to Canadian Public Law	3 credits
Summer	Introduction to Canadian Private Law	3 credits
Summer	Elective(s)	6 credits

Graduate Diploma in Foundations of Canadian Law - Part-Time– 4 terms – 18 credits – Fall 2023

Term	Course Name	Credit Weight
Fall	Customized program orientation	0 credits
Fall	Canadian Legal Research and Analysis	3 credits

Winter	Academic and Applied Legal Writing	3 credits
Winter	Introduction to Canadian Public Law	3 credits
Summer	Introduction to Canadian Private Law	3 credits
Summer/Fall	Elective(s) (note: Students may take one 3-credit elective in Summer and one in Fall, or may take one 6-credit elective in Fall, in order to maintain a suitable part-time course load of 6 or fewer credits over the four terms of the program)	6 credits

Learning Outcomes:

How the Diploma curriculum and structure supports the achievement of the learning outcomes is detailed in Appendix B (attached).

How the curriculum and its associated outcomes are in line with master's degree level expectations is detailed in a mapping of master degree level expectations against the Diploma program learning outcomes (attached as Appendix C).

As demonstrated by the attached course-by-course learning outcome map, there is mastery of specific elements of the learning outcomes is achieved across the various courses in the program. Cumulatively, successful completion of the courses and the award of the Diploma will demonstrate the program-level achievement of the learning outcomes across a variety of course-specific topic areas. Because the York University Faculty of Graduate Studies regulations limit continuation in the program where academic performance is below satisfactory levels, the completion of all required credits for the program will demonstrate that students have graduate-level skill across all categories of learning objectives.

Assessments in this program will be graded using rubrics that measure students' performance at the graduate level. While the rubrics will be customized for each assessment to be tailored to the specific content and outcomes of that assessment and course, the level of performance required to achieve the relevant letter grade on the graduate grading scale will be consistent across courses. We have attached a standard grading rubric for a take-home exam and for a research paper to illustrate the criteria used for grading as Appendix D.

In terms of program improvement, the fact that we require class attendance and engagement allows us to monitor students' learning development across the program. We use this information, in conjunction with grade information and formal course and program evaluations, to determine whether course content, methods of assessment, or academic supports for students need modification for future courses or iterations of the program. We plan to meet with a designated academic director for this program once per term while the program is running to review student and instructor information, including evaluations and grades; this is consistent with our current practice in the Professional LLM. OsgoodePD also holds monthly meetings during the regular academic year with the Professional Graduate Studies Committee of Osgoode Faculty Council, which is chaired by a full-time Osgoode faculty member who is the overall academic director of the Professional LLM, to discuss any academic concerns with or proposed changes to OsgoodePD courses or programs.

Graduate Diploma Consultation and Development Process:

We have consulted with the Professional Stream Graduate Studies Committee at Osgoode, which is our consultative body for all new programs and courses. We have also consulted with Professor Shelley Kierstead, who is the academic director of the current Certificate program and will serve as the academic director of the new Diploma. Faculty members Sharon Wang, Richard Haigh, and Faisal Bhabha have also agreed to be involved in curriculum review and teaching within the program.

We have also reviewed the feedback and results of the Certificate program, which offers similar content to what we are proposing to offer in the Diploma. Participant and instructor feedback has been very positive. Students who have gone on to further graduate legal study have performed well academically and demonstrated confidence in their foundational graduate legal knowledge and skills.

4.2 Address how the methods and criteria for assessing student achievement are appropriate and effective relative to the diploma learning outcomes.

The course design of the new courses developed for the proposed Diploma explicitly links required learning outcomes to curriculum content.

Assessment is designed to demonstrate that graduates have an advanced understanding, awareness and analysis of the key substantive legal issues. Similar to the methods of evaluation OsgoodePD uses in its Professional LLM programs, the Diploma performance assessment will include multiple assessment methods, including presentations, group work, short research papers and written exams.

The way in which distinct evaluation methods of evaluation contribute to learning outcomes is as follows:

- Participation in class discussion confirms substantive understanding of legal concepts and students' ability to engage in critical analysis of legal principles
- In-class presentations, group work, and research papers demonstrate substantive understanding of legal concepts, ability to critically analyze specific legal issues, and engage in policy discussion either orally or in writing.
- Examinations require students to thoroughly understand all the legal concepts and critical issues in the course and be able to marshal their knowledge to solve fact pattern problems by applying legal rules, as well as engaging in critical legal analysis for theory questions based on the course material. Students must identify the relevant material from their course work, apply the relevant legal rules, and reach the correct legal conclusion or elaborate a well-reasoned and defensible position on critical theory issues.

For complete details of the assessment methods for each course see the Course Change Proposals and syllabi for previous offerings of the courses in Appendix E.

4.3 Provide a list of courses that will be offered in support of the graduate diploma. The list of courses must indicate the unit responsible for offering the course (including cross-lists and integrations, as appropriate), the course number, the credit value, the short course description, and whether or not it is an existing or new course. For existing courses, the frequency of offering should be noted. For new courses, full course proposals are required and should be included in the proposal as an appendix. (The list of courses may be organized to reflect the manner in which the courses count towards the program/field requirements, as appropriate; e.g. required versus optional; required from a list of specified courses; specific to certain concentrations, streams or fields within the program, etc.)

The course list is set out in Appendix F.

4.4 Describe the proposed mode(s) of delivery, including how it/they are appropriate to and effective in supporting the diploma learning outcomes.

The Diploma will be delivered in seminar-style classes, in which students will participate in person; an option to participate remotely in some courses via video conferencing may be available for part-time students. OsgoodePD regularly employs this combination of in-person and online attendance, with much success. Our newly renovated classrooms have even greater technological capacity to implement student and faculty interaction via video conference. Furthermore, many of our faculty have extensive experience teaching in this type of environment, and we train new faculty and provide excellent support to enable them to maximize the learning experience with this type of mixed classroom.

OsgoodePD graduate courses have mandatory minimum attendance requirements. Students are expected to be actively participating in the seminars to maximize their learning experience and participation marks will be included in the assessment. Student-led discussions and marked presentations will also be part of the curriculum; some of these are formative and some are summative. The seminar group sizes (as compared to a traditional lecture), participation and presentation expectations encourage discussion and further students' mastery of the course content. Assessed presentations will support the communications-related learning outcomes.

5. Admission Requirements

5.1 For Type 3 graduate diplomas, describe the admission requirements. For all types, address how the admission requirements are appropriately aligned with the diploma learning outcomes.

The Diploma will require an undergraduate Honours Bachelor's degree with a minimum GPA of 'B' for admission. This admission requirement reflects the master's degree level learning outcomes for this program.

For applicants with a law degree from outside Canada, professional work experience is not required, but is strongly preferred. Applicants without a law degree would need a minimum of two years' work experience in which they have had some contact with law or legal concepts. Per Faculty of Graduate Studies regulations, meeting the minimum requirements does not guarantee admission.

The language proficiency requirements for admission will be 7.0 overall in IELTS or an equivalent score on TOEFL or CAEL, or a result of 'with honours' in the York University English Language Institute (YUELI) Intensive Advanced Legal English, Graduate Studies Preparation Program, or YUELI AP Level 9. This requirement is one level below the requirement for admission to the Professional LLM (which is 7.5 IELTS or equivalent). Our experience with the Certificate program has demonstrated that this level is appropriate for graduate-level performance in law. Admitting students with this level of language proficiency also allows those students to use the Diploma to improve their writing, reading, listening, and speaking skills in an applied setting before seeking further professional or academic opportunities in law.

Applications that do not meet the minimum standards for admission (either education or experience) are flagged as non-standard and require a rationale. This is standard practice across graduate programs at York. Applicants to the program provide transcripts, a current CV, two recommendations, a writing sample, and answer application questions that may include explanation of any perceived deficits in their application. The Graduate Program Director is responsible for reviewing these documents thoroughly to determine whether the applicant has the potential for success in the program and must must write a

detailed rationale to accompany the admission recommendation. OsgoodePD does not admit candidates to its programs who do not meet the minimum language proficiency requirement. The Faculty of Graduate Studies requires the rationale to specifically explain how the applicant, while lacking the minimum requirements, has demonstrated true equivalence to the minimum requirements through alternative accomplishments and life experience. The Faculty of Graduate Studies has oversight responsibility for admissions, including determining whether the program's rationales are sufficiently robust and support admission for non-standard candidates.

6. Resources

6.1 Faculty resources: Comment on the expertise of the faculty who will actively participate in delivering the graduate diploma, focusing on its current status, as well as any plans in place to provide the resources necessary to implement and/or sustain the graduate diploma. Provide a Table of Faculty, as follows:

A Table of Faculty, together with current CV's, is attached as Appendix G.

6.2 Laboratory facilities: As appropriate, identify major equipment that will be available for use by students engaged in the graduate diploma.

Not applicable.

6.3 Space: As appropriate, provide information on the office, laboratory and general research space available that will be available by students engaged in the graduate diploma.

Classroom seminar space will be available to faculty and students both at Osgoode Hall Law School (Keele Campus location) and OsgoodePD's downtown location. Existing classroom space should meet the needs of the Diploma and there is no expectation that additional space will be required.

OsgoodePD's existing video conferencing facilities will be utilized and are available at both campuses.

Administrative support for the Diploma will be provided by OsgoodePD's existing graduate program support team. No additional staff or office space will be required to deliver the program.

7. Support Statements

The Support Statements are attached in Appendix H.

- *from the relevant Dean(s)/Principal, with respect to the adequacy of existing human (administrative and faculty), physical and financial resources necessary to support the graduate diploma, as well as the commitment to any plans for new/additional resources necessary to implement and/or sustain the graduate diploma*
- *from the Vice-President Academic and Provost, with respect to the adequacy of existing human (administrative and faculty), physical and financial resources necessary to support the graduate diploma, as well as the commitment to any plans for new/additional resources necessary to implement and/or sustain the graduate diploma*
- *from the Chief Law Librarian confirming the adequacy of library holdings and support*

- *from the University Registrar confirming the implementation schedule and any administrative arrangements*

Appendix A – Description of Certificate in Foundations for Graduate Legal Studies

Source: **https://www.osgoodepd.ca/graduate-programs-and-courses/internationally-trained-lawyers/certificate-foundations-graduate-legal-studies/**

Proposal for Graduate Diploma in Foundations of Canadian Law

Mapping of Master Degree Level Expectations Against
Graduate Diploma in Foundations of Canadian Law Program Learning Outcomes

Master Degree Level Expectations	Graduate Diploma in Foundations of Canadian Law ***Students who complete the diploma will be able to***:
1. Depth and Breadth of Knowledge	• understand the main sources of law, legal principles and rules of public and private law in Canada (including constitutional law, administrative law, corporate law, tort law, contract law) • articulate alternative legal approaches or frameworks that could and should be considered by policymakers, regulators, judges, stakeholders and others • assess critically the effectiveness of the law in meeting its objectives and intended purposes • articulate clearly the major current issues in Canadian public and private law • compare and contrast the major current and emerging legal, social and ethical issues in Canadian public and private law
2. Research and Scholarship	• competently employ techniques of legal reasoning and argument, such as case analysis and statutory interpretation, to analyze legal issues • competently conduct legal research on major issues in Canadian public and private law, assess the relevance and authoritativeness of sources, and effectively use research sources to answer legal questions and support legal arguments

3. Level of Application of Knowledge	• effectively apply intellectual, practical and problem solving skills to critically assess and formulate sound solutions to legal problems on major issues in Canadian public and private law
	• extrapolate an existing body of knowledge in the critical analysis of a new legal question or of a specific legal problem or issue in a new setting
	• identify, formulate and critically evaluate legal reform proposals
4. Professional Capacity/ Autonomy	• identify and critically analyze his/her own learning and professional objectives and to select an appropriate plan of study
	• competently demonstrate reasoned and autonomous decision making when presented with complex legal, professional and ethical situations
	• act professionally and autonomously in planning, implementing and completing academic work
	• conduct his/herself in a manner consistent with academic integrity and high professional standards
	• articulate clearly the scope of his or her legal knowledge and its limitations
5. Level of Communication Skills	• effectively formulate and present well-reasoned legal analysis orally and in writing
	• present and communicate ideas, issues and conclusions clearly, precisely and persuasively
6. Awareness of the Limits of Knowledge	• demonstrate a clear awareness of the complexity, boundaries, limits and evolving nature of the law
	• articulate the limits of his/her own knowledge and how this might influence his/her legal analyses, interpretations and conclusions

Appendix C – Graduate Diploma in Foundations of Canadian Law Curriculum Map

Appendix G – Faculty List and CVs

Course code and Title	Instructor
GDCL 6201 Canadian Legal Research and Analysis	Shelley Kierstead
GDCL 6202 Academic and Applied Legal Writing	Shelley Kierstead
GDCL 6203 Foundations of Canadian Public Law	David Tortell
GDCL 6204 Foundations of Canadian Private Law	German Morales

Curriculum advisory and additional instructor CVs attached:

Sharon Wang
Richard Haig
Faisal Bhabha

Appendix H – Support Statements

The following support statements are attached:

Dean, Osgoode Hall Law School
Chief Law Librarian, Osgoode Hall Law School
Registrar, York University
Provost's Office, York University

MEMORANDUM

Office of the Dean

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lawdean@osgoode.yorku.ca
www.osgoode.yorku.ca

TO: Lisa Philipps, Vice-President Academic & Provost

FROM: Mary Condon, Dean

DATE: January 25, 2021

RE: Graduate Diploma in Foundations of Canadian Law

Dear Provost Philipps,

I am pleased to offer my enthusiastic support for the proposal for a new Graduate Diploma in Foundations of Canadian Law.

This program is unique in Canada, and is designed for those with previous university education, including internationally educated lawyers, who are seeking a strong foundation in Canadian law for professional reasons, or as a precursor to further legal education. It therefore aligns with the mandate of the University to "broaden and deepen our impacts within the broader communities we serve through teaching and learning processes, scholarship, research…".

The initiative is fully aligned with the strategic goals of Osgoode Hall Law School and Osgoode Professional Development in that it promotes engagement with the community as well as access to justice by providing high-quality legal education to a broader segment of the public.

With respect to the adequacy of the existing human (administrative and faculty), physical and financial resources necessary to support the graduate diploma, the proposed Diploma will have limited additional impact on those resources. As we anticipate that this program will be revenue generating, the operating and delivery costs are built into the delivery model. As such, we do not anticipate any negative impact on the law school's financial resources. Administrative support will be provided by OPD's existing graduate program support team. No additional staff or office space will be required to deliver the program. The teaching faculty will include some of the same Osgoode faculty who currently teach courses through OsgoodePD. We will also be drawing on instructors who teach in some of our non-degree offerings and other adjunct professors with experience in the specific course offerings. Ultimately, resources will be minimally expended given that we are already running the courses we intend to offer to the students enrolled in the Graduate Diploma program.

In conclusion, I am pleased to offer my strong support for the proposed Graduate Diploma in Foundations of Canadian Law.

Sincerely,

Mary Condon

Mary Condon

January 20, 2021.

Meghan Thomas
Director, Professional Graduate and International Programs
Osgoode Professional Development.

Dear Meghan,

LIBRARY SUPPORT STATEMENT: GRADUATE DIPLOMA IN FOUNDATIONS OF CANADIAN LAW

The Law Library will support the courses in the proposed Graduate Diploma in Foundations of Canadian Law.

The Osgoode Law Library collection is made up of materials and resources covering substantive law and skills-focused topics to support this program. The numerous resources in the library's collection are available in print and electronic formats for the use of faculty and students in this program. Most of the library's electronic resources can be accessed remotely and on campus.

The library will continue to update its collection with new materials on the topics in the program's curriculum.

Yours Sincerely,

[signature]

Yemisi Dina
Chief Law Librarian

APPENDIX

Library Support Statement – Available Resources

Library Resources

The Law Library has a wide selection of textbooks and casebooks covering various subjects to be taught in the proposed Graduate Diploma in Foundations of Canadian Law. The collection includes a variety of e-books, encyclopedias, dictionaries, indexes, journal articles, law reports, legislation and precedent forms among others. The coverage of these materials includes Canada, Australia, United Kingdom, United States and other international jurisdictions.

The following databases with are available to support the program:

1. Cambridge Core E-books
2. CanLII (Free Resource)
3. CCH Intelliconnect
4. China Law Info
5. Emond Publishers E-books
6. HeinOnline
7. ICLR Online
8. Irwin Law E-books
9. JustisOne
10. Kluwer Law Online
11. Lawyers Daily
12. Legal Source
13. LegalTrac
14. Lexis Advance Quicklaw*
15. Nexis Uni
16. Oxford Scholarship Online
17. Practical Law
18. ProView
19. SCC Online
20. TaxFind
21. Taxnet Pro
22. WestlawNext Canada*

*In addition to the library's subscription, students have individual accounts which

provide them access to exclusive resources and services in these databases once enrolled in the program.

These resources can be accessed on campus and remotely with a valid York University Passport York credentials. The [library catalogue](#) features efficient search functionalities in a discovery layer.

Research Support

Professional librarians provide research support to students and faculty by telephone, email, Zoom consultation and in-person. Instructional classes are organized for students throughout the academic year on selected resources and topics.

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DIVISION OF STUDENTS

Office of the University Registrar

Darran A. Fernandez
University Registrar

Bennett Centre for Student Services
4700 KEELE ST.
TORONTO ON
CANADA M3J 1P3
T 416 736 2100
darran@yorku.ca

January 27, 2021

To: Academic Standards, Curriculum and Pedagogy Committee

RE: Proposal for Graduate Diploma in Foundations of Canadian Law

The proposal for the new Graduate Diploma in Foundations of Canadian Law has been reviewed by the Office of the University Registrar.

We support the establishment of this program and look forward to working collaboratively with the Osgoode Hall Law School and the Osgoode Professional Development team on the implementation details in support of their requirements.

Sincerely,

Darran A. Fernandez, M.Ed.
University Registrar
York University

Memorandum

To: Brenda Spotton Visano, Chair, Senate APPRC

Cc: Mary Condon, Dean, Osgoode Hall Law School
            Meghan Thomas, Osgoode Professional Development
            York University Quality Assurance Procedures

From: Lisa Philipps, Provost & Vice-President Academic

Date: February 17, 2021

Subject: Letter of Support for Graduate Diploma in Foundations of Canadian Law

---

I have had the opportunity to read the program proposal for the Graduate Diploma in Foundations of Canadian Law, as well as the Osgoode Dean's thoughtful letter of support.

As outlined in the Dean's letter, it is clear that this program aligns well with the University Academic Plan and Osgoode's own strategic plan. York University is committed to curricular innovation that addresses emerging needs and increases flexible credential combinations for current and future students.

The program proposal and the Dean have outlined the need and demand for this program. The Dean's letter is a clear indication that the resource requirements for this Graduate Diploma are minimal and manageable.

I am pleased to offer my support for this Graduate Diploma which will provide an important educational opportunity, not only as a stand-alone option, but as part of a pathway to further education.

Major Modifications Proposal Guidelines

1. Program: Cities, Regions, Planning (**CRP**)

2. Degree Designation: Bachelor in Environmental Studies (B.E.S.): Honours, Honours Double-Major, Honours Major/Minor. Bachelor

3. Type of Modification. New major in Cities, Regions, Planning

4. Effective Date: Fall 2021

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

The new Faculty of Environmental and Urban Change, composed of the former Department of Geography and the Faculty of Environmental Studies has resulted in a critical mass of 25 urban, regional and planning scholars and professionals in environmental and urban studies, geography, political science and policy studies, ecology, planning and design as well as urban arts and humanities. This concentrated strength in urban and regional studies and planning in one academic unit makes EUC a leader in the field at York, in Toronto, nationally and internationally. The highly diverse research and teaching expertise in environmental studies, geography and urban planning in the new Faculty is multidisciplinary and interdisciplinary, and stretches from the humanities to qualitative and quantitative social sciences and to the natural sciences, from foundational research to professional practice.

With this outstanding faculty strength, we propose the modification of the BES area of concentration in Urban and Regional Environments. Specifically, we propose a BES major in *Cities, Regions, Planning.* The name of this program is composed of three clear terms that have meaning in colloquial, scholarly and professional use. They also provide sufficient distance to the existing urban studies program in the Department of Social Sciences in LAPS and builds explicitly on combined strengths in the legacy programs of geography, and urban and regional environments, with its constitutive programs, analysis, planning and design. In this choice, we have been guided by existing research and emerging conversations with the Institution's and our Faculty's recruitment and marketing experts.[1] Due to the compressed schedule of rewriting this major modification document since URST decided to cancel previous collaborative arrangements, we were not in the position to launch a full-fledged market research campaign. We will seek such input through the usual channels at the Institution and additionally through innovative surveys and 'round tables' of employers, alumni, current and future students.

---

[1] Ng and Conrad (2019), Student Choice Study Faculty of Environment and Geography (Presentation, York University, September 3).

The proposed program delivers a sound multidisciplinary learning experience in the classroom (through workshops, guest lectures, etc.) and distinct modules of experiential education beyond (field trips, site visits). Recognizing the increasing relevance of digital and media environments, such experiences will also include virtual engagement (a current 3rd year course on Regional Governance involves interviews and interactions with urban analysts and practioners in Africa, Asia and Europe) and engagement with the social and technical infrastructures of the "smart city" itself. Many, if not most existing courses (core and elective) have hands-on, experiential aspects to their design and curriculum. Faculty requirements (see below) include capstone experiential education at the 4th year level for all Honours students (Thesis, field experience, special topics). To these existing strengths, we are excited to add explicit experiential learning experiences at the core through these three courses:

1) ENVS 3222.3 Urban and Regional Infrastructures (This core course will be taught in a compact 2-week format that includes a week of lectures at York University and a week of field experience in Toronto or in another Canadian city). It can also be taught in Toronto during the Fall term following a regular class schedule.

2) GEOG 3280.3: On location: Urban placemaking and the spatial politics of difference. This course uses immersive on-site fieldtrips and activities, walking tours, guest talks, and discussions in public spaces and community venues across the city, providing students with a first-hand experience of the struggles, controversies, and possibilities of place-making practices.

3) ENVS 4221.3 Urban Consulting Practice is a new core course at the 4th year level which will provide hands-on experience with partners in public and private urban planning practice and civil society organizations. The course will develop skill training in negotiation, consulting and community participation.

In launching a major in *Cities, Regions, Planning* **(CRP),** the Faculty of Environmental and Urban Change

1) streamlines and consolidates York's existing offerings related to urban environmental studies, planning and urban and regional geography at the undergraduate level -- those in Geography and Environmental Studies, two units which have now merged to become EUC.

2) enriches the curriculum through the clear identification of themes that will be used to guide students as they develop particular thematic, methodological or geographic interests within urban studies.

3) tightens the rich pool of course offerings and strengthen the alignment among the courses and the learning outcomes.

4) systematically incorporates experiential education into the new major.

The CRP program is an interdisciplinary field of study and research, and the revised program will continue to reflect this status with a structure that combines core requirements.

	Honours	Bachleors	Double Major[a]	Minor
General Education requirements	18	18	0	0
Faculty level requirements	6	3	0	0
Core major	24	21	21	18
Major requirements 3000 level	9	18	9	6
Major requirements 4000 level	18	0	12	6
Free electives	45	30	0	0
Total credits	120	90	42	30

[a]The 42-credit double major in combination with EUC, FH, GLEN, LA&PS, FS, AMPD. Course credit equivalencies will need to be determined for LA&PS Urban Studies Program students seeking a double major.

General Education Requirements

EUC is committed to ensuring that all students are exposed to the Humanities, the Social Sciences and the Natural Sciences through ensuring a robust General Education requirement. The current General Education requirement in the Bachelor in Environmental Studies is 12 credits and will be increased to 18 credits as we strive to provide a broader general education with 6 credits each within the Humanities, Social Sciences, and Natural Sciences areas.

- *Humanities requirement*: ENVS 1010 3.00 Introduction to Environmental Documentaries and ENVS 1100 3.00 The land we're on: Treaties, area and environment, or any other 1000-level humanities general education course (at least 6 credits) not listed as either satisfying the Social Science or the Natural Science requirement.

- *Social Sciences requirement*: GEOG 1000 6.00 The World Today: An Introduction to World Geography or any other 1000-level social sciences general education course (at least 6 credits) not listed as either under Humanities or the Natural Science requirement.

- *Natural Sciences requirement*: GEOG 1401 3.0 Physical Geography: Weather and Climate and GEOG 1402 3.0 Physical Geography: Dynamic Earth or any other 1000-level natural science general education course (at least 6.00 credits) not listed as either

satisfying the Humanities or the Social Science requirement.

Faculty Requirements

These requirements are implemented to ensure that students across the Faculty of Environmental and Urban Change are exposed to training in broad methodological areas. While different Majors, and specifically varying areas of focus within them, will favour specific analytical methods, those students enrolled in the 120 and 90 credit versions of the CRP program will require a minimum of 3 additional credits of methods course beyond what is stipulated in the *Major Core Requirements*. The combined requirement for methods ensures that students receive base training in both quantitative or qualitative methods. Course selections are from the following:

-GEOG 2420 3.00 Introductory Statistical Analysis in Geography
-ENVS 3010 3.00 Qualitative Methods in Environmental Studies
or GEOG3520 3.00 Designing and Conducting Research in Geography
-GEOG 2340 3.00 Introduction to Geomatics

The faculty level requirement for the Honours program further requires one of the senior capstone experience courses to be completed, selected from a list of integrative and immersive options that allow students to reflect on their program, draw connections, and implement learned skills to demonstrate competency and creativity in their field. **A minimum of 3 credits of capstone experiential education** is required to be selected from among the following experiences (but not limited to): experiential learning, community engagement, field studies, placement, learning integrated work, local (place-based) courses, a special topics course, or an honours thesis. These experiences are offered in in the following ways:

- ENVS 4000 6.00 Senior Honours Work Seminar
  OR GEOG 4000 6.00 Honours Thesis
- ENVS 4001 3.00 Field Work Placement
- GEOG 4521 3.00 Field Studies in Human Geography
- GEOG 4520 3.00 Research Design and Field Studies
- ENVS 4800 3.00 Special Topics

Major Core Requirements

Major core requirements for Honours students require the following 24 credits to be taken at the 1000-, 2000-, 3000- and 4000-levels. Bachelors students will take 21 credits at the 1000-, 2000-, and 3000-levels. See the calendar for double majors and minor degree options. This program examines how cities and regions may be planned in more just and sustainable ways through three thematic strengths: *Urban Worlds* - engages with different ways of being in cities around the world to consider how urban residents live and interact with each other and produce interconnected urban places. *Urban Planning and Politics* - deals with the

institutions, struggles and processes that help create and govern communities, cities, regions, and urban networks. *Urban Political Ecology* - focuses on the role of nature and environment in the process of urbanization, urban form and urban life.

Taught by internationally recognized urban scholars and practitioners, students acquire the knowledge, critical thinking and technical skills to create tangible change in urban, suburban and regional environments. Students engage with communities in Toronto, across Canada and abroad gaining hands-on experiences of processes of urban transformations, community-based initiatives and design and policy challenges.

Core courses build from the 1000-level through the 4000-level to provide exposure, skills, tools, and experience with these interrelated themes.

1000-Level
ENVS 1210.3 Cities, regions and planning in a globalized world

2000-Level
GEOG 2220.3 Global urban geography
ENVS 2200.3 Urban planning and politics
ENVS 2201.3 Urban political ecology
GEOG 2420.3 Quantiative methods or ENVS 3010 Qualitative methods (Honours and Bachelors only)

3000-Level
GEOG 3280.3 On location: Urban placemaking and the spatial politics of difference
ENVS 3222.3 Urban infrastructures

4000-Level
ENVS 4221.3 Urban consulting practice (Honours and Double majors only)

Additional Major Requirements (3000 and 4000 Levels)
Selection of a theme is not required for successful completion of their program. Students will become familiar with all three themes in the second year when they take three 3.0 courses, each serving as an introduction to one theme and, simultaneously, the entire program. Depth of knowledge is provided in required 3000- and 4000-level courses (the number of credits varies according to the specific degree sought). Depth in the upper year courses is particularly important in an interdisciplinary program as it provides a sense of specialization in a field that uniquely combines knowledge on 21st century city life in a globalized world, under the challenges of the climate emergency with hands-on training in governance, activist and planning interventions geared to building more just and sustainable cities and regions.

Increased depth and nuance in urban worlds, politics and planning as well as urban political ecology will enhance the student learning experience and success upon graduation. Such specialized courses build on general themes developed in first and second year introductory and foundations

courses, afford students the opportunity to study theoretical and analytical approaches to crisis and opportunity in our global urban world, and develop practical and methodological tools for intervention into processes of urbanization and regionalization. Experiential learning and skills training in the classroom and in the field are crucial elements of this program at all levels.

3000 level
ENVS 3160.3 Race/racism and environmental justice **or** GEOG 3040.3 Urban Environmental Justice
ENVS 3223.3 Housing and homelessness
ENVS 3225.3 Regional governance
ENVS 3226.3 Sustainable urbanism: Environmental planning and design
ENVS 3227.3 Urban planning and politics in the global south
ENVS 3230.3 Urban habitats and restoration ecology
ENVS 3301.3 Urban gardening, justice and sustainability
ENVS 3224.3 Urban wilderness: conflicts and management
GEOG 3380.3 Urban social analysis
GEOG 3070.3 Gender, migration and population
GEOG 3400.3 Urban geographies of genders and sexualities

4000 level
ENVS 4220.3 Urbanization in developing countries
ENVS 4223.3 Global cities
ENVS 4225.3 Designing sustainable cities
ENVS 4227.3 Urban and environmental risk and resilience
ENVS 4750.3 Political ecology of landscapes
ENVS 4800Q.3 Land and Urban Development
GEOG 4080.3 Towns, suburbs, peripheries
GEOG 4095.3 Indigenous urban space
GEOG 4130.3 Planning suburbs
GEOG 4190.3 Migrant economies
GEOG 4280.3 Imagining Toronto: Literary geographies of a city
GEOG 4605.3 The greater Toronto area
GEOG 4900.3 Public space

Free Electives
The remainder of the degree options are to be filled with electives from within the EUC Faculty or external to it, while satisfying residency requirements.

6. Provide the rationale for the proposed changes.

We live in an urban world. Cities and city-regions around the globe face pressing social and environmental challenges linked to climate change, emerging infectious disease, global migration, and deepening inequalities and racial divides. Inclusive and sustainable planning interventions are required to manage urban growth (and decline), provide infrastructure, integrate newcomers, and mitigate environmental impacts. Urban and regional governance is key. In Ontario, the use of the term Region

points to distinct territories of governance that are key to how networked infrastructures supply water and manage wastewater, provide energy and organize transportation among other things. Urban and regional governance in this institutional sense is responsible for housing and public health, as well as education and settlement services in this immigrant city-region. Creating new visions of urban life, and planning ways of making them a reality, are tasks being undertaken by governments, corporations and citizen groups.

Using the market research available [2], this proposal draws together the existing and emerging curricular elements into a distinctive flagship program in the Faculty of Environmental and Urban Change. Extant strengths will be enhanced by new course offerings and deliberate synergetic curricular mergings between the legacy units of EUC. These new course offerings are designed to expand present curricular strengths and specifically improve our program delivery in cities, regions, and planning in light of urgent societal demands related to climate and social justice concerns. The new program deepens the concentration of expertise and creates opportunities to grow undergraduate enrolments and further develop graduate-focused study in programs in EUC. There are currently MA, MSc, and PhD programs in Geography, and Masters and PhD programs in Environmental Studies, including a MES in Planning.

Through breadth and variety of the experiential education opportunities noted above in the new CRP program, graduates will be prepared for attractive employment positions in the professional private sector and consultancies, municipal and provincial governments, program and policy positions in local and international agencies as well as non-governmental organisations. In our finely tuned offerings of courses we combine the best foundational approaches to core questions of urban life in an era characterized by climate emergency, pandemic response and preparedness, social upheaval around questions of social and racial justice. The program benefits from strong professional linkages through our large alumni network and links to the Canadian Institute of Planners (CIP), the Ontario Professional Planners Institute (OPPI) and the Planning Accreditation Board.

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

Excellent academic programs are a priority for the university, and this is expressed in all of our planning documents. A program that aligns with the research strengths of many faculty members holds potential to further augment research intensiveness in the area which will also increase York's reputation, nationally and globally, in policy, environmental, developmental and cultural issues relating to the trend towards urbanization of the world's populations as well as related opportunities and

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2 Ng and Conrad (2019) Student Choice Study for EUC where it was noted that "urban planning enrolments and job outlooks look positive" and "modestly increasing since 2016." Further, "the job outlook for related occupations is also projected to be above average." Finally, the title of the program Cities, Regions, Planning specifically responds to their comment that "Students prefer learning about both urban and natural environments, not just urban." The newly instituted Urban Political Ecology theme specifically caters to this preference as it deals with "the urbanization of nature" in a comprehensive way, including the many ways natural and built environments, human and nonhuman natures relate in cities and regions through complex metabolic processes.

challenges.

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

See **Appendix A** for core and elective credits mapped by theme.

The Learning Outcomes are a revised, refined and reenergized combination of the outcomes that have been part of the BA in Geography and Urban Studies and the BES Area of Concentration in Urban and Regional Environments. The Learning Outcomes for this program are:

A. Describe the distinctive social, cultural, political, economic, ecological, and spatial features of cities and regions in their global diversity and illustrate how they impact lived urban experiences for individuals and communities

B. Apply concepts from different theoretical traditions to critically assess the historical and geographical processes of urbanization, suburbanization and regionalization and their implications for developing socially just, democratic, and sustainable city-regions and urban life, as well as recognize the limits of knowledge of those traditions and processes

C. Develop methodological, analytical, and technical skills to explain, compare, evaluate, and intervene (intervention - Honours only) in the dynamic processes of urban and environmental change, especially by foregrounding planning knowledge that includes techniques for managing deliberation and social contestation.

D. Investigate the challenges that come with global urbanization and design responses and/or solutions to city-building and urbanism

E. Explore the complexity and diversity of cities and their regions through experiential and field-based learning activities in Toronto and beyond

F. Mobilize critical thinking and leadership skills as active citizens who can collaborate with urban communities, governmental and non-governmental organizations, and the private sector to effect change (Honours only)

G. Communicate ideas and experiences to multiple audiences through written, oral, digital, visual, cartographic, and other means

H. Examine urban-related topics through thematic strands of urban worlds, urban planning and politics, and urban political ecology

In reference to the degree level expectations proposed by the Ontario Universities Council on Quality Assurance, our learning outcomes provide depth and breadth of knowledge (A, E, H),

knowledge of methodologies (C, D); application of knowledge (B, D, F), communication skills (F, G), awareness and limits of knowledge (B), and autonomy and professional capacity (C, D, E, F, G).

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

The intention to develop academic programming in a study of cities, regions and planning, based on existing offerings by the Faculty of Environmental Studies and by the Department of Geography, was described in versions of the draft proposal to establish a new Faculty that were circulated as a basis for discussion in August 2019. In addition to informal collegial discussions between FES/Geography and Social Science, the Office of the Provost facilitated discussions encouraging collaboration. In September 2019, APPRC and ASCP created a joint committee to support consultations between FES/Geography and other University stakeholders, including Social Science and Urban Studies. In November 2019, the Chair of ASCP and the Vice Provost Academic undertook facilitated discussions with the 3 parties to develop a jointly-offered collaborative program. The Vice Provost Academic hosted a pan-university consultation on the Urban@York on November 8, 2019. A joint proposal by the three parties was an outcome of broad consultation and focused collaborative discussion between EUC and Social Science/Urban Studies during the course of 2020. In December 2020, the Department of Social Science/Program in Urban Studies decided to withdraw from the process and triggered this current Major Modification document for the BES in Cities, Regions, Planning. At the EUC Faculty Council meeting on December 17, the current course of action was decided upon.

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

There are no changes to the admission requirements. Students will be admitted through EUC. After the major is launched we will explore various avenues of acceleration to the MES planning program or accreditation for the professional planning designation in this program.

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

For its curriculum on the politics, ecologies and geographies of cities and regions, the current proposal draws upon existing courses and faculty expertise. The intended addition of planning as an accredited professional degree at the undergraduate level (rather than just a substantive theme) in the future will need additional resources through new hires or dedicated CUPE instructors from within the EUC PhD programs.

There are several new courses identified as part of the CRP program. Those new courses specifically meet the needs identified by a rapidly evolving urban and regional society and challenges faced by urban sustainability and resilience in an age of the climate emergency, pandemic response and preparedness and struggles for racial and social justice. See the EUC Dean's statement of support for

the program that identifies how administrative support will be provided (**Appendix D**).

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

The assessment of learning is not changing.

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

Students currently enrolled in the program will be able to complete the requirements that are currently in place.

The Faculty of Environmental and Urban Change is committed to ensuring minimum disruption to current students through adherence to accommodation principles. The accommodation rules will be in effect until Summer 2026 with the October 2026 convocation being the sunset deadline. Students who have not completed the requirements of their legacy program by the end of Summer 2026 term will be required to migrate to a new degree program, and then to follow the program's new requirements. Accordingly, students admitted in Fall 2021 will follow new program requirements. At the course level, legacy unit rules will need to take into consideration course levels, course content and course substitutes. It is assumed that, where necessary, discretion will be used in order to accommodate any students inadvertently disadvantaged by the rules implemented. However, given that our changes are modifications to existing programs, most of the former degrees will remain intact. All students will be given the opportunity to switch into one of the modified programs and to complete their degrees under the modified requirements. See **Appendix E** for Legacy unit accommodation rules.

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

See **Appendix F** for side-by-side calendar copy.

Appendix A: Curriculum Content and Core and Elective Course List
Curriculum Content: Program Themes

Cities, Regions, Planning

Urban Worlds

Urban Planning & Politics

Urban Political Ecology

Courses	Urban Worlds	Urban Planning & Politics	Urban Political Ecology
CORE			
ENVS 1210.03 Cities, Regions, Planning in Globalizing World	**1**	**1**	**1**
GEOG 2220.3 Global Urban Geography	1		
ENVS 2200.3 Urban Planning and Politics		1	1
ENVS 2201.3 Urban Political Ecology			1
GEOG 2420.3 Quantitative methods or ENVS 3010.3 Qualitative methods[a]	1	1	1
GEOG 3280.3 On Locations: Urban placemaking and the spatial politics of difference	1	1	1
ENVS 3222.3 Urban infrastructures		1	1

ENVS 4221.3 Urban consulting practice	1	1	1
Program Electives			
ENVS 3160.3 Race, racism and environmental justice or GEOG 3040.3 Urban Environmental Justice	1	1	1
ENVS 3223.3 Housing and homelessness		1	
ENVS 3224.3 Urban wilderness: conflicts and management			1
ENVS 3225.3 Regional Governance	1	1	1
ENVS 3226.3 Sustainable Urbanism: Environmental Planning and Design			1
ENVS 3227.3 Urban Planning and Politics in the Global South	1	1	
ENVS 3230.3 Urban Habitats and Restoration Ecology			1
ENVS 3301 Urban Gardening, justice and sustainability			1
GEOG 3380.3 Urban Social Analysis	1	1	
GEOG 3070.3 Gender, Migration and Population	1		
GEOG 3400.3 Geographies of Genders and Sexualities	1		
ENVS 4220.3 Urbanization in the Global South	1	1	
ENVS 4223.3 Global Cities	1	1	1
ENVS 4225.3 Designing Sustainable Cities			1
ENVS 4227 3.0 Urban and Environmental Risk and Resilience		1	1
ENVS 4750.3 Political Ecology of Landscapes			1
ENVS 4800Q.3 Land and Urban Development		1	
GEOG 4080.3 Towns, suburbs, peripheries	1	1	1
GEOG 4095.3 Indigenous Urban Spaces	1	1	
GEOG 4130.3 Planning Suburbs	1	1	
GEOG 4190.3 Migrant Economies	1		

GEOG 4280.3 Imagining Toronto: Literary Geographies of a City	1		
GEOG 4605.3 The Greater Toronto Area	1		
GEOG 4900.3 Public Space	1	1	

Appendix D: Dean's letter of support

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February 25, 2021

Greetings,

I am writing to support – strongly and enthusiastically – the proposed Bachelor in Environmental Science in Cities, Regions, Planning to be offered by our Faculty of Environmental and Urban Change (EUC).

Impetus for this program is rooted in combining the strong urban traditions in the legacy units of Faculty of Environmental Studies and Department of Geography. It thus consolidates previously fragmented and disconnected pathways to studying urban issues at York University, as well as visioning a compelling and relevant program grounded in the pressing challenges of global urbanization, regional growth and decline, and planning for a just and sustainable future. The program aims at reversing stagnant enrolment trends in this realm at York by drawing in net new undergraduate students with interests in and passion for urban issues.

The proposed BES in Cities, Regions, Planning program offers several key features that will appeal to students and offer them high-quality learning experiences and outcomes. First, it is grounded in a comprehensive interdisciplinary approach, spanning biophysical sciences, social sciences, and the arts and humanities; this is reflected in the exciting line-up of courses, including 'Urban Habitats and Restoration Ecology', 'Urban Placemaking and the Spatial Politics of the City' and 'Literary Geographies of a City', as well as interdisciplinarity within course offerings such as those within the thematic area of 'urban political ecology' that fuses urban and urban political theories and practices with ecological thinking and action.

Second, the program offers a robust suite of experiential education opportunities in the classroom, lab, and field will that foster students' direct engagement with urban networks, community partners, and planning contexts. For example, a third-year core course on 'Urban Infrastructures' is designed as an intensive theoretical offering paired with field-based learning in the city of Toronto; a fourth-year 'Urban Consulting Practice' is designed as a springboard to career pathways. These experiential education features are well-supported by EUC's extensive alumni network (12,000+ strong) and faculty members whose own community-engaged, action-oriented research and engagement endeavours are brought forth within the curriculum.

Third, the program highlights two distinctive and critical elements relative to other urban-focused undergraduate programs in Canada, namely environment and planning in the urban context. Indeed, this is a novel offering on the higher education landscape. These two elements reflect the importance of understanding the ways in which urbanization and the environmental crisis are connected, as well as the importance of visioning, designing, and planning more just and sustainable urban environments.

This is an exciting time for York University in enhancing its strengths and programming in urban issues. Our Faculty of Environmental and Urban Change has been involved in extensive consultation and discussions with others across the university, namely the Urban Studies Program, Department of Social Sciences LA&PS. At this time, URST colleagues have opted out of an originally conceived joint program. We remain open to continuing conversations and visions for consolidating further urban programming at York. In the meantime, the proposed BES in Cities Regions Planning is well supported and resourced within EUC given our strengths in urban, regional, and planning realms. Indeed, it is an exciting offering that we will be proud to introduce to students.

Sincerely,

Alice J. Hovorka
Dean & Professor

Appendix E: Legacy units' accommodation

University and Faculty-level degree requirements include the number of credits for the degree, general education requirements, breadth requirements (if any), grade point average (overall, cumulative and sessional) requirements and residence/in-Faculty requirements.

Program of study requirements include rules about program-specific regulations such as the number of courses for a Major/Minor, the number of courses at a particular level, and specific individual course requirements.

At the course level, legacy rules will need to take into consideration course levels, course content and course substitutes. It is assumed that, if necessary, discretion will be used in order to accommodate any students inadvertently disadvantaged by the rules implemented by the new Faculty.

University, Faculty-level and program of study requirements

- Newly admitted students who begin their studies in September 2021 will complete their degrees following the rules implemented by the Faculty of Environmental and Urban Change. Students admitted to the Faculty of Environmental and Urban Change with transfer credit will follow the rules implemented by the new Faculty of Environmental and Urban Change.

- Current BES and BA Geography students who have been moved to the Faculty of Environmental and Urban Change will not be able to "transfer" back to the Faculty of Environmental Studies and the Department of Geography in the Faculty of Liberal Arts and Professional Studies since those units no longer exist. However, current students will be permitted to continue in their existing degrees and programs of study in the Faculty of Environmental and Urban Change following legacy rules.

- Students will be able to follow legacy rules until the end of the Summer 2026 session; October 2026 will be the final convocation for programs under legacy rules. Students who have not completed programs with legacy rules by the end of Summer 2026 session will be required to complete degrees and programs under rules implemented by the new Faculty.

- Students who are moved to the Faculty of Environmental and Urban Change will be coded into a program of study that corresponds to the program of study they were pursuing at the Faculty of Environmental Studies and the Department of Geography in the Faculty of Liberal Arts and Professional Studies. Student who opt to change their program of study once moved will follow the new program rules implemented by the Faculty of Environmental and Urban Change and will be coded into a new program of study. It is intended that this change will not create hardship for students but rather allow for the most clarity in terms of programs of study options. Students who are declaring their Major effective for the Fall/Winter 2021-2022 session must choose a

program of study in the new Faculty rather than choosing from the set of legacy programs. Students who change from a program of study with a single Major to a new program of study with a Double Major or a new program with a Major/Minor option will follow the rules established for the new program of study. It is assumed that the Faculty of Environmental and Urban Change will use discretion at the time of graduation to accommodate any students inadvertently disadvantaged by the rules of the new program of study.

Faculty transfers

- All students that transfer from units other than the Faculty of Environmental Studies and the Department of Geography in the Faculty of Liberal Arts and Professional Studies to the Faculty of Environmental and Urban Change from September 2021 forward will be required to follow the new rules implemented by the Faculty of Environmental and Urban Change.

Reactivation for legacy units' rules

- Previous students from the Faculty of Environmental Studies and the Department of Geography in the Faculty of Liberal Arts and Professional Studies who have been away for less than four consecutive sessions (2 academic years or less) and who reactivate before the Summer 2023 session will be eligible to follow legacy program rules from their original Faculty (Faculty of Environmental Studies or Department of Geography in the Faculty of Liberal Arts and Professional Studies).

- Students will be able to follow these rules until convocation exercises in October 2026; Summer 2026 will be the final academic term for the rules. Students who have not completed programs with the rules as of the Summer 2026 session will be required to complete their degrees and programs under the rules implemented by the Faculty of Environmental and Urban Change.

Reactivations to new rules

- Previous students from the Faculty of Environmental Studies and the Department of Geography in the Faculty of Liberal Arts and Professional Studies who have been away for more than four consecutive sessions 2 academic years or less); or previous students from the Faculty of Environmental Studies and the Department of Geography in the Faculty of Liberal Arts and Professional Studies who reactivate after the Summer 2023 will follow the rules in place at the time of reactivation. All students who request reactivation as of the Fall/Winter 2024-2025 and subsequent sessions will follow the rules in place at the time of reactivation.

Residence requirements/in-Faculty requirements

- For students moved to the Faculty of Environmental and Urban Change, courses taken at the Faculty of Environmental Studies and in the Department of Geography in the Faculty of Liberal Arts and Professional Studies will be deemed to count towards the residence or in-Faculty requirements.

YORK U

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April 12, 2021

Academic Standards, Curriculum and Pedagogy Committee
Attention: Professor Chloe-Brushwood Rose, Chair

**Re: Cities, Regions, Planning degree to be housed in the Faculty of
Environmental and Urban Change (FEUC)**

I am writing in support of the new major in Cities, Regions, Planning degree to be housed in the Faculty of Environmental and Urban Change (FEUC). I note that the major has been under discussion in a number of different ways for a significant period of time, has the support of the Urban Studies Program in LA&PS, and is sufficiently distinct from this program. I also am in support of FEUC expanding its offerings around the Urban and bringing attention to the strengths in this area to light for students considering York University.

While I do think that it is disappointing that the efforts for a joint program between FEUC and LA&PS were not able to be realized, faculty members did put in significant efforts for more than a year which I believe has had a positive result in the curriculum proposed in the new major. It is my hope that colleagues will continue to work on collaboration in the ways they can, to provide students at York with as robust as possible offerings in the area of the urban.

I am happy to provide any other information that the committee requires and again congratulate the Faculty of Environmental and Urban Change on this exciting new proposed major.

Sincerely,

J.J. McMurtry
Dean

cc: Dean Alice Hovorka, Faculty of Environmental and Urban Change

MEMORANDUM
Department of Social Science
York University

To: J.J. McMurtry, Dean, Faculty of Liberal Arts and Professional Studies

CC: David Mutimer, Associate Dean, Faculty of Liberal Arts and Professional Studies
Uwa Idemudia, Chair, Department of Social Science

From: Douglas Young, Program Coordinator, Urban Studies Program

Re: Response to the Proposed Degree in Cities, Regions, Planning

Date: March 30, 2021

The Department of Social Science (SOSC) has no objection to the proposed new Major in Cities, Regions, Planning. In fact, we are pleased to see the formulation of a new and coherent urban undergraduate degree in the Faculty of Environmental and Urban Change (EUC). It has long been our position that the University and the student experience would be enriched by urban undergraduate curriculum being based in more than one unit. In 2015, when URST decided not to join in a merger with Geography and FES, URST encouraged the new Faculty to develop a coherent undergraduate urban degree that would be distinct from the existing BA Urban Studies (URST). In 2019, SOSC/URST decided to participate in discussions with EUC about the possibility of developing a shared BA URST. Our support for a shared degree was based in the belief that the University and student experience would be enriched by the fact that the degree was to be embedded in two different units – units with distinct histories, cultures and networks. After 13 months of collaborative and good faith discussions, we withdrew from further discussion in response to the refusal by senior administration at the University to provide us with faculty resources sufficient to allow us to implement our half of the shared degree. This was a difficult decision to take but the lack of faculty complement renewal would, in our opinion, undermine the very premise of a shared degree – namely that it is equally embedded in the two partner units.

At the same time that we have no objections, we do have a few concerns. First, it is important that prospective students be made to understand that including "Planning" in the title does not mean that this is a professionally accredited degree program. On the other hand, we think EUC should consider just that, i.e, developing this Major into an accredited program. That would go a long way to making the degree distinct from the existing BA URST. Second, we see possible overlap between three of the proposed courses and courses currently offered by the Urban Studies program: the proposed 1st year course, the proposed 3rd year course that will include a field school, and a 4th year placement course. In developing the syllabi for those courses, we would ask that EUC consult with the Urban Studies program to avoid overlap.

One point we would like to note in response to Dean Hovorka's letter in support of the new Major, is that while enrolments in the BA Geography and the BES have lagged, enrolment in the BA URST degree has remained strong over the past five years as other programs have struggled.

Memorandum

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To: Chloe Brushwood-Rose, Chair, ASCP

From: Lisa Philipps, Provost & Vice-President Academic

Date: April 12, 2021

Subject: Support for Major Modification to New BES major in Cities, Regions, Planning, Faculty of Environmental & Urban Change

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I write this letter in support of the proposed new undergraduate major in Cities, Regions, Planning proposed for a Bachelor of Environmental Studies by the Faculty of Environmental & Urban Change (EUC).

With the recent creation of EUC, York has brought together a critical mass of faculty members with research and teaching expertise related to urban environments and cities, as reflected in the name of the new Faculty.   The new major in Cities, Regions, Planning further concentrates these strengths of EUC and formalizes the consolidation of the urban-related offerings of Environmental Studies and Geography. This program reflects the priorities of the University Academic Plan in its interdisciplinarity, engagement in experiential education, career pathway development, and its explicit focus on environment and planning in the urban and regional contexts. My preference would have been a collaborative program with URST, and I remain hopeful that a strong history of informal collaboration among these groups will continue and grow in future. At the same time, I fully support EUC as the locus for development of new urban programming at York University.

This is an opportune moment for the expansion of EUC undergraduate programming into these important areas, and this proposal has my unequivocal backing.

April 12, 2021

Academic Standards, Curriculum and Pedagogy Committee
Attention: Professor Chloe-Brushwood Rose, Chair

**Re: Cities, Regions, Planning degree to be housed in the Faculty of
Environmental and Urban Change (FEUC)**

I am writing in support of the new major in Cities, Regions, Planning degree to be
housed in the Faculty of Environmental and Urban Change (FEUC). I note that the
major has been under discussion in a number of different ways for a significant
period of time, has the support of the Urban Studies Program in LA&PS, and is
sufficiently distinct from this program. I also am in support of FEUC expanding its
offerings around the Urban and bringing attention to the strengths in this area to
light for students considering York University.

While I do think that it is disappointing that the efforts for a joint program between
FEUC and LA&PS were not able to be realized, faculty members did put in
significant efforts for more than a year which I believe has had a positive result in
the curriculum proposed in the new major. It is my hope that colleagues will
continue to work on collaboration in the ways they can, to provide students at York
with as robust as possible offerings in the area of the urban.

I am happy to provide any other information that the committee requires and again
congratulate the Faculty of Environmental and Urban Change on this exciting new
proposed major.

Sincerely,

J.J. McMurtry
Dean

cc: Dean Alice Hovorka, Faculty of Environmental and Urban Change

Major Modifications Proposal Guidelines

1. Program: Graduate Program in Science and Technology Studies

2. Degree Designation: MA & PhD

3. Type of Modification: (changes to program requirements / content that affects the learning outcomes.)

Change to program requirements, affecting the learning outcomes.

4. Effective Date: Sept 2021

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

The Major Modification to the STS Graduate Program (henceforth 'Program') introduces 3 new program requirements and changes 3 existing program requirements.

New program requirements include:
1. Introduction of a new Research Cluster (RC) course as a 3.0 Credit required course for MA and PhD 1*** students, and as a 0.0 Credit required course for PhD 2*** students; MA and PhD 1 students can take 1 more RC course as an elective;
2. Introduction of a new Colloquium course as a 0.0 Credit required course for MA, PhD 1, and PhD 2 students; and
3. Creation of new Competencies Exam – focused on diverse career development – for PhD students to replace Comprehensive Exams – focused on university teaching career expectations.

Changes to existing program requirements include:
1. Reducing the total credits required by PhD students from 18 to 15 Credits;
2. Reducing the number of non-STS courses that MA and PhD students can take from 2 to 1; and
3. Reducing the number of Directed Reading courses that MA and PhD students can take from 2 to 1

Research Clusters:
- As a way to rethink graduate education in the Program, Research Clusters are meant to foster theoretical and methodological innovation on specific research topics in Science and Technology Studies (e.g. Feminist Technoscience, Critical Innovation Studies, Digital Futures), lead to timely completion by students by embedding the Program requirements in the Clusters (e.g. developing reading lists for Competency Exams – see below), ensure a more uniform cohort progression, and
enable students to engage with each other and faculty over their time in the Program. They are designed to be experimental, flexible, and adaptable, and will include a range of activities: presentations by faculty and students; external speakers, both academics and stakeholders; sessions on methodologies and new literature relevant to the field of inquiry; professional development specific to the field of inquiry; engagement with non-traditional practices such as research creations, activist citizen engagements, and potential internship activities. Each Cluster will entail commitment from faculty and students to meet every two weeks over two terms. They will foster opportunities for interdisciplinary thinking and collaboration by bringing faculty and students together on a specific topic. Clusters will be chartered on 3-year cycles with Program faculty writing proposals for the Program Executive to decide upon; each Cluster can then be 'rechartered' for a second 3-year cycle. Consequently, the Clusters can change in response to changing research interests in the Program and to external trends in STS.

> ***Every graduate student at York University is assigned a cohort year based on their year of entry to their program of study.PhD 1 refers to year level 1 and PhD 2 refers year level 2.

Colloquium
- The Colloquium will provide a regular forum for all Program faculty and students to engage with one another intellectually and communally, which is currently missing in the Program. It is specifically designed to foster a greater sense of community in the Program. The Colloquium will entail more general activities than the Clusters, providing a means to discuss research as well as deliver general professional development workshops to students (e.g. grant writing, publishing, careers). It will run every two weeks over two terms.

'Competencies' Exam:
- A rethinking of the Comprehensive Exam, the Competencies Exam is meant to provide students with learning opportunities for multiple and diverse career pathways. Since the vast majority of PhD students (80%) do not end up with tenure-track jobs, they need to develop a range of 'Competencies' to ensure their future career success. The Exam requirement is designed to do this and to assess 'competence' in a career-related area: for example, theory and method or teaching (academia); stakeholder engagement (policy, third sector); innovation strategy (business); campaigning (activism); public engagement (science communication); etc. They comprise 3 Exam Lists, which will includ academic and non-academic literature, and one written output related to the specific career-related competence area decided upon by the student: for example, literature review, teaching syllabus, organizational internship and report, policy report, activist campaign proposal, documentary film, art installation, public engagement project proposal, etc. Exam lists should build on Science and Technology Studies literature (STS) and be grounded in a 'York STS School' (i.e. drawing on literature of York faculty alongside broader STS literature). Exam lists will be created within the context of a Research Cluster and presented in a Cluster meeting. They will be examined in a 3-hour, face-to-face examination by a three-person committee, including the Supervisor, one other STS faculty, and one other faculty (STS or external).

Outlines of the revised program structures are included in the boxes below.

MA in Science and Technology Studies

Length: 1-year program

Total credits: 24 (18 Credits from Courses + 6 Credits from Major Research Paper)

Required courses (6 Credits):
- 3.0 Credits STS5001 *Introduction to Science & Technology Studies* (MA)
- 1 x 3.0 Credits *Research Cluster* (biweekly, two terms)
- 1 x 0.0 Credits *Colloquium* (biweekly, two terms)

Elective Courses (12 Credits):
- At least 1 x 3.0 Credits must be taken in an STS elective
- Up to 1 x 3.0 Credits may be taken in another *Research Cluster*
- Up to 1 x 3.0 Credits may be taken as *Directed Reading*
- Up to 1 x 3.0 Credits may be taken in courses offered by other graduate programs, and which are not formally cross-listed with STS, by approval of the GPD

Major Research Paper (MRP):
- 6.0 Credits to be fulfilled by pursuing an MRP with a supervisor approved by the GPD and an MRP proposal approved by the Supervisor and GPD by Winter Term Reading Week (i.e. mid-Term 2).

Summer courses may involve Summer Institute intensives and module formats if available.

PhD in Science and Technology Studies

Length: 5-year program

Total credits: 15 (all courses)

Required courses (6 Credits):
- 3.0 Credits STS6001 *Introduction to Science and Technology Studies* (PhD)
- 1 x 3.0 Credits *Research Cluster* (biweekly, two terms) in PhD 1
- 1 x 0.0 Credits *Research Cluster* in PhD 2
- 1 x 0.0 Credit *Colloquium* (biweekly, two terms) in PhD1
- 1 x 0.0 Credit *Colloquium* in PhD 2

Electives Courses (9 Credits):
- At least 1 x 3.0 Credits must be taken in an STS elective
- Up to 1 x 3.0 Credits may be taken in another *Research Cluster*
- Up to 1 x 3.0 Credits may be taken as *Directed Reading*
- Up to 1 x 3.0 Credits may be taken in courses offered by other graduate programs, and which are not formally cross-listed with STS, by approval of the GPD

'Competencies' Exam:
- See above.

Dissertation (following FGS regulations):
- Option 1: traditional monograph-style (60-100k words)
- Option 2: manuscript-based consisting of 4 published or forthcoming refereed journal articles on a similar topic, plus Introduction and Conclusion (20k words) to integrate the articles as one intellectual project
- Option 3: multimodal project comprising an experimental format, including film, art, comic, activist campaign, collaborative project, fictional narrative, website, etc., plus accompanying document (30k words) to position the project within wider STS debates

6. Provide the rationale for the proposed changes.

The Program was created in 2009 around a "field" structure comprising four research areas: Biosciences and Biotechnologies; Human-Machine Interactions; Public Science; and Physical Systems. Graduate courses are aligned with these four fields, reflecting the interests of the founding faculty members in Science and Technology Studies (STS). The PhD program has a traditional Comprehensive Exam structure in which PhD students take at least 2 exams from these 4 fields (and up to 3), and (if they choose) another 1 they create themselves. Each exam consists of 50 readings from key texts in the field (15 required and 35 optional). As such, the identity and structure of the Program emerged from the research interests of the most active faculty members at the time of its foundation.

The rationale for changing the Program is twofold.

First, as a relatively new and dynamic discipline, STS has changed considerably since 2009 – at York and elsewhere – meaning that this Major Modification will create a new structure that is more flexible

and adaptable to current and future changes in STS as a discipline and to address the challenges of the Program's institutional home at York (i.e. Faculty of Science). The changes will capitalize on the research interests, commitment, and participation of existing faculty members as well as the 10 new and active faculty members who have joined the Program since 2009 – including Agathangelou (LA&PS), Baljko (Lassonde), Birch (LA&PS), Douglas (Science), Elliott (LA&PS), Elwick (Science), Halifax (Health), Kennedy (LA&PS), Lam (LA&PS), and Mialet (Science). At the same time, the research interests, commitment, and participation of graduate students is changing with increasing interest in socially-engaged and activist scholarship leading STS in new directions, both at York and more widely; consequently, there is now less of a division between change-making career pathways within and outside academia for these students.

Second, this Major Modification is a response to the recommendations of the Program's first CPR review in 2017. The feedback from external reviewers was that there is a need for significant changes in the Program, both academically and structurally. In part, this feedback reflected the challenges faced by the Program as a result of the resourcing arrangements for interdisciplinary graduate programs like STS at York (i.e. the need to be housed in an anchor Department and Faculty). It is important to note that the Program draws on faculty members from every Faculty at York except Schulich currently and (only recently) Glendon, and that graduate students come into the Program from an extremely diverse range of disciplines (e.g. sociology, anthropology, philosophy, history, engineering, computer science, physics, law, etc.). The changes in this Major Modification address the feedback of the CPR external reviewers, especially the need to consider how to resource and organize an interdisciplinary graduate program like STS at York.

Overall, the aim of the restructuring is to provide the Program with a way to grow in size by taking advantage of its greatest assets; namely, its diverse and internationally-renowned faculty members and its diverse and excellent graduate students. In so doing, the Program aims to improve the student experience and career outcomes for graduates of the MA and PhD program.

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

The changes to the Program are aligned with the University's Academic Plan (UAP 2015-2020) and the University's Strategic Research Plan (SRP 2018-2023). They are also aligned with the Faculty of Liberal Arts and Professional Studies' Mission (2009).

UAP (2015-2020) Priorities

1. *Innovative, Quality Programs for Academic Excellence*: the changes will reinforce the "interdisciplinary curriculum, research activities, cutting edge or distinct programming" (p.12) characteristic of Science and Technology Studies (STS), which is a discipline in which scholars and students have to develop expertise in their analytical field (e.g. sociology) as well as their field of study (e.g. biology) (p.12). It will continue to champion the liberal arts by promoting the social and humanistic study of science and technology, being specifically concerns with the values, ethics, societal biases, etc. that shape science and technology (p.12).
2. *Advancing Exploration, Innovation and Achievement in Scholarship, Research and related Creative Activities*: the changes will enhance and increase the number graduate students coming to study STS at York, as the changes provide clearer career pathways outside of academia (p.14). The distinctiveness of STS means that the Program attracts a range of students with different career goals, not all of which are facilitated by the current program requirements. The proposed changes will enable students to be more socially and community engaged in their approaches and career goals, thereby attracting a growing number of applicants.
3. *Enhanced Quality in Teaching and Student Learning*: the changes will provide students with more experiential education opportunities through the Research Clusters and Competencies Exam

(p.15). Each is designed to incorporate a more flexible teaching and learning approach that will provide students with more professional experiences (e.g. internships, external speakers, policy engagement, community engagement, etc.).

4. *Enhanced Community Engagement*: the changes will enable students to gain credit for their engagement with stakeholders and external community partners in their research activities (p.18).

SRP (2018-2023)

- *Themes*: STS research at York cuts across all six intersecting themes of the SRP (p.8); the Program has faculty and students doing research that advances fundamental and critical inquiry (e.g. Lightman, Rutherford); analyses cultural configuration of science and technology (e.g. Elliott, Bailey); studies interventions in medical and environmental sciences (e.g. Martin, Myers); interrogates new and emerging science and technology (e.g. Birch, Mialet); seeks to create more equitable technologies (e.g. Baljko, Douglas); and integrates innovation and the public good (e.g. Denning, Kennedy). The proposed changes will reinforce the alignment of the Program with these themes by embedding the research interests and expertise of faculty and students in dedicated Research Clusters centred around the research strengths in the Program.
- *Opportunities*: STS research at York also cuts across the five opportunity areas identified in the SRP (p.3). The proposed changes include the creation of Research Clusters that will be flexible and dynamic, being 'chartered' (or rechartered) every 3 years, and therefore adaptable to a range of emerging Opportunities. Although they have not been chartered yet, research strengths in the Program mean that these Clusters are likely to focus areas like: digital cultures and economies; biomedical sciences; feminist and indigenous science and technology; and social activism. These four potential Clusters reflect the Opportunities identified in the SRP.

LA&PS Mission (2009)

The proposed changes mean that the Program will be more aligned with the Mission of the Faculty of Liberal Arts & Professional Studies (LA&PS):

- The changes will reinforce interdiciplinarity by expanding the range of expertise that students develop, while combining liberal arts training with professional experience in order to prepare students for a wider array of career pathways.
- The changes will support students in their efforts to take their scholarship "out into the community" by promoting a broader range of scholarly activities in the Research Clusters, Competencies Exam, and dissertation proper.

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

Revised Program Learning Outcomes

Upon completion of the Master's degree, students will be able to:

1. Articulate the distinct characteristics of interdisciplinary thinking and practice;
2. Understand how to employ an interdisciplinary approach in their own scholarship;
3. Analyse both social scientific and humanistic approaches to scholarships <u>and</u> scientific and technological approaches with particular attention to their underlying assumptions;
4. Understand how to apply social scientific and humanistic approaches to the study of the practices,

institutions, cultures, epistemologies, ontologies, etc. underlying science and technology and their commonsense public explanations;

5. Identify and develop an appropriate design and methodology in the pursuit of a short scholarly, creative, policy, or other research project focused on the social and humanistic configuration and/or implications of science and technology;

6. Define and conduct under supervision a short scholarly, creative, policy, or other research project focused on the social and humanistic configuration and/or implications of science and technology;

7. Write up a short scholarly, creative, policy, or other research project for academic and/or other audiences;

8. Develop appropriate professional practices, including time management, planning, personal communication, ethical conduct, etc.

9. Begin to develop reflexivity regarding research and professional practices in relation to their own social context, personal privilege, expertise and knowledge claims, engagement with diverse communities, etc.

Upon completion of the PhD degree, students will be able to:

1. Articulate the distinct characteristics of interdisciplinary thinking and practice;
2. Employ an interdisciplinary approach in their own scholarship;
3. Analyse both social scientific and humanistic approaches to scholarships and scientific and technological approaches with particular attention to their underlying assumptions;
4. Apply social scientific and humanistic approaches to the study of the practices, institutions, cultures, epistemologies, ontologies, etc. underlying science and technology and their commonsense public explanations;
5. Identify and develop an appropriate design and methodology in the pursuit of a substantial and independent scholarly, creative, policy, or other research project focused on the social and humanistic configuration and/or implications of science and technology;
6. Define and conduct independently an original scholarly, creative, policy, or other research project focused on the social and humanistic configuration and/or implications of science and technology;
7. Write up an original scholarly, creative, policy, or other research project for academic and/or other audiences;
8. Develop appropriate professional practices, including time management, planning, personal communication, ethical conduct, etc.
9. Develop reflexivity regarding research and professional practices in relation to their own social context, personal privilege, expertise and knowledge claims, engagement with diverse communities, etc.

The Research Clusters, Competency Exam structure and process, and the Colloquium series work hand in hand to enhance the following:

1. The dual study of different disciplines, specifically Science and Technology, and disciplinary approaches to them;
2. The creation of novel approaches to inter-disciplinary study;
3. The currency of knowledge and approaches to rapidly changing disciplines;
4. The analysis of common-sense assumptions;
5. The ability to challenge expertise;
6. The evelopment of research design and methods;
7. The ability to engage in research activities independently;
8. The ability to communicate orally and in writing more effectively to different audiences;
9. The delivery of a greater range of professional development training;

10. The ability to engage in self-examination and intellectual reflexity.

Both separately and through their interrelation, the Research Clusters, Competency Examination process, and the Colloquium series will enhance achievement of revised PLO in following ways:

1. Enhance interdisciplinarity: (a) the Competencies Exam will enable students to undertake in new modes of learning (e.g. internships, policy engagement, community engagement, social activism, etc.); and (b) the Colloquium and Research Clusters will bring students and faculty together on a more regular basis than at present in order to discuss different approaches to research, creativity, and scholarship.
2. Enhance dual study of different disciplines: the Competencies Exam will enable students to undertake new modes of learning (e.g. internships, policy engagement, community engagement, social activism, etc.) and open up new objects/topics of research (e.g. evidence-based policy, citizen science, etc.).
3. Enhance study of science and technology: the Competencies Exam and Clusters will enable students to undertake new modes of learning (e.g. internships, policy engagement, community engagement, social activism, etc.) as well as focus on new topics of study that are not included in the current curricula and pedagogical structure (e.g. digital technologies, artificial intelligence).
4. Enhance analysis of common-sense assumptions: the Colloquium – which will include all Program members – will provide a venue for students to engage in wide-ranging debates in the discipline, bringing students into contact with faculty and students with diverse analytical and methodological approaches that will help them to understand science and technology from new perspectives.
5. Enhance ability to challenge expertise: the Competencies Exam and Clusters – which are more focused on specialized research areas – will provide a venue for students to engage in more specialized and technical debates in their sub-fields, enabling them to develop their knowledge and understanding of their specific topic (e.g. biology, data, medicine) to a level needed to engage with practitioners (e.g. scientists, doctors).
6. Enhance research design and methods development: the restructured program will include more sessions on research design and methods, both in general terms (Colloquium) and in relation to specific topics (Clusters). Students will also be able to engage more directly with faculty researchers outside of formal work arrangements (e.g. Research Assistantships).
7. Enhance independent research activities: the Competencies Exam and Clusters will provide students with the opportunity to develop their independent research while receiving regular and focused feedback from peers and mentors who are specialists in their topic area.
8. Enhance development of writing: the Colloquium (generic) and Clusters (specific) will be used as venues in which to deliver academic training on publishing, grant writing, etc. This can be tailored to the specific research interests of the students in the Clusters. The Competencies Exam will also enable students to develop their writing (and research) skills in relation to their preferred career pathway (e.g. for a policy audience).
9. Enhance professional training: the Colloquium (generic) and Clusters (specific) will be used as venues in which to deliver professional development training, including: research ethics, personal and time management, etc. The Colloquium and Clusters also provide students with venues in which to present their research on a regular basis; currently the Program does not have its own seminar series.
10. Enhance reflexivity: the Competencies Exams, Research Clusters, and Colloquium will all provide a venue in which students can engage seriously with their own positionality as researchers; each setting provides students with a place in which to consider the impact of their research and their actions.

9. Summarize the consultation undertaken with relevant academic units, including commentary on the impact of the proposed changes on other programs. Provide individual

statements from the relevant program(s) confirming consultation and their support.

Since the CPR Report (Oct 2017), the STS graduate program has consulted with a wide range of stakeholders at York, including:

- Several meetings with the Provost and Vice-Provost Offices to discuss the CPR and subsequent changes needed to the Program (e.g. Dec 2017, Feb 2018, Mar 2018, Jun 2018, Mar 2020);
- Several meetings with Deans (e.g. LA&PS) and Department Chairs (e.g. Social Science, Humanities) to discuss changes and moving the Program (e.g. 2018, Mar 2020, Apri 2020);
- Regular meetings with the Dean of FGS to discuss future changes;
- Working group of Program members drawn from units across 8 of York's Faculties (Nov 2018-Mar 2019);
- Program Annual General Meetings (e.g. Mar 2019, Oct 2019) to discuss the working group's proposed changes;
- Creation of 4 ad hoc sub-committees of the Program Executive to coordinate restructuring of program requirements and governance implications, drawing on Program members from units across 7 of York's Faculties (Dec 2019-Mar 2020); and
- Program Symposium on "STS Futures" (Feb 2020) bringing together some of the world's leading STS scholars with Program faculty and students to discuss general issues about the future of STS as a field.

Most of these meetings, working groups, committess, etc. have included the involvement of both faculty members and graduate students in their discussions, deliberations, and decision-making.

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

None proposed.

11. Describe any resource implications and how they are being addressed (e.g., through a reallocation of existing resources). If new/additional resources are required, provide a statement from the relevant Dean(s)/Principal confirming resources will be in place to implement the changes. letter (on p19 of the package) the following paragraph: The Dean's Office has discussed the proposal extensively with the Program proponents and have considered its resource implications carefully: we have in place an arrangement for resourcing the Program that will allow it to transition to full sustainability and thrive inside the Faculty. I wish to acknowledge the assistance of the Department of Humanities and the Graduate Program Humanities in developing that plan..

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

Nominal changes to existing course delivery, in that *current* course delivery will remain the same as before. The inclusion of multiple modes of dissertation is not new, since these options already exist in FGS regulations. There will be new modes of delivery for Research Clusters and Competencies Exam than existing program requirements:

1. Research Clusters: these will be different than a conventional graduate seminar, in that they will be designed to enable faculty and students to configure the learning experience in experimental, flexible, and dynamic ways. Clusters will reflect the changing research interests and strengths of faculty and students at York. Delivery of the Clusters will include a range of class formats: hot-topic theory and methods discussions, career development seminars, external speakers, student research proposal presentations, faculty research talks, etc. All these classes will be focused on

the particular research area that defines the research cluster; one example of an area might be 'Feminist Technoscience'. The Program Executive will charter 2-4 Clusters every 3-year period, and the Clusters will be proposed by faculty members in the Program.

2. <u>Competencies Exam:</u> this will entail a new configuration of the Program's Comprehensive Exam in order to expand the relevance of the Exam to a wider range of research and other careers. The Competencies Exam will also include a written output element now, which might be an academic work or another output (e.g. policy report, documentary film, etc.). A majority of STS graduates have career aspirations outside of academia, which means that the direction and content of the Competencies Exam will be designed to incorporate more career pathways in the Exam format to ensure that students are provided with the skills and experience to achieve their career ambitions. Examples of Competencies Exams might include art installations, policy or business internships, social activism campaigns, community-engaged scholarship, etc., with a relevant output. Furthermore, the Exam will be better configured to support part-time graduate students alongside full-time students.

13. Is the assessment of student learning within the program changing? If so, comment on the appropriateness of the revised forms of assessment to the achievement of the program learning outcomes.

1. <u>Research Clusters:</u> these 'courses' will entail formative assessment of students engagement and involvement in different activities – attendance will be mandatory; development and presentation of MRP proposals for MA students will be mandatory; and development and presentation of Competencies Exam lists and dissertation proposals will be mandatory for PhD students. Other forms of engagement will include presenting preliminary research, writing grant applications, workshopping new papers, providing peer feedback, writing for a non-academic audience, etc. All such assessment activities will enable students to achieve the revised learning outcomes through regular evaluations of student needs and progress towards their Program requirements. Professorts facilitating the Clusters will be responsible for providing students with an assessment of its components and a final summative grade for their transcript.

2. <u>Competencies Exam:</u> the new Competencies Exam will add a written component to the existing Comprehensive Exam, but essentially be the same otherwise. This is more of a formative assessment, again, since it is designed to enable students to develop their competencies in a chosen career pathway by achieving the revised learning outcomes. Each Exam will be examined by a 3-person committee selected by the student in consultation witht their Supervisor and the Graduate Program Director, with at least 2 members drawn from the STS Graduate Program faculty. The committee will assess whether a student has passed the Exam, using the FGS designations: Qualified, Qualified with Condition, or Not Qualified.

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

All currently enrolled students will be grandparented with existing program requirements; please note that admissions have been suspended so the last MA and PhD cohort to come into the Program was in Sept 2019. As a result, by the time the new program requirements are rolled out, most currently enrolled PhD students will be approaching or past ABD status.

**FACULTY OF
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PROFESSIONAL STUDIES**

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TO: Ravi de Costa, Associate Dean Research and Graduate Studies, Faculty of Liberal Arts & Professional Studies

FROM: Elicia Clements, Chair, Department of Humanities

RE: Support for STS move to the Department of Humanities

DATE: December 18, 2020

Dear Associate Dean Research and Graduate Studies,

On behalf of the Department of Humanities, I am writing to express our support for the move of the Science and Technology Graduate Program from the Faculty of Science to the Department of Humanities in the Faculty of Liberal Arts & Professional Studies. I can confirm that the Department of Humanities and the Graduate Program in Humanities agree to the move of the STS Graduate Program as outlined on the Memo detailing the key elements. Thank you for the careful and collegial consultation concerning this significant addition to our unit.

Yours truly,

Elicia Clements

YORK U

UNIVERSITÉ UNIVERSITY

**FACULTY OF
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January 12, 2021

Kean Birch
Graduate Program Director
Science and Technology Studies

Email: \underline{\text{kean@yorku.ca}}

Dear Associate Professor Birch:

**Re: LA&PS Decanal Support for Graduate Program in Science and
Technology Studies**

On behalf of the Dean of the Faculty of Liberal Arts & Professional Studies, I am
pleased to write this letter of support for the relaunch of the Graduate Program in
Science and Technology Studies (STS), which is to be housed in the Department
of Humanities in LA&PS.

Science and Technology Studies is a dynamic field, which has seen significant
new professional associations form and thrive in the last decade, including the
Society for Social Studies of Science and the European Association of Science &
Technology Studies. Unlike programs in History and Philosophy of Science, STS
degrees provide students with a critical understanding of the dominant practices
and institutions of science, while supporting their learning and research on
contemporary debates about technology and scientific knowledge. While a mooted
growth of public interest in science due to the pandemic would indeed be very
welcome, it is essential that we have a broad range of offerings to support such an
interest, including those that draw on the social sciences and humanities.

The STS degrees proposed here, both MA and PhD, and the decision to move the
Program to LA&PS from the Faculty of Science, are the culmination of extensive
revisioning by the Program over the last two years, including an analysis of the
academic backgrounds of previous and current students, and their career choices
after graduation, as well as a scan of comparable programs in North America and
Europe. We are confident that the new degrees will offer distinctive new
programming, with few competitor programs in Canada and no direct competition
in the GTA.

The revised Program remains highly interdisciplinary, drawing members from
many units in LA&PS who have a wide range of expertise in the humanities and
social sciences, as well as colleagues from across York, including in Health, EUC
and Science. Moreover, the renewed program is designed to harness the
considerable research expertise of its members, particularly in its innovative

Research Clusters, which will build both students' confidence and their capabilities as researchers by building training around faculty members' active research programs and collaborations.

Its relaunch is also very timely, as the Program will advance the University Academic Plan in important ways, not least its emphasis on 21st Century Learning, complementing the development of digital and technical literacies with critical thinking and inquiry. Proposed courses align well with the Faculty and the University's commitments to teaching that takes seriously the demands of social justice, with offerings that centre gender, race and Indigenous knowledge in the study of science and technology.

The Dean's Office has discussed the proposal extensively with the Program proponents and have considered its resource implications carefully: we have in place an arrangement for resourcing the Program that will allow it to transition to full sustainability and thrive inside the Faculty. I wish to acknowledge the assistance of the Department of Humanities and the Graduate Program Humanities in developing that plan.

Sincerely,

Ravi de Costa
Associate Dean, Graduate Studies & Research

RdC/kd/LG

DIVISION OF STUDENTS

Office of the University Registrar

Darran A. Fernandez
University Registrar

Bennett Centre for Student
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4700 KEELE ST.
TORONTO ON
CANADA M3J 1P3
T 416 736 2100
darran@yorku.ca

March 16, 2021

To: Academic Standards, Curriculum and Pedagogy Committee

RE: Proposal for Major Modifications to the Graduate Program in Science and Technology Studies

The proposal for the major modifications to the Graduate Program in Science and Technology Studies has been reviewed by the Office of the University Registrar.

We support the proposed changes to the Graduate Program in Science and Technology Studies and look forward to working with the Faculty of Liberal Arts & Professional Studies on the implementation details in support of their requirements.

Sincerely,

Darran A. Fernandez, M.Ed.
University Registrar
York University

Major Modifications Proposal

1. Faculty
   a. AMPD

2. Department
   a. Cinema and Media Arts

3. Program
   a. Film (Media Arts stream)

4. Degree Designation
   a. BFA

5. Type of Modification: (Example: deletion of or change to a field; changes to program requirements / content that affects the learning outcomes.)
   a. course credit value changes
   b. course additions
   c. changes to program requirements

6. Location: (current campus and, if applicable, proposed)
   a. current campus

7. Effective Date:
   a. Fall 2021

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8. Provide a general description of the proposed changes to the program.
   a. Credit value (3.0 and 6.0 to 8.0) changes have been proposed for core studio courses
   b. Significant course additions have been proposed in virtual media production, writing, and technical training

9. Provide the rationale for the proposed changes.
   a. **Acknowledging heavy workloads in studio courses**: The existing core studio courses in Media Arts are changing course credits from 3.0 or 6.0 to 8.0., in order to acknowledge the extra heavy workloads that these classes require.
   b. **More collaboration between departments:** The PANF NCPs for the Virtual Production series of courses were developed with Media Arts and Theatre students in mind (thanks to Ian Garrett's collaboration), and possibly Digital Media students as well, since this technology is used both for live XR performances that is a growing field within Theatre, and for the recorded performances demanded by creators working in gaming, VR and XR. We hope to expand collaboration between departments in the NCP for Advanced Collaborative Media Project course as well, as this course brings together and puts into practice the skills from the Virtual Production series on a larger-scale team project that will be exhibited at the end of the course.

c. **More Skills Development required:** Current students are reaching their fourth year projects course (Film4101) without deep skills in the most current media technologies, as it is difficult to teach them all they need in only one core Media Arts studio course per year (as it stands now with the current degree requirements). Thus, we have worked towards overhauling the degree with new courses that support a diversity of approaches to media creation as well as intensive, in-depth skills development on various platforms and software. By their final year, students should then have the skills to actually take on a major project. This will require that major credits to complete the Film BFA (Media Arts) will change from 54 to 72 (Film Production is 60 credits for comparison).

   i. Writing for Media Arts means writing for interactive narratives, games, environments, and open worlds, none of which is covered by current screenwriting courses. We are proposing Film1123 Writing for Games and Narratives I and Film2123 Writing for Games and Narratives II, to be followed by the existing Film3123 Transmedia Storytelling. Screenwriting students could also be invited to enroll.

   ii. To not duplicate courses, two DATT courses are now cross-listed (as Film2500 Intro to 3D Modelling and Film2501 Intro to 3D Animation), with thanks to the Dept. of Computational Arts for their collaboration.

   iii. The structure of the degree is now more directed, with basic skills development falling mainly into the first two years, then more in-depth courses in different aspects of Media Arts production available in the 3rd year, and a focus on capstone projects, professionalization, and larger-scale collaboration in the fourth year. To this end, Film4310 Interactive Documentary is being moved to 3rd year, to fit with the wide range of specialization courses at this level.

   iv. More Specialized Media Arts courses in 3rd year are required in order to address the wide range of media that stories are now being told in. A number of PANF NCPs in the documents package address the need to develop skills in Virtual Production as a cutting edge development that was missing in the curriculum (Virtual Cinematography, Virtual Environment Design, Virtual Worldmaking and Motion Capture). We have also added a focus on sound with Podcasting (passed last year, not yet taught) and an NCP for Sonic Cinema, as well as a focus on Animation (NCP for The Art of Animating and last year's revamped studies course Animation and New Media). This also allows students to choose how to focus their skill development, whether in lens-based, sound, animated or virtual approaches to media production.

   v. Several PANF NCPs are for new micro-credit courses worth 1.0 credits. We propose moving towards short, intensive technical modules/master classes that focus on basic skill development so students have core competencies, and also so that the core studio courses can focus on more complex concepts, discussion and critique of student work (this is currently difficult to find time for).

   vi. Film1102 Media Practice (for Non-Majors) is being proposed due to the popularity of Film1101 Media Practice I, which filled up immediately with non-majors when this course first opened up to enrollment without any pre-requisites. We had to de-enroll all of the non-majors to make room for our own Media Arts students, but this pointed towards significant unmet demand for this introductory course.

10. Comment on the alignment between the program changes with Faculty and/or University academic plans.
    a. The new course offerings are meet two academic plan priorities: 21st Century Learning and Knowledge for the Future. The courses will help students build skills in virtual production at a time when more creative industries employ digital worlds, interaction, and immersive technologies to tell stories, entertain, train, and deliver content.

11. If applicable, provide a detailed outline of the changes to the program and the associated learning outcomes, including how the proposed requirements will support the achievement of program learning outcomes. Programs should have eight to twelve program learning outcomes. Describe how the achievement of the program learning outcomes will be assessed and how that assessment will be documented. (i.e., the mapping of the courses to the program learning outcomes; graduate outcomes).
    a. N/A, changes comprise new elective courses to better meet existing learning outcomes in this new program area

12. Summarize the consultation undertaken with relevant academic units, including commentary on the impact of the proposed changes on other programs. Provide individual statements from the relevant program(s) confirming consultation and their support.
    a. The changes proposed comprise an expansion of course offerings for Media Arts students in order to respond student demand, and discipline and industry trends. We have consulted with faculty internally (CMA) and with Computation Arts and Theatre.
    b. Within the Film program, the two new writing courses proposed offer more specialized experiences for students in interactive narratives in order to differentiate from screenwriting courses previously offered as part of the program.
    c. We have engaged with Visual Arts to create more opportunities between programs for students looking for animation, drawing, and sequential narrative. Our expanded animation offerings will be complemented with courses in drawing and graphic novels. We have engaged with faculty members in Computational Arts and Theatre in order to both differentiate Media Arts course offerings and create more collaboration across departments. The new courses offering virtual production are particularly applicable to theatre digitally mediated performance and are therefore offered as pan-faculty (PANF) courses.
    d. With the micro-credit technical training courses we expect interest from across AMPD as these courses will be focused on the introduction of specific software needed in core studio courses and major production projects.

13. If applicable, describe changes to any admission requirements and on the appropriateness of the revised requirements for the achievement of the program learning outcomes.
    a. N/A

14. Describe any resource implications and how they are being addressed (e.g., through a reallocation of existing resources). If new/additional resources are required, provide a statement from the relevant Dean(s)/Principal confirming resources will be in place to implement the changes.
    a. Two new courses will have no resource implications:
        i. One new required course (FILM 1123) replaces an existing required course (FILM

1120).
ii. One new elective course (FILM 2123) replaces an existing elective course (FILM 2120).

b. Nine new courses will be accessible to a wide range of students outside Media Arts. These are pan-faculty (PANF) courses with no prerequisites that will attract non-Majors including non-AMPD students seeking humanities credits. All but two of these courses are also currently slated to count towards the new Markham Creative Technologies program.

c. Five of these PANF courses are micro-credits and delivered online thus greatly reducing space requirements on campus. As 1.0 micro-credits they will require fewer teaching resources (compared to 3.0 or 4.0 weighted courses). We predict that at most two new CUPE 2 instructors would be required to deliver these courses, which brings the added value of instructors with distinct professional experience.

d. Beyond this, we expect these courses to be delivered by full-time faculty. Resource impact will be managed as greater availability of these new elective courses will be contingent on increases in enrolments in Media Arts.

e. All new elective courses are expected to not have significant resource implications as they will be offered only when minimum enrolment is met. Selected courses will also be offered through a staggered schedule to reduce demand on space and teaching resources. In the chart below, course offering is marked with "X":

Course	Weight	F21	W21	S21	F22	W22	S22	F23	W23	S23
PANF 1100A	1.0	X			X			X		
PANF 1100B	1.0	X			X			X		
PANF 1100C	1.0	X			X			X		
PANF 2100A	1.0		X			X			X	
PANF 2200B	1.0		X			X			X	
FA/FILM 3844	3.0	X			X					
FA/FILM 3845	3.0		X					X		
PANF 3851	3.0	X						X		
PANF 3852	3.0		X						X	
PANF 3853	3.0				X					
PANF 3854	3.0					X				
FA/FILM 4111	3.0/6.0	X			X			X		

15. When applicable, comment on the appropriateness of the revised mode(s) of delivery for the achievement of the program learning outcomes.
   a. N/A

16. Is the assessment of teaching and learning within the program changing? If so, comment on the appropriateness of the revised forms of assessment to the achievement of the program learning outcomes.
   a. N/A

17. Provide a summary of how students currently enrolled in the program will be accommodated.
   a. Currently enrolled students will not need accommodations.

18. Provide the following appendices:

   A) Program Learning Outcomes (eight to twelve)
       a. N/A

   B) Provide as an appendix a side-by-side comparison of the existing and proposed program requirements as they will appear in the Undergraduate or Graduate Calendar.
       a. Attached, does not include new micro-credit course proposals

Taien Ng-Chan
Cinema and Media Arts
School of the Arts, Media, Performance, and Design

December 7, 2020

Re: Library support statement newly proposed CMA studio courses

Dear Taien,

This statement will cover the following new studio course proposals. The first group of eight courses do not explicitly require library support, relying instead on practical internet-based tutorials and manuals for programming.

FILM/PANF 1100 1.0 A Tech Knowledge Training: Video and Sound Editing with Davinci Resolve
FILM/PANF 1100 1.0 B Tech Knowledge Training: 3D with Blender
FILM/PANF 1100 1.0 C Tech Knowledge Training: Web Coding HTML/CSS/JS
FILM/PANF 2100 1.0 A Tech Knowledge Training: Unreal Engine Introduction
FILM/PANF 2100 1.0 B Tech Knowledge Training: Animation and VFX with Fusion
FILM/PANF 3852 Virtual Cinematography: Blending Real and Digital Worlds
FILM/PANF 3853 Motion Capture: Performance and Interactivity
FILM/PANF 4111 Advanced Collaborative Media Project

The second group contains many references to freely available online resources in addition to resources subscribed to by the libraries, and texts purchased. We have the vast majority of these resources, or can provide access to them, and we will ensure that for those titles that we do not have, we will endeavour to procure them.

FILM 1123 Writing for Games and Interactive Media I
FILM 2123 Writing for Games and Interactive Media II
FILM/PANF 1102 Media Practice (for Non-Majors)
FILM 3844 The Art of Animating
FILM 3845 Sonic Cinema: Designing Sound for Expanded Cinema
FILM 3849 3.0 Virtual Worldbuilding: Methods and Issues
FILM XXXX 3.0 Virtual Environment Design

With this in mind, I can confidently say that we are in a position to support the courses.

Best regards,

Rob van der Bliek
Content Development Librarian,
Music Librarian and Associate Faculty, Graduate Program in Music

Media Arts BFA Program, School of the Arts, Media, Performance and Design
Degree Level Expectations and Program Learning Outcomes

The Media Arts BFA is one of the suite of programs offered under the Cinema and Media Arts umbrella. This includes the Honours in Production, Screenwriting and Media Arts. Media Arts is a relatively new hybrid field combining a variety of new media production and media studies courses. Students in Media Arts will learn about diverse modes of media production, and practice critical, creative ways of thinking and making in the digital media landscape.

	Degree Level Expectations This degree is awarded to students who have demonstrated the following:	Program Learning Outcomes By the end of this program, students will be able to:	Appropriate Degree Requirement & Assessment Align courses with the Program Learning Objectives.
1. **Depth and breadth of knowledge**	Understand and explain the key concepts, technologies, and practices in the evolving field of media arts. This includes all forms of social media, transmedia models of production and writing, including writing for the web, pervasive/locative media design, immersive media (VR, AR), animation and VFX (motion capture), screenwriting for games, game design, new directions in multimedia design, interactive documentary production, sound design. Demonstrate a general knowledge of the history and practices of media arts within a global context, from the beginning to the present including major technological innovations, most significant artists/designers, writers, and cultural movements. Understand the key concepts and debates underlying theories of media arts and contemporary media arts practices within the artistic and industrial fields. Engage with multiple cultural perspectives in the practices of media arts including media activism, queer studies, critical race theory, post-colonial literacies, and community applications. Understand and recognize pivotal aspects of the changing landscape of the media industries in the context of media arts practices.	Demonstrate critical understanding of the technological and creative processes involved in the writing and production of media arts works of all types. Grasp the fundamentals of cinema and media analysis in the context of general critical thinking and analytical skills. Know how to plan and carry out advanced level research (including field research) into contemporary practices and technology trends in the media art industries, creative organizations and work of major artists/writers/designers. Demonstrate fluency in a range of media arts technologies. Demonstrate critical understanding of media arts in its cultural context. Work within a collaborative team to realize a project. Understand the basics of storytelling and designing experiences in the construction of media art forms such as games, interactive documentaries and other transmedia forms. Critically analyze the industrial frameworks and political economies of media arts. Understand how media arts techniques can be used to tell stories and create experiences that speak to the histories and futures of marginalized communities.	AMPD courses combining theory and practice, which includes courses, such as Media Practice I (FILM 1101), Making Media (FILM 1001), and Writing for Games and Interactive Media I (FILM 1123) as well as other courses in Media Arts. Also includes studies courses Digital Culture: History, Theory & Critical Practice (FILM 2841), which provides an overview of the field. Many of our courses are hybrid and combine creative making with research papers and essay writing. Overall progression of courses which develop complementary arts and media production skills alongside critical analysis, also includes other courses in AMPD – for example in Computational Arts, Visual Arts, Performance. Outside AMPD students may select from a menu of COMN/STS courses that include COMN courses such as Feminist Perspectives on Media & Technology (AP/COMN 3393) and Theoretical Perspectives on Interactive Media (AP/COMN 4301). Major requirements, general education requirements, electives.

	Degree Level Expectations This degree is awarded to students who have demonstrated the following:	Program Learning Outcomes By the end of this program, students will be able to:	Appropriate Degree Requirement & Assessment Align courses with the Program Learning Objectives.
2. **Knowledge of Methodologies**	Understand and demonstrate the methods of enquiry and practice in the field of media arts, including research, community engagement, design, experimentation, prototyping. Demonstrate critical thinking, analytical skills and creative approaches in solving problems. This includes applying skills in both technological and creative processes to the planning and execution of media arts projects. Articulate concepts and practice skills of diverse kinds of media production. Understand and apply the techniques, formats, styles and aesthetics of media arts practice, including the ability to integrate moving image, interactivity, and sound. Work effectively in a team context in which team member skills are complementary and overlapping. Analyze, argue and communicate clearly in a range of oral and written forms, addressing diverse audiences. Work collaboratively and ethically with others and foster a shared learning environment. Effectively research, develop, present, critically evaluate and give peer feedback on creative and scholarly work.	Show a strong grounding in key concepts and skills. Understand and employ techniques, formats and styles of relevant practices. Understand how concepts and techniques in lens-based image-making, time-based media-making, interaction design, and creative coding are used in the making of narrative and experiential projects. Understand and carry out the development of a project within a team.	A sequence of foundational courses beginning in first year with BA and BFA Film courses Making Media (FILM 1001), Media Practice I (FILM 1101), Writing for Games and Interactive Media I (FILM 1123), Film Art: An Introduction (FILM 1400). Core courses cover the theory and practice of expanded cinema, interactive creative media such as Media Practice I, II, III, Fourth Year Projects (FILM 1101, 2101, 3101, 4101) cover theory and practice. A menu of additional practicum or hybrid studio/studies courses on media art forms and techniques such as Transmedia Storytelling (FILM 3123), Interactive Documentary (FILM 4310), Hybrid Stories (FILM 3102). These include micro-credit courses for increasing specialized technical skills in a wide range of software, Tech Intensive Training: Video and Sound Editing with Davinci Resolve (FILM 1000A), Web Coding HTML/CSS/JS (FILM 1000B), 3D with Blender (FILM 1000C), Unreal Engine Introduction (FILM 2000A), Animation and VFX with Fusion (FILM 2000B).

	Degree Level Expectations This degree is awarded to students who have demonstrated the following:	Program Learning Outcomes By the end of this program, students will be able to:	Appropriate Degree Requirement & Assessment Align courses with the Program Learning Objectives.
3. **Application of knowledge**	Employ critical and creative research and writing skills. Conduct research of print, electronic, and visual resource texts. Accept constructive feedback and revise work effectively. Engage with the ethical and social issues surrounding the production and dissemination of moving images and sound. Use best practices for environmental sustainability. Use a range of foundational knowledge to formulate questions, analyse information, propose solutions and solve problems. Make use of scholarly articles and primary sources of information and data, so that both practicum and writing projects address the importance of media arts in technology development and within culture at large.	Develop media arts projects, from basic to more sophisticated. Understand and employ techniques, formats and styles of relevant practices. Understand and employ concepts and techniques in lens-based image-making, time-based media-making, interaction design, and creative coding. Understand and carry out the development of a project within a team.	A sequence of foundational courses beginning in first year with Making Media (FILM 1001), and Media Practice I (FILM 1101) taken in the winter term. Media arts core courses (FILM 1101, 2101, 3101, 4101) cover theory and practice. Courses throughout the program and in particular Fourth Year Projects (FILM 4101) require students to work in teams.

	Degree Level Expectations This degree is awarded to students who have demonstrated the following:	Program Learning Outcomes By the end of this program, students will be able to:	Appropriate Degree Requirement & Assessment Align courses with the Program Learning Objectives.
4. **Communication** **Skills**	Communicate accurately and reliably, orally and in writing, to a range of audiences (artists, non-artists, industry members, community members, media professionals, academic and non-academic). This includes understanding and employing discipline-specific terminology and presenting it clearly to others. Present work, from first to final year, in the context of classroom critiques with response from both students and professors. Use pertinent software for presentations and/or dissemination. This includes understanding the effective use of different modalities such as text, images, movie clips, animated objects, and audio to communicate creative and technical concepts. Present written and oral reports for evaluation, in various forms, such as printed reports, online blogs, oral presentations, and webcasts.	Choose appropriate modes for the presentation of research and projects. Present update reports about on-going and completed work. Compose written reports, multimedia interactive presentations, and creative works. Communicate with team members to achieve a common goal.	Major course requirements and publicly showcasing finished projects and interacting with audiences (users/viewers/particpants) most studio courses but in particular the 3rd and 4th year project courses: Media Practice III (FILM 3101), Fourth Year Projects (FILM 4101). In-class required formal and informal project presentations with and without visual aids or presentation software (most courses). In-class final project presentations (most courses but in particular 3rd and 4th year project courses) and wider public presentations (Spring Showcase and Exhibition at Betaspace). In-course required project updates and final reports, online web sites and blogs in most courses. Group projects in many courses particularly at upper levels: Media Practice III (FILM 3101), Fourth Year Projects (FILM 4101), Interactive Documentary (FILM 4310), Advanced Collaboratie Media Projects (FILM 4XXX).

	Degree Level Expectations This degree is awarded to students who have demonstrated the following:	Program Learning Outcomes By the end of this program, students will be able to:	Appropriate Degree Requirement & Assessment Align courses with the Program Learning Objectives.
5. **Awareness and Limitations of knowledge**	Understand the parameters of particular types of Media Arts practices, including how they are unique and specialized, and in what ways they cross over. Demonstrate how analysis is affected by missing information. Demonstrate an approach to gathering the appropriate missing information. Understand the importance of continued education, especially in the face of on-going technological innovation and change. Understand the limits of their knowledge and how this might influence their analyses and interpretations. Autonomy and professional capacity. Identify the industries and institutions involved in the production, distribution and exhibition of new media and media arts industries. Meet deadlines and develop a rigorous discipline in academic and creative work.	Understand the broader context of the field and the many variations of both practice and theory within it. Understand in a general way how other disciplines connect to the field. Understand the distinctions between course projects and real-world technical applications and creative work. Understand the value of research and continued experimentation. Understand the value of continued education and professional development.	Major course requirements in both AMPD and media arts integrate research and experimentation. Through a palette of course lists, general education requirements and electives students get a comprehensive understanding of the field in relation to other disciplines. Through Making Media (FILM 1001) and Contemporary Directions in Cinema and Media Studies (FILM 3230), students gain an understanding of the Toronto-specific media landscape. Seminars and guest lectures by artists and people with industrial and/or artistic experience expose students to current practices on an on-going basis through the Norman Jewison lectures.

	Degree Level Expectations This degree is awarded to students who have demonstrated the following:	**Program Learning Outcomes** By the end of this program, students will be able to:	**Appropriate Degree Requirement & Assessment** Align courses with the Program Learning Objectives.
6. **Autonomy and Professional Capacity**	Understand and demonstrate the qualities and transferable skills necessary for further study, employment, or community involvement in the field of Media Arts, e.g., technical skill, critical thinking, historical awareness, political sensibility, Be able to select an appropriate program of further study in the field of Media Arts. Show the ability to identify and address personal learning needs in changing circumstances.	Develop professional level skill sets and relationships. Understand in a general way how other disciplines impinge on the field. Understand the difference between course projects and real-world technical applications and creative work. Understand the value of research and continued experimentation. Understand the value of continued education and professional development.	Major course requirements in AMPD and media arts integrate research and experiementation. Through a selection of courses lists, general education requirements and electives students get a comprehensive understanding of the field in relation to other disciplines. 3rd and 4th year project courses Media Practice III (FILM 3101), Fourth Year Projects (FILM 4101) as well as Interactive Documentary (FILM 4310) and Advanced Collaboratie Media Projects (FILM 4XXX) expose students to and participation in faculty members' research. Through in-course presentations students analyse real-world projects and applications. Seminars and guest lectures by artists and people with industrial and/or practical experience expose students to current practices.

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**SCHOOL OF THE
ARTS, MEDIA,
PERFORMANCE &
DESIGN**

Office of the Dean

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Senate ASCP

April 9, 2021

Dear colleagues:

I am writing in support of the proposal for major modifications to the "BFA Film Program, Media Arts Stream" offered in the Department of Cinema and Media Arts in AMPD. The changes outlined in the proposal respond both to external recommendations and internal consultations with students and faculty from across the Faculty, including those in media- and performance-related fields. With an emphasis on novel course delivery, transdisciplinary collaborations and transmedial narratives, the proposed revisions advance the UAP priorities: **21st-century learning** and **knowledge for the future**.

Emerging at an especially timely moment, these proposed revisions will prepare students to create within rapidly changing media environments and to contribute to the ongoing transformations across the performing and screen-based arts. After careful consultation and discussion, I am confident that the proposed changes will ensure also that the is complementary yet distinct from other AMPD programs, including Integrative Arts (pending approval of revisions to Intermedia), Digital Media, Film Production and Cinema and Media Studies. The suggested revisions maximize the available resources for students while facilitating stronger connections among areas.

As such, the proposed changes align well with student goals, and will enhances student experience by balancing the workload in required studio courses, which allows greater inter-departmental collaboration and improves student skills development. These changes not only respond to student interests and emerging professional and creative opportunities, but also are key to ensuring an inclusive and accessible education in which all students have the opportunities to improve their individual technical skills regardless of their prior training and experience.

Although planned well before the events of March 2020, the proposed revisions to the Media Arts stream (BFA Film) are well-suited to our current moment and designed to prepare students to thrive in a post-pandemic landscape filled with virtual environments and digital storytelling. To cite only a few relevant facts, in 2020 the Oculus Quest head-mounted display sold less than 170,000 units. In December last year, Oculus announced a preorder for its Oculus Quest 2 of over 2 million units in 2021. With live sports engaging media production for virtual fans and theatres shifting to podcasting drama, these revisions in Media Arts will prepare graduates in CMA and across AMPD with the critical skills and knowledge to create meaningful stories for the future.

For all of these reasons, I am grateful for the work among AMPD colleagues to develop and propose these major modifications to the BFA in Film, Media Arts Stream, and I strongly support the proposal submitted here.

Respectfully submitted,

Sarah Bay-Cheng, Ph.D.
Dean

Course Relief Policy

Policy

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

Regulations

The Course Relief Policy applies as follows:

a. The policy is only applicable to:

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

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

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

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

The Course Relief Policy does not apply to the following:

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

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

Policy on Repeating Passed or Failed Courses for Academic Credit

1. (a) Students may repeat[1] a passed or failed course twice for academic degree or certificate credit, for a maximum of three (3) attempts[2] at a course. Students should note that course availability and space considerations may preclude the possibility of repeating a course in the session they choose.

   (b) When a student repeat**s** a course for academic degree or certificate credit, the grade of the latest attempt will be the grade of record and the only grade calculated in the student's grade point average (Major, Sessional and Cumulative). A course shall be credited only once towards the satisfaction of degree or certificate academic credit requirements.

   (c) The record of each attempt will appear on the student's transcript, with the prior attempt(s) designated as 'No Credit Retained'. The grade awarded in the prior attempts will continue to appear on the transcript beside the NCR designation but will not be included in the calculation of the student's grade point average.

   (d) Cross-listed courses and course credit exclusions count as a course repeat and are subject to (c) above.

   (e) Students who have been conferred a degree may repeat courses counted towards their degree thereafter as a Non-Degree Student. Such courses will have no impact on the student's completed degree program or the grade point average on record.

2. The above items do not apply to graduate degree or diploma programs, the BEd degree program in the Faculty of Education, or the JD degree program in the Osgoode Hall Law School.

3. The above items do not apply to practicum courses offered in the Bachelor of Social Work (BSW) degree program or practicum courses in the Bachelor of Science in Nursing (BScN) degree program.

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[1] In the context of this policy, "repeat" is defined as a subsequent enrolment in the course.
[2] "Attempt" is defined as a completed course for which a final grade has been recorded.

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

Policy

The Withdrawn from Course Policy has the following applications:

a) Course Withdrawal and Transcript Notation: Student Selection

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

Exceptions

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

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

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

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

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

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

Guidelines for Granting *Withdrawn from Course*

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

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

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

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

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

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

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

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

(iii) **Removal on grounds of severe and prolonged hardship**

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

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REGISTRAR'S OFFICE

STUDENT FINANCIAL SERVICES

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Memorandum

To**:**   Senate Committee on Awards

From**:**   Jillian Yeung Do, Director, Student Financial Services
Karen Warner, Manager Scholarships and Bursaries
Oana Alexandru, Senior Financial Analyst

cc: Darren Fernandez, University Registrar

Date**:**   Friday, April 9, 2021

Re: 2019-2020 Undergraduate Award Disbursement Report

Overview

The purpose of this memo is to provide a summary of York University's undergraduate award disbursements for Fiscal 2019-20 (May 1, 2019 to April 30, 2020) versus Fiscal 2018-19 (May 1, 2018 to April 30, 2019).

Table A provides a summary of all awards and bursaries disbursed to York University undergraduate students (Keele and Glendon campuses combined), as categorized by Funding Source (Figure 1) and Recipient Headcount (Figure 2).

Data in Figure 1 and Figure 2 of Table A was obtained from York University *Quick-Facts*—refer to Appendix 2 for the *Quick-Facts* excerpt which is published by York University's Office of Institutional Planning and Analysis (OIPA).

Overall, the amount of Undergraduate Award funding disbursed to York University students *increased* by 3.6% in Fiscal 2019-20 ($34,845,340) vs. Fiscal 2018-19 ($33,639,151). In addition, the number of recipients *increased* year over year by 15% (FW 19-20: 35,558 vs. FW18-19: 30,988).

TABLE A: 2019-2020 Undergraduate Awards Note 1

Figure 1 - Overview of Award and Bursary Funding ($ Disbursed)

Award Funding Category		2017-2018 '000s ($)	2018-2019 '000s ($)	2019-2020 '000s ($)	Variance 18/19 vs 19/20 '000s ($)	YOY % Variance 18/19 vs 19/20
York Funded	Entering Student Awards	$9.59M	$9.67M	$9.37M	-$300K	-2.8%
	Continuing Student Awards	$11M	$15M	$15.8M	+$841K	5.3%
Government Funded		$1.46M	$1.56M	$1.74M	+$181K	11.5%
Private Donations and Endowments		$7.09M	$7.4M	$7.9M	+$483K	6.8%
TOTAL		**$29.1M**	**$33.6M**	**$34.8M**	**+$1.2M**	**3.6%**

Figure 2 - Number of Students who Received Awards and Bursaries (Headcount #) Note 2

Award Funding Category		2017-2018 (Heads)	2018-2019 (Heads)	2019-2020 (Heads)	Variance 18/19 vs 19/20 (Heads)	YOY % Variance 18/19 vs 19/20
York Funded	Entering Student Awards	11,874	11,048	10,813	-235	-2%
	Continuing Student Awards	12,206	14,564	18,531	3,967	+27%
Government Funded		1,279	1,291	1,539	248	+19%
Private Donations and Endowments		4,479	4,085	4,675	590	*14%
TOTAL		**29,838**	**30,988**	**35,558**	**+4,570**	**+15%**

Note 1 - Fiscal 18-19 and Fiscal 19-20 data was obtained from York University's *Quick-Facts* data as published by the Office of Institutional Planning and Analysis (OIPA). Refer to **Appendix 2** for the *Quick-Facts* excerpt.

Note 2 – Number of recipients does not reflect "unique" heads; some students may have received more than one award and may be included in more than one category. Refer to **Appendix 2** for the *Quick-Facts* excerpt.

Summary of Year of Year Variances

<u>York Funded – Entering Student Awards</u>

York Funded Entering Student Awards	YOY Overview		YOY Variance		Average YOY Impact of Award ($) per Recipient		
	Fiscal 18-19	Fiscal 19-20	Fiscal 18-19 vs. Fiscal 19-20 YOY Variance ($)	Fiscal 18-19 vs. Fiscal 19-20 YOY Variance (%)	Fiscal 18-19 (Average) Award Disbursement per Recipient*	Fiscal 19-20 (Average) Award Disbursement per Recipient*	YOY Variance ($)
Overall Spending ($)	$9,668,322	**$9,368,248**	$300K ↘	2.8% ↘	$875	$866	$9 ↘
Overall Headcount (#)	11,048	**10,813**	-235 ↘	2% ↘			

*Calculated as total spending in the Award Category for the academic year divided by the # of Students who Received this Award Category during the academic year

Overall, disbursement (spending) on **York Funded Entering Student Awards** *decreased* by $300K (Fiscal 18-19: $9.67M vs. Fiscal 19-20: $9.36M), representing a year-over-year ("YOY") spending variance of -2.8%. Based on recipient headcount, there was a 235 (-2%) recipient *decrease* on a year over year basis (Fiscal 18-19: 11,048 vs. Fiscal 19-20: 10,813). The YOY average award disbursed also *decreased* by approximately $9 per recipient.

There was a -$209K drop in expenditures for the Student Life Award which is attributed to a *decrease* (-405) in qualifying students in 2019-2020 (Fiscal 18-19: 5,746 vs. Fiscal 19-20: 5,341). This award is valued at $500 and was awarded to domestic and international high school applicants (international recipients had to have completed their high school studies in a Canadian curriculum) admitted with a final average of 80%+ who accepted their offer of admission by the deadline date in their offer letter. The award is an "add on" as it is given in addition to the automatic entrance scholarship.

Student Financial Services discontinued the Student Life Award effective for Fall/Winter 2020-2021 academic year. The award was piloted with the expectation that it would influence conversion rates however feedback from students surveyed on the impact this award had on their decision to accept their offer to York University indicated that it made little to no difference. The funding for this award was reallocated to increase the value of the automatic entrance scholarship at all tiers effective Fall/Winter 2020-2021 (i.e., 80% - 84.9% = $1,000, 85% to 89.9% = $1,500, 90% -94.9% = $2,500, 95%+ = $4,000).

In addition to the impact from the Student Life Award, there were drops in several other entrance scholarships including but not limited to the following:
- *York Design Automatic Entrance Scholarship* – Merit based scholarship awarded to students admitted to the joint York/Sheridan Design Program; the last entering cohort for the joint program was in Fall/Winter 2018-2019 resulting in a $132K drop in expenses for Fall/Winter 2019-2020
- *York University Automatic Entrance Scholarship* – Merit based scholarship, dropped by $97.7K due to a drop in students; reflective of the overall 6% drop in students who qualified for the Automatic Entrance Scholarship

These drops were offset by increases in the following:

- *Lassonde Entrance Scholarship*: Merit based scholarship awarded to international and domestic high school applicants admitted to the Lassonde School of Engineering with an average of 90%+; disbursements *increased* by $74K
- *York University Automatic Entrance Scholarship – Int'l*: Merit based scholarship awarded to international high school applicants who completed their high school studies in a Canadian curriculum with an average of 80% and higher; disbursements *increased* by $73K

In summary, there was a 2.8% decrease in funding disbursed and a $9 decrease in the amount of funding on a per recipient basis.

York Funded - Continuing Student Awards

York Funded Continuing Student Awards	YOY Overview		YOY Variance		Average YOY Impact of Award ($) per Recipient		
	Fiscal 18-19	Fiscal 19-20	Fiscal 18-19 vs. Fiscal 19-20 YOY Variance ($)	Fiscal 18-19 vs. Fiscal 19-20 YOY Variance (%)	Fiscal 18-19 (Average) Award Disbursement per Recipient*	Fiscal 19-20 (Average) Award Disbursement per Recipient*	YOY Variance ($)
Overall Spending ($)	$14,976,255	**$15,817,709**	$841K ↗	5.3% ↗	$1,028	$853	$175 ↘
Overall Headcount (#)	14,564	**18,531**	3,967 ↗	27% ↗			

*Calculated as total spending in the Award Category for the academic year divided by the # of Students who Received this Award Category during the academic year

Overall, disbursement (spending) on **York Funded Continuing Student Awards** *increased* by $841K on a year-over-year basis (Fiscal 18-19: $15M vs. Fiscal 19-20: $15.8M) representing a YOY spending variance of 5.3%.

Based on recipient headcount for York Funded Continuing Student Awards, there was an 27% YOY *increase* in students (+3,967 students) receiving awards in this category (Fiscal 18-19: 14,564 students vs. Fiscal 19-20: 18,531 students). The YOY average award disbursed *decreased* by approximately $175 per recipient.

Awards that were new in 19-20 or had increased disbursements YOY included but were not limited to the following:
- *NEW - York University Undergraduate Emergency Bursary* – Bursary program created to assist undergraduate students (domestic and international) with unanticipated financial hardship incurred as a direct result of COVID-19; $1.3M awarded to 1,800 students (1,374 unique heads)
- *NEW - York University Emergency Travel Disruption Bursary – Bursary program created to assist York University undergraduate and graduate students (domestic and international) who were on international study programs at a partner university at the start of the pandemic with meeting unanticipated costs related to international travel, emergency housing, food, and other costs due to COVID-19; $140K awarded to 178 students*
- *NEW - York University International Student Award – Support provided to international students at eh discretion of Student Financial Services; funded through CIBC revenue; $173K awarded to 225 students*
- *NEW - LA&PS International Student Emergency Bursary – Created to assist current LA&PS international students who are experiencing financial difficulty through unforeseen circumstances; $64.6K awarded to 56 students*
- *Continuing Student Scholarship* – Merit based scholarship awarded to undergraduate students who achieve a sessional grade point average of 8.00 or higher in the previous academic year; values range from $110 to $1,100; YOY *increase* of $405K (Fiscal 18-19: $1.44M vs. Fiscal 19-20: $1.85M) due to scholarship 'top ups'; additionally this exercise impacted the headcount for this category as many recipients are reflected more than once in the overall headcount (Fiscal 18-19: 2,542 recipients vs. Fiscal 19-20: 4,517 recipients);
- *York University Youth in Extended Society Care in Ontario Bursary* – Reactivated in Fall/Winter 2019-2020; $76K awarded to 26 students.
- *York University Automatic Entrance Scholarship* – Increased renewals of the Automatic Entrance Scholarship resulted in an additional $49K disbursed.

The increases were offset by decreases in the following:
- *York University Additional Financial Assistance Bursary* – Bursary support provided to undergraduate students who experienced financial hardship because of the labour disruption that occurred in Winter 2018; not awarded in Fiscal 19-20 resulting in a decrease in disbursements of $929K and heads (839 recipients)
- *York University Undergraduate Bursary Program* – Disbursements dropped by $262K; funds reallocated to support other programs. (Fiscal 18-19: $6.58M; 8,204 recipients vs. Fiscal 19-20: $6.29M; 8,757 recipients)
- *Lassonde Undergraduate Research Award* – Funding awarded to undergraduate students participating in research opportunities in the natural sciences and engineering; decreased by $103.6K (Fiscal 18-19: $315.5K; 39 recipients vs. Fiscal 19-20: $211.8K; 27 recipients)
- *York/Sheridan Needs Bursary* – Needs based bursary program for students in the joint York/Sheridan Design Program; disbursements dropped by $45.6K (Fiscal 18-19: $423K vs. Fiscal 19-20: $377K)
- *The LA&PS International Study Abroad Award* – Support awarded to LA&PS students approved for study abroad experiences; decreased by $25K

In summary, overall spending and recipient headcount increased in Fiscal 19-20 versus Fiscal 18-19 for York Funded Continuing Student Awards. Increases in head count are attributed to new awards established in 19-20 and an increase in bursary recipients.

Government Funded Awards

Government Funded	YOY Overview		YOY Variance			Average YOY Impact of Award ($) per Recipient		
	Fiscal 18-19	Fiscal 19-20	Fiscal 18-19 vs. Fiscal 19-20 YOY Variance **($)**	Fiscal 18-19 vs. Fiscal 19-20 YOY Variance **(%)**		Fiscal 18-19 (Average) Award Disbursement per Recipient*	Fiscal 19-20 (Average) Award Disbursement per Recipient*	YOY Variance ($)
Overall Spending ($)	$1,561,872	**$1,743,370**	$181K ↗	11.5% ↗		$1,210	$1,133	$77 ↘
Overall Headcount (#)	1,291	**1,539**	248 ↗	19% ↗				

*Calculated as total spending in the Award Category for the academic year divided by the # of Students who Received this Award Category during the academic year

Overall, disbursement (spending) on **Government Funded Awards** *increased* by $181K on a YOY-basis (Fiscal 18-19: $1.56M vs. Fiscal 19-20: $1.74M); or a spending variance of 11.5%.

Based on recipient headcount for Government Funded Awards, there was a 19% *increase* (+248 students) receiving awards in this category (Fiscal 18-19: 1,291 students vs. Fiscal 19-20: 1,539).

When analyzing the average award disbursement per recipient, there was a YOY *decrease* of $77 per student.

The increase in spending in government funded awards is attributed to the Ontario Bridging Participant Assistance Program (OBPAP) Tuition Waiver which had YOY increase of $182.7K (Fiscal 18-19: $77.3K vs. Fiscal 19-20: $258K).   This is the result of increased participation in the bursary program (Fiscal 18-19: 92 recipients vs. Fiscal 19-20: 419 recipients) as multiple cohorts of the program qualified for the financial support.

The increase in heads for the OBPAP is offset by a decrease in heads for the NSERC; while the amount disbursed remained stable, the number of 'recipients' decreased by 72 (Fiscal 18:19: $333K; 229 vs. Fiscal 19:20: $316K; 157 recipients).

Disbursements across all other government funded programs (i.e., Bursary for Students with Disabilities, Ontario First Generation Bursary, Indigenous Student Bursary, etc.…) remains stable.

Spending and disbursements in Government Funded Awards is driven by the funding directives of the provincial government (MCU) and by the pool of students who apply and qualify for these government programs. Therefore, the amount ($) and headcount variances can change from year to year and are not explicitly tied to York University's scholarship strategy.

Awards from Endowments and Private Donations

Endowments and Donations	YOY Overview		YOY Variance			Average YOY Impact of Award ($) per Recipient		
	Fiscal 18-19	Fiscal 19-20	Fiscal 18-19 vs. Fiscal 19-20 YOY Variance ($)		Fiscal 18-19 vs. Fiscal 19-20 YOY Variance (%)	Fiscal 18-19 (Average) Award Disbursement per Recipient*	Fiscal 19-20 (Average) Award Disbursement per Recipient*	YOY Variance ($)
Overall Spending ($)	$7,432,702	**$7,916,013**	$483K ↗		6.8% ↗	$1,819	$1,693	$126 ↘
Overall Headcount (#)	4,085	**4,675**	590 ↗		14% ↗			

*Calculated as total spending in the Award Category for the academic year divided by the # of Students who Received this Award Category during the academic year

Overall, disbursement (spending) on Private Donations and Endowments *increased* by $483K on a year-over-year basis (Fiscal 18-19: $7.4M vs. Fiscal 19-20: $7.9M); representing a YOY disbursement (spending) variance of 6.8%.

Based on recipient headcount, there was a year over year 14% *increase* (+590 students) receiving awards in this category (Fiscal 18-19: 4,085 vs. Fiscal 19-20: 4,675).

Despite the increase in YOY spending and recipients, based on value of funding per recipient, there was a YOY *decrease* in Fiscal 19-20 by an average of $126 per recipient.

There were numerous individual awards that experienced decreases/increases in year over year spending or were new in the Fiscal 19-20 year. Awards that increased in disbursements included but were not limited to the following:

- *NEW - Canada Life Community Agency Student Internship (CASI) Awards:* Purpose of the 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; $75.6K disbursed to 12 students
- *Lassonde Scholarship:* One of the most generous awards available to students who can demonstrate the traits of a future "Renaissance Engineer"– creativity, passion, ingenuity, rational thinking, and confidence – in all aspects of their life including academic pursuits, extracurricular activities, and their own interests; YOY disbursement increased by $104K
- *Chancellor Bennett Entrance Award for the Westview Partnership:* Award available to students from Westview Centennial Secondary School, C.W. Jeffrey's Collegiate Institute, Emery Collegiate Institute, James Cardinal McGuigan and North Albion Collegiate who are entering a direct-entry undergraduate program who have made a contribution to student life in their secondary school or community; YOY disbursement increased by $101K; this is a renewable award but to reduce large surplus in cost centre, SFS awarded OTO awards valued at $5K each to qualified students
- *Award for Aboriginal Students:* Awarded to students of aboriginal ancestry with one award recipient selected from each of the Provincial Territorial Organizations in Ontario; YOY disbursement increased by $79K; this is a renewable award but to reduce large surplus in cost centre, SFS awarded OTO awards valued at $5K each to qualified students
- *Students' Centennial Bursary Fund:* Bursary program established by the student body as part of the Centennial celebrations at Osgoode Hall Law School; YOY disbursement increased by $67K
- *Dean's Undergraduate Research Award (DURA)*: Created to provide financial support to qualified undergraduate students who would like to gain research experience in an academic setting by working in York University research labs over the summer; not awarded in Fiscal 18-19, $59.9K disbursed in Fiscal 19-20
- *Sanctuary Scholars Bursary:* A bursary program established with OTO donor funding for Fiscal 19-20 to provide support to students in the Sanctuary Scholars Program who have precarious immigration status and demonstrate financial need., $50K disbursed
- *York University Bursary:* Funded through general donations for student financial aid; annual disbursement subject to available funding; YOY disbursement increased by $50K
- *Chancellor Bennett Undergraduate Scholarship for Liberal Arts:* Awarded to students entering Year 2 of study in a liberal arts program (Bachelor of Arts programs) in the following Faculties: Fine Arts, Glendon and Liberal Arts and Professional Studies; YOY disbursement *decreased* by $100K

There was year over year variances in several other awards that contributed to an overall variance in spending and headcount. There are a variety of factors that contribute to spending and recipient headcount in the donor awards which include but are not limited to the following: award, available funding, cost centre surpluses and inability to find suitable candidates.

In summary, there has been continuous year over year growth in disbursements of awards funded by Private Donations and Endowments, to a small number of recipients receiving these awards.

Disbursement Rates by Faculty

Based on headcount, the unique number of recipients by faculty are as indicated below.

Fiscal 2019-20

Faculties	Number of Student Enrolled by Faculty (Unique Headcounts) 2019-2020	Number of Students Who Received At Least 1 Award by Faculty 2019-2020	% of Enrolled Students in Each Faculty Who Received an Award 2019-2020
Liberal Arts & Professional Studies	25,080	7,201	29%
Environmental Studies	516	159	31%
Science	4,990	1,659	33%
Health	11,531	4,039	35%
Education	1,703	585	34%
Glendon	2,372	959	40%
Arts, Media, Performance and Design	3,044	1,306	43%
Lassonde	4,616	2,118	46%
Schulich	2,017	1,083	54%
Osgoode	973	727	75%
TOTAL	**56,842**	**19,836**	**35%**
Note 1 - Faculty enrolment numbers obtained from the Office of Institutional Planning and Analysis (OIPA).			
Note 2 - Fiscal year refers to May 1, 2019 to April 30, 2020			

Fiscal 2018-2019

Faculties	Number of Student Enrolled by Faculty (Unique Headcounts) 2018-2019	Number of Students Who Received At Least 1 Award by Faculty 2018-2019	% of Enrolled Students in Each Faculty Who Received an Award 2018-2019
Liberal Arts & Professional Studies	24,378	6,427	26%
Environmental Studies	519	162	31%
Science	4,718	1,586	34%
Health	11,284	3,790	34%
Education	1,533	465	30%
Glendon	2,507	1,065	42%
Arts, Media, Performance and Design	2,999	1,338	45%
Lassonde	4,125	1,813	44%
Schulich	1,966	1,143	58%
Osgoode	996	707	71%
TOTAL	**55,025**	**18,496**	**34%**
Note 1 - Faculty enrolment numbers obtained from the Office of Institutional Planning and Analysis (OIPA).			
Note 2 - Fiscal year refers to May 1, 2018 to April 30, 2019			

Institutionally, the overall disbursement rate has increased to 93% for Fiscal 2019-2020 vs. 85% for Fiscal 2018-2019. This includes all funding for undergraduate and graduate students. On a YOY basis, the disbursement rate by Faculty remains static.

CONCLUSION

Overall disbursement (spending) *increased* on a YOY fiscal basis (Fiscal 19-20: $34.8M vs. Fiscal 18-19: $33.6M), representing a YOY spending variance of 3.6%.

Based on recipient headcount, there was an 15% increase (of 4,570 students) receiving awards (Fiscal 19-20: 35,558 vs. Fiscal 18-19: 30,988 students).

The overall disbursement rate of the University (grad and undergrad) has increased to 93% as has the YOY disbursement rate by Faculty (35%).

While the overall number of recipients has *increased* YOY (Fiscal 19-20: 35,558 vs. Fiscal 18-29: 30,988) the overall YOY average award value per student *decreased* by approximately $105 per student (Fiscal 19-20: $980 vs. Fiscal 18-19 = $1,085).

Student Financial Services (SFS) is in the process of finalizing the new Student Financial Assistance Strategy which will align with the 2020-25 UAP principles by re-imagining access for prospective and current students, supporting retention/SEM for current students and increasing student engagement in NSSE High Impact Practices.

APPENDIX 2: 2019-20 QUICK-FACTS TABLES

2019-20 Undergraduate Awards - Table A for Quick-Fact

York Funded	Entering Student Awards	Entrance Award	$3,329,721
		Other Entrance Scholarships	$5,227,727
		President's Scholarship	$280,800
		Renewable Entrance Scholarship	$16,000
		Science & Engineering Entrance Scholarship	$514,000
	Continuing Student Awards	Continuing Student Scholarship	$1,858,860
		Other In-Course Scholarships	$1,209,021
		Renewable Entrance Scholarship-Renewals	$612,500
		Service Bursary Program	$215,696
		Undergrad Bursary Program	$11,921,632
Government Funded		First Generation Bursary	$174,360
		Government Funded Programs	$960,376
		OSAP Disability Bursary	$608,634
Private Donations		Endowments and Annual Donations	$7,916,013
All			$34,845,340

Appendix 2 (Continued)

			AP	ED	ES	FA	GL	HH	LE	LW	SB	SC	XX	All
								Home Faculty						All
York Funded	Entering Student Awards	Entrance Award	$0	$1,350,787	$49,671	$20,457	$228,674	$123,692	$644,094	$337,268	$19,333	$224,406	$331,339	$0	$3,329,721
		Other Entrance Scholarships	$0	$1,436,649	$70,000	$71,500	$468,965	$245,500	$764,359	$508,754	$25,000	$938,000	$699,000	$0	$5,227,727
		President's Scholarship	$0	$64,800	$10,800	$10,800	$43,200	$16,200	$43,200	$21,600	$0	$32,400	$37,800	$0	$280,800
		Renewable Entrance Scholarship	$0	$0	$0	$0	$0	$8,000	$4,000	$0	$0	$0	$4,000	$0	$16,000
		Science & Engineering Entrance Scholarship	$0	$0	$0	$0	$0	$0	$0	$258,000	$0	$0	$256,000	$0	$514,000
	Continuing Student Awards	Continuing Student Scholarship	$0	$494,661	$39,768	$19,291	$125,384	$103,563	$620,750	$104,353	$0	$116,413	$234,677	$0	$1,858,860
		Other In-Course Scholarships	$24,765	$339,260	$30,273	$13,700	$42,800	$95,604	$134,896	$230,300	$249,773	$16,049	$31,401	$200	$1,209,021
		Renewable Entrance Scholarship-Renewals	$0	$63,000	$3,500	$3,500	$45,500	$38,500	$77,000	$17,500	$0	$262,500	$101,500	$0	$612,500
		Service Bursary Program	$0	$86,318	$3,390	$1,968	$11,985	$46,682	$8,273	$21,438	$0	$6,412	$29,230	$0	$215,696
		Undergrad Bursary Program	$2,500	$3,201,710	$300,167	$48,026	$628,360	$318,312	$1,288,750	$1,930,141	$3,234,464	$487,304	$481,898	$0	$11,921,632
Government Funded		First Generation Bursary	$0	$45,201	$0	$0	$1,905	$0	$0	$85,956	$0	$41,298	$0	$0	$174,360
		Government Funded Programs	$0	$413,563	$22,449	$5,625	$41,075	$13,396	$70,499	$190,984	$13,400	$38,005	$151,379	$0	$960,376
		OSAP Disability Bursary	$0	$265,316	$19,175	$8,811	$31,708	$31,919	$101,703	$46,126	$49,334	$12,450	$42,092	$0	$608,634
Private Donations		Endowments and Annual Donations	$3,000	$1,850,364	$194,783	$139,712	$591,878	$427,269	$843,542	$1,139,366	$1,807,820	$449,753	$468,525	$0	$7,916,013
All			$30,265	$9,611,629	$743,977	$343,390	$2,261,434	$1,468,637	$4,601,065	$4,891,786	$5,399,125	$2,624,989	$2,868,842	$200	$34,845,340

			AP	ED	ES	FA	GL	HH	LE	LW	SB	SC	XX	All
								Home Faculty						All
			heads	heads	heads	heads	heads	heads	heads	heads	heads	heads	heads	heads	heads
York Funded	Entering Student Awards	Entrance Award	0	2557	103	49	481	220	1260	643	14	446	667	0	6440
		Other Entrance Scholarships	0	1336	70	22	361	167	736	472	4	447	445	0	4060
		President's Scholarship	0	12	2	2	8	3	8	4	0	6	7	0	52
		Renewable Entrance Scholarship	0	0	0	0	0	2	1	0	0	0	1	0	4
		Science & Engineering Entrance Scholarship	0	0	0	0	0	0	0	129	0	0	128	0	257
	Continuing Student Awards	Continuing Student Scholarship	0	1314	99	53	324	256	1394	254	0	287	537	0	4518
		Other In-Course Scholarships	18	377	39	24	64	138	133	141	159	44	20	1	1158
		Renewable Entrance Scholarship-Renewals	0	18	1	1	13	11	22	5	0	75	29	0	175
		Service Bursary Program	0	107	5	4	13	65	15	41	0	10	27	0	287
		Undergrad Bursary Program	2	4540	407	68	748	521	2158	1874	814	530	731	0	12393
Government Funded		First Generation Bursary	0	19	0	0	1	0	0	31	0	18	0	0	69
		Government Funded Programs	0	804	12	3	5	5	35	54	2	4	76	0	1000
		OSAP Disability Bursary	0	217	15	13	26	28	94	29	16	2	30	0	470
Private Donations		Endowments and Annual Donations	1	1265	131	49	407	477	648	338	980	175	204	0	4675
All			21	12566	884	288	2451	1893	6504	4015	1989	2044	2902	1	35558
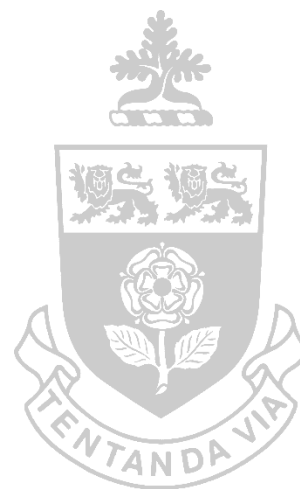
REGISTRAR'S OFFICE

STUDENT FINANCIAL SERVICES

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Memorandum

To: Senate Committee on Awards

From: Karen Warner, Manager Scholarships and Bursaries
Oana Alexandru, Senior Financial Analyst

cc: Darren Fernandez, University Registrar

Date: April 9, 2021

Re: 2020 New Awards Report

Overview:

The purpose of this memo is to provide a summary of the new awards approved by Student Financial Services on behalf of Senate in the 2020 calendar year (January 1 to December 31).

This memo presents comparisons of the new awards approved in 2019 and 2018 analyzed in Tables 1 to 5 by faculty, funding type, value, category, and timing of disbursement. The prior year data has been included to provide a historical perspective.

Overall, the number of new awards increased on a year over year (YOY) basis (90 in 2020 vs. 86 in 2019). This increase is influenced by the creation of numerous awards by Calumet and Stong College to recognize student engagement/leadership (10 awards) and by various supports that were created by York University to assist students who have been adversely affected by the on-going pandemic (8 awards).

Please refer to **Appendix A** for the full list of new awards (names and public descriptions). For informational purposes, **Appendix B** provides award funding definitions.

TABLE 1: Summary of New Awards by Faculty

NEW AWARDS BY FACULTY

Faculties	2020 Calendar Year		2019 Calendar Year		2018 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	27	30%	8	9%	9	12%
Arts, Media, Performance and Design (Undergraduate)	2	2%	1	1%	3	4%
Education (undergraduate)	0	0%	0	0%	1	1%
Engineering (Undergraduate)	5	6%	2	2%	4	5%
Environmental and Urban Studies (Undergraduate)	2	2%	0	0%	0	0%
Glendon (Undergraduate)	7	8%	9	10%	7	9%
Graduate Studies (excluding Law and Schulich)	9	10%	29	34%	16	22%
Health (Undergraduate)	1	1%	2	2%	3	4%
Law (Undergraduate and Graduate)	11	12%	13	15%	9	12%
Liberal Arts & Professional Studies (Undergraduate)	13	14%	11	13%	8	11%
Science (Undergraduate)	2	2%	3	3%	1	1%
Schulich (Undergraduate and Graduate)	11	12%	8	9%	13	18%
TOTAL	**90**	**100%**	**86**	**100%**	**74**	**100%**

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

The increase in Non-Faculty specific new awards is partially attributed to the creation of 10 new awards in Calumet and Stong College and the various supports created to assist students who have been financially impacted by the pandemic.

TABLE 2: Summary of New Awards by Funding Type

TYPE OF FUNDING

Funding Source	2020 Calendar Yrear				2019 Calendar Year				2018 Calendar Year			
	UG Awards	Grad Awards	UG/Grad Awards*	Total	UG Awards	Grad Awards	UG/Grad Awards*	Total	UG Awards	Grad Awards	UG/Grad Awards*	Total
Annual Payments	3	1	1	5	6	1	0	7	3	5	1	9
Endowments	16	4	2	22	14	5	0	19	15	6	2	23
One-Time-Only	1	1	3	5	6	1	1	8	2	2	0	4
Operating	10	5	1	16	5	24	3	32	5	9	1	15
Term Awards	21	6	1	28	8	5	2	15	12	4	4	20
Transcript Notation	11	0	1	12	4	1	0	5	1	0	0	1
Government	2	0	0	2	0	0	0	0	0	1	1	2
TOTAL	**64**	**16**	**10**	**90**	**43**	**37**	**6**	**86**	**38**	**27**	**9**	**74**

*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

The number of new awards established by funding type remained relatively stable with the exception of the termed awards, those established through operating and transcript notations.

Termed awards are expendable donations requiring a minimum 3-year commitment at $1,000 per year. This type of commitment has become a common trend in recent years.

In 2019 there was an increase operationally funded support as a result of the creation of 15 new awards by FGS for the administration of the graduate funding package. The current level of 16 in 2020 is more in line with prior years (i.e., 15 in 2018).

The transcript notation increase is attributed to the new College awards.

When considering donor funded awards only (i.e., those funded through annual payments, endowments, OTO, and termed awards), there is a YOY increase of 11 (60 in 2020 vs. 49 in 2019).

TABLE 3: Summary of New Awards by Value

AWARD VALUES

Award Value	2020 Calendar Year				2019 Calendar Year				2018 Calendar Year			
	UG Awards	Grad Awards	UG/Grad Awards*	Total	UG Awards	Grad Awards	UG/Grad Awards*	Total	UG Awards	Grad Awards	UG/Grad Awards*	Total
< $500	0	0	0	0	0	0	2	2	1	3	0	4
$500-$1,000	25	1	2	28	14	3	1	18	15	3	3	21
$1,001 - $2,000	4	3	2	9	4	3	1	8	7	4	1	12
$2,001 - $3,000	2	1	0	3	2	2	0	4	3	2	0	5
$3,001 - $5,000	4	4	1	9	3	2	1	6	5	2	1	8
$5,001 - $10,000	4	1	2	7	3	1	0	4	4	0	1	5
$10,001 and above	0	1		1	1	4	0	5	0	1	0	1
Amount Varies	14	5	2	21	12	21	1	34	5	9	3	17
No Monetary Value	11	0	1	12	4	1	0	5	1	0	0	1
TOTAL	64	16	10	90	43	37	6	86	41	24	9	74

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

There is no significant YOY variance in new awards (when analyzed by award value) except for awards in the $500 - $1,000 range and those where the amount varies. In 2019 the number of awards where the amount varies was influenced by the 15 awards created by FGS in support of the funding package; the current number is more in line with historical numbers. The increase in awards in the $500 to $1,000 range is a result of the increase in termed awards. The minimum donation amount to establish an expendable scholarship, award or bursary at York University is $1,000 (minimum 3-year donation) or $500 for a prize or medal (minimum 3-year donation).

TABLE 4: Summary of New Awards by Categories

CATEGORIES

Definition	2020 Calendar Year				2019 Calendar Year				2018 Calendar Year			
	UG Awards	Grad Awards	UG/Grad Awards*	Total	UG Awards	Grad Awards	UG/Grad Awards*	Total	UG Awards	Grad Awards	UG/Grad Awards*	Total
Award	42	8	7	57	17	22	6	45	18	16	6	40
Bursary	9	4	2	15	12	1	0	13	11	3	2	16
Fellowship	0	0	0	0	0	7	0	7	0	0	0	0
Prize/Medal	5	1	1	7	9	1	0	10	4	2	1	7
Scholarship	8	3	0	11	5	6	0	11	7	4	0	11
TOTAL	**64**	**16**	**10**	**90**	**43**	**37**	**6**	**86**	**40**	**25**	**9**	**74**

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

There is no significant YOY variance in the new awards created under the bursary, scholarship, prize, or medal categories. There have been consistent YOY increases over the past several years in the 'award' category. Awards combine academic criteria (minimum grade of 70% for students entering from secondary school, undergraduate grade point average of 6.0, or graduate average of B) and non-academic criteria (e.g., talent, promise, community service, leadership, financial need).

TABLE 5: Summary of Awards by Timing

AWARD TIMING

Timing	2020 Calendar Year				2019 Calendar Year				2018 Calendar Year			
	UG Awards	Grad Awards	UG/Grad Awards*	Total	UG Awards	Grad Awards	UG/Grad Awards*	Total	UG Awards	Grad Awards	UG/Grad Awards*	Total
Convocation	2	0	0	2	3	0	0	3	1	1	0	2
Entrance	13	0	1	14	5	6	0	11	8	2	0	10
In-Course	49	16	9	74	35	31	6	72	31	22	9	62
TOTAL	**64**	**16**	**10**	**90**	**43**	**37**	**6**	**86**	**40**	**25**	**9**	**74**

*These awards are available to undergraduate and graduate students

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

> There are no significant YOY variances in the new awards (when analyzed by timing of award administration/disbursement). Roughly 83% of the University's awards are adjudicated in course (during the Fall, Winter or Summer terms).

Conclusion

Overall, the number of new awards established in 2020 increased on a year over year (YOY) basis (90 in 2020 vs. 86 in 2019). This increase is attributed to the creation of numerous awards in the Colleges and financial support programs created to assist students affected by the pandemic.

Also of note, two of the new awards created and awarded in 2020 (Ontario Remembrance Scholarship and the Iranian Students Memorial Award) were established in memory of the three York University students lost in the Ukrainian International Airlines Flight 752 crash that occurred on January 8, 2020.

Division of Student COVID-19 Supports

COVID Relief Bursary Programs

The York University Undergraduate Emergency Bursary was created to assist undergraduate students (domestic and international) with unanticipated financial hardship incurred as a direct result of COVID-19. The intention of the bursary program was to provide the financial assistance needed for students to complete the Winter 2020 term and to bridge the gap between the start of the quarantine and when government support programs became available. The bursary was awarded to a total of 2,076 students with an average bursary value of $963; the total funding disbursed was $2M.

The York University Emergency Travel Disruption Bursary was created to assist York University undergraduate and graduate students (domestic and international) who were on international study programs at a partner university at the start of the pandemic with meeting unanticipated costs related to international travel, emergency housing, food, and other costs due to COVID-19. There were 384 recipients of the Emergency Travel Bursary at an average bursary value of $804 (bursary maximum was $1,500) for a total expenditure of $309K.

International Tuition Offset Awards

Student Financial Services approved the launch of three awards for new international undergraduate students to assist international students with their Summer 2020 and Fall/Winter 2020-2021 tuition. The three awards were tied to academic achievement and were created offset the greater financial need of international students during the COVID-19 pandemic. The award was given to undergraduate, international students (excluding JD) who are/were enrolled in a degree or certificate program AND who pay international tuition rates. The awards were valued at $1,000 for Summer 2020 and $2,000 for Fall/Winter 2020-2021. Total number of recipients and amount awarded

Note: Other COVID-19 related supports include the following (details in awards description table):
- York University Graduate Studies - COVID Graduate Part-time Extension
- IEP COVID19 Emergency Fee Bursary

Lastly, it should be noted that the Faculty of Graduate Studies provided emergency bursary support through its existing FGS Emergency Bursary program.

Award Name	Award Description	Faculty	Degree Level	Gift Amount	Number of Awards	Award Value	Funding Type
Ron Ellis '09 (PhD) Prize in Administrative Law	This prize was established in honour of Ron Ellis ' 09 (PhD), in recognition of his determined pursuit of fundamental reform of the structures of Canada's administrative justice systems through his work as an educator, teacher, mentor, academic, adjudicator, advocate, counsel, and tribunal designer and administrator. At the time this prize was established, Ellis, who is the Author of Unjust by Design, (2013, UBC Press) (an empirical and scholarly, comprehensive critique of our administrative-justice systems), had been writing and speaking about - and advocating for - administrative justice reform for over forty years. It will be given to the student who attains the highest standing in the Administrative Law course.	Osgoode Law School	UG	$5,000	1	$500	Termed
York University Graduate Studies - Student Access Guarantee	York University Graduate Studies - Student Access Guarantee is provided as per Ministry of Training Colleges and Universities Student Financial Assistance Branch - Student Access Guarantee Policy. Funding amounts are determined on a case-by-case basis.	Faculty of Graduate Studies	GR	N/A	Varies	Varies	Operating
RBC International Market Expansion Program Grant	The RBC International Market Expansion Program (IME program) Grant is established as part of RBC's funding commitment to the Centre for Global Enterprise at the Schulich School of Business. The grant provides financial assistance to Schulich student teams participating in the IME program and traveling to a target market destination as part of the program. Recipients must provide documentation related to out-of-pocket expenses to the Office of Student Services and International Relations unit at the Schulich School of Business. Students must be approved and enrolled in the IME program in order to receive this grant.	Schulich School of Business	GR	$355,000	Varies	Varies	Termed

Award Name	Award Description	Faculty	Degree Level	Gift Amount	Number of Awards	Award Value	Funding Type
Iristel Graduate Physics Award	The Iristel Graduate Physics Award has been established to support promising graduate students in the field of optical physics. The award will be granted to two (2) full-time graduate students each year in the field of optical physics and will support research and related scholarly and creative activities. Iristel Inc., a leader in Canadian telecommunications, has been an innovator and industry disrupter since Samer Bishay graduated from York University's Space and Communications program in 1998 and applied his technology talents to launch the company from his apartment. Today, Iristel and its affiliate companies operate from the Pacific to Atlantic and up to the Arctic, offering Canadian businesses and consumers advanced communications services of all types. Samer and his company are passionate about helping bright Canadians enter this exciting and ever-changing industry with the best possible academic knowledge and work related experience. The aim of the annual Iristel Awards for York undergraduate and graduate students, along with hands on training in the Optics Lab, is to encourage bright, inquisitive minds.	Faculty of Science	GR	$100,000	2	$4,167	Termed
Iristel Undergraduate Scholarship	The Iristel Undergraduate Scholarship has been established to reward academic performance and lab proficiency and to encourage students in their 3rd and 4th year of study to pursue a career in optical physics or biophotonics. The award will be granted to students enrolled in their 3rd or 4th year of an Honours or Specialized Honours program in the Department of Physics and Astronomy. Iristel Inc., a leader in Canadian telecommunications, has been an innovator and industry disrupter since Samer Bishay graduated from York University's Space and Communications program in 1998 and applied his technology talents to launch the company from his apartment. Today, Iristel and its affiliate companies operate from the Pacific to Atlantic and up to the Arctic, offering Canadian businesses and consumers advanced communications services of all types. Samer and his company are passionate about helping bright Canadians enter this exciting and ever-changing industry with the best possible academic knowledge and work related experience. The aim of the annual Iristel Awards for York undergraduate and graduate students, along with hands on training in the Optics Lab, is to encourage bright, inquisitive minds.	Faculty of Science	UG	$120,000	2	$5,000	Termed
Thornton Exchange Bursary	The Thornton Exchange Bursary will be awarded annually to Glendon students who are traveling on an exchange or experiential education program in order to develop their French linguistic skills. Recipients must demonstrate financial need.	Glendon College	UG	$100,000	1	Varies	Endowment

Award Name	Award Description	Faculty	Degree Level	Gift Amount	Number of Awards	Award Value	Funding Type
The Dorothy and H. Ian Macdonald MFA in Theatre Award	The Dorothy and H. Ian Macdonald MFA in Theatre Award supports students in the MFA in Theatre Stage Direction program. H. Ian Macdonald is President Emeritus of York University. He served as President and Vice-Chancellor for more than 10 years, from 1974 to 1985. He was also director of the Master of Public Administration Program and a professor of economics and public policy at the Schulich School of Business. He had a distinguished career in academia, the Ontario provincial government, the private sector and with international agencies. In 1958, Ian met Dorothy in the former Britnell's Bookstore, they were soon married and had 5 wonderful children and 6 grandchildren. To celebrate their 59+ years of marriage, and their passion for theatre and enjoyment of live performances, along with their association with the Canadian Stage Theatre Company, San and Dorothy decided to create this award to benefit Masters-level students in York's Theatre Program.	School of Arts, Media, Performance and Design	GR	$30,000	1	$1,000	Endowment
The Yohan Mohammed Victory Award	The Yohan Mohammed Victory Award will be awarded annually to a third year undergraduate student majoring or minoring in English who demonstrates financial need and had the greatest increase in GPA between their first and second year of study. The award will be granted during the Fall term of the selected recipient's third year and is renewable for one (1) additional year if the student's GPA is maintained.	Faculty of Liberal Arts & Professional Studies	UG	$30,000	1	$1,000	Endowment
Cindy Hughes Award in Athletic Therapy	The Cindy Hughes Award in Athletic Therapy will be awarded annually to two undergraduate students enrolled in the third year of the Athletic Therapy Program who show promise to become successful athletic therapists and demonstrate leadership in York's Athletic Therapy Clinic and/or their fieldwork.	Faculty of Health	UG	$200,000	2	Varies	Endowment
Jamie Loumankis Award	The Jamie Loumankis Award was created to benefit a female undergraduate student enrolled in the Lassonde School of Engineering. To be eligible, applicants must have a minimum grade average of 70% (6.0 GPA) and demonstrate financial need. They must also submit a one-page statement outlining their leadership and involvement in the community, with preference given to students actively engaged in the Mediterranean community (to include Spain, France, Monaco, Italy, Malta, Slovenia, Croatia, Bosnia and Herzegovina, Montenegro, Albania, Greece, Turkey, Cyprus, Syria, Lebanon, Israel, Morocco, Algeria, Tunisia, Egypt, and Libya).	Lassonde School of Engineering	UG	$6,000	1	$2,000	Termed

Award Name	Award Description	Faculty	Degree Level	Gift Amount	Number of Awards	Award Value	Funding Type
Bernard M. Wolf Prize of Excellence in the Certificate in International Management	Established by Professor Bernard M. Wolf, Professor Emeritus of Economics and International Business at the Schulich School of Business, the Bernard M. Wolf Prize of Excellence in the Certificate in International Management is awarded to a graduating undergraduate student who has pursued the Certificate in International Management (CIM) and has achieved the highest academic standing. Value: $1,000 per year.	Schulich School of Business	UG	$3,000	1	$1,000	Termed
Helen Carswell STEAM Bursary for Women	The Carswell Family Foundation has created an undergraduate bursary to benefit female students entering their first year of study at the Lassonde School of Engineering who are alumni of the Helen Carswell STEAM Program for Women. To be eligible, applicants must demonstrate financial need and submit a one-page statement outlining their leadership and community engagement experience. In addition, they will be required to submit a letter of reference from a teacher or any community program supervisor who can speak to their experience.	Lassonde School of Engineering	UG	$90,000	3	$10,000	Termed
York University Emergency Travel Disruption Bursary	The York University Emergency Travel Bursary aims to assist registered York University students (Domestic and International, Undergraduate and Graduate) who are currently on international study programs (i.e., exchanges, coops, placements etc.) at a Partner University or Institution OR international students with international travel-related expenses due to COVID-19 causing unanticipated financial hardship.	Non-faculty specific	GR/UG	N/A	Varies	Varied Range (Max $1,500)	Operating
York University Undergraduate Emergency Bursary	The York University Undergraduate Emergency Bursary aims to assist registered York University undergraduate students (domestic and international) with unanticipated financial hardship need due to COVID-19. The COVID- 19 Emergency Bursary is intended to provide immediate short-term relief for unexpected costs related to emergency housing, rent, food and other costs due to COVID-19 and is not intended as a source of long-term funding.	Non-faculty specific	UG	N/A	Varies	Varied Range (Max $1,500)	Operating
York University International Student Award	Each year, the Schulich School of Business provides a number of International Student Awards to incoming full-time international graduate students who demonstrate academic excellence. Selection will be based on the academic excellence and the admissions profile. Recipients will have a minimum cumulative GPA of 5.0 (B).	Schulich School of Business	UG	N/A	Varies	Varies	Operating

Award Name	Award Description	Faculty	Degree Level	Gift Amount	Number of Awards	Award Value	Funding Type
James C. MacDonald Memorial Award	Renowned for his leadership role in Family Law teaching, writing and reform, Jim was widely known for his compassion and intellect. After graduating from law school in British Columbia and practising for five years, he moved to Toronto and established MacDonald and Ferrier, Toronto's first law firm specializing in family law. He later became the founding partner of MacDonald & Partners LLP which continues to practice exclusively family law today. Jim was a leading proponent of collaborative law and believed that litigation was a forum of last resort for family law matters. This award will be given to a JD student in 2nd or 3rd year who has demonstrated strong academic standing in family law; an interest in pursuing the practice of family law; an interest in alternative dispute resolution and collaborative family law; and has contributed to the community and/or student life at Osgoode. Preference will be given to a student who demonstrates financial need.	Osgoode Law School	UG	$108,330	1	$5,000	Termed
Professor Wesley Cragg Memorial Award	Family and friends have established this Award to honour and celebrate the achievements of the late Professor Wesley Cragg, the inaugural George R. Gardiner Professor in Business Ethics. Professor Cragg joined Schulich in 1992 and was instrumental in shaping the business ethics component for the undergraduate and MBA programs. The Professor Wesley Cragg Memorial Award will be awarded to a continuing MBA student with a minimum grade point average of 6.0 (B+), demonstrates financial need and a submission of statement of interest in business ethics and responsibility. Preference will be granted to students of Indigenous heritage. Value: $2,000 per year	Schulich School of Business	GR	$12,000	1	$2,000	Termed
ACUFC French as a Second Language Bursary	Created by the Association des collèges et universités de la francophonie canadienne (ACUFC), the FSL Bursary Program aims to encourage English-speaking students to pursue their post-secondary studies at a French-language institution or program; to help them in their efforts to learn, use and improve their French-language skills; and to expand their understanding of Francophone culture. Students will be selected on the following criteria: Must be enrolled in their first year of study with the Glendon faculty in a full-time course load; be Canadian citizens of permanent residents; have English as their first official language; have completed their high school studies in an English-language school; demonstrate their have sufficient knowledge of French; take at least 50% of their courses and participate in related activities in French. Students with financial challenges or from under-represented populations will receive special consideration.	Glendon College	UG	N/A	Varies	$3,000	Government

Award Name	Award Description	Faculty	Degree Level	Gift Amount	Number of Awards	Award Value	Funding Type
Ontario Professional Engineers Foundation for Education Gold Medal	The Ontario Professional Engineers Foundation for Education Gold Medal will be awarded annually to a fourth year graduating student enrolled in CEAB-Accredited programs within the Lassonde School of Engineering who has achieved academic excellence by obtaining the highest cumulative average.	Lassonde School of Engineering	UG	N/A	1	N/A	Transcript Notation
Osgoode Hall Law School Entrance Scholarship	The Osgoode Hall Law School Entrance Scholarship will be awarded to outstanding incoming law students with a demonstrated capacity for legal education. These scholarships have been created as part of Osgoode's commitment to increasing the financial accessibility of law school. Financial need may be considered in the selection process.	Osgoode Law School	UG	N/A	Varies	Varies	Operating
Donna Hayden Memorial Entrance Award	The Donna Hayden Memorial Entrance Award will be awarded to two (2) female students who are entering their first year in a business, science or engineering program. One (1) award will be given to a mature female student entering an undergraduate program, and one (1) award will be given to a female student entering a graduate program. Applicants must be in good academic standing (70% or 6.0 GPA) and demonstrate financial need. CFUW Markham Unionville is one of over 100 CFUW Clubs, located in every province across Canada, which belong to The Canadian Federation of University Women (CFUW). Since its founding in 1919, CFUW has been working to improve the status of women, and to promote human rights, public education, social justice, and peace. Donna Hayden was President of the CFUW Markham - Unionville Club from 2011 to 2013. She had a passionate interest in promoting education for women and a firm belief that education is the key to solving many problems. The CFUW Markham - Unionville Education Fund, a registered charity, is the recipient of a Hayden family donation. CFUW Markham - Unionville is proud to establish the Donna Hayden Memorial Education Awards	Non-faculty specific	GR/UG	$20,000	2	$10,000	One time donation

Award Name	Award Description	Faculty	Degree Level	Gift Amount	Number of Awards	Award Value	Funding Type
Donna Hayden Memorial Education Award	The Donna Hayden Memorial Education Award will be awarded to two (2) female continuing students who are majoring in a business, science, or engineering program. One (1) award will be given to a mature female student enrolled in an undergraduate program, and one (1) award will be given to a female student enrolled in a graduate program. Applicants must be in good academic standing (GPA of 6.0 or B grade average) and demonstrate financial need. CFUW Markham Unionville is one of over 100 CFUW Clubs, located in every province across Canada, which belong to The Canadian Federation of University Women (CFUW). Since its founding in 1919, CFUW has been working to improve the status of women, and to promote human rights, public education, social justice, and peace. Donna Hayden was President of the CFUW Markham - Unionville Club from 2011 to 2013. She had a passionate interest in promoting education for women and a firm belief that education is the key to solving many problems. The CFUW Markham - Unionville Education Fund, a registered charity, is the recipient of a Hayden family donation. CFUW Markham - Unionville is proud to establish the Donna Hayden Memorial Education Awards.	Non-faculty specific	GR/UG	$20,000	Min 1, Max 2	$10,000	One time donation
York University International Scholarship of Merit	This scholarship has been established as part of the University's strategy to continue to attract top international students in an era of COVID-19. Scholarship value will offset approximately 10% international undergraduate tuition fee increase for Summer 2020 and Fall/Winter 2020-2021. Consideration given to academic achievement for both entering and continuing students; includes all faculties with the exception of Osgoode.	Non-faculty specific	UG	N/A	Unlimited	$1,000 - $2,000	Operating
York University International Award of Merit	This award has been established as part of the University's strategy to continue to attract top international students in an era of COVID-19. Scholarship value will offset approximately 10% international undergraduate tuition fee increase for Summer 2020 and Fall/Winter 2020-2021. Consideration given to academic achievement for both entering and continuing students; includes all faculties with the exception of Osgoode.	Non-faculty specific	UG	N/A	Unlimited	$1,000 - $2,000	Operating
York University International Grant	This grant has been established as part of the University's strategy to continue to attract top international students in an era of COVID-19. Scholarship value will offset approximately 10% international undergraduate tuition fee increase for Summer 2020 and Fall/Winter 2020-2021. Consideration given to academic achievement for both entering and continuing students; includes all faculties with the exception of Osgoode.	Non-faculty specific	UG	N/A	Unlimited	$1,000 - $2,000	Operating

Award Name	Award Description	Faculty	Degree Level	Gift Amount	Number of Awards	Award Value	Funding Type
The Danone Canada Leadership Award	The Danone Leadership Award will be given to an incoming female MBA or Masters student who demonstrates values of leadership, innovation and passion for sustainable results. This award was established on International Women's Day 2020 in recognition of Danone Canada's commitment to the presence of women and/or individuals from underrepresented populations in at least 50% of management positions, as well as equal average compensation for women and men in executive and non-executive roles. The recipient will have the opportunity to engage in mentorship with Danone Canada leadership. Value; $3000	Schulich School of Business	GR	$3,000	1	$3,000	One time donation
Aisha Khalid Scholarship for Academic Excellence in Commerce	The Aisha Khalid Scholarship for Academic Excellence in Commerce will be awarded to a female international student who has achieved the highest GPA at the end of first year (30 credits) in the Bachelor of Commerce program. Aisha Khalid (BCom '05) received multiple scholarship and awards while she was a student at York University. She has established this scholarship with gratitude and in recognition of the donors and York University for their support.	Faculty of Liberal Arts & Professional Studies	UG	$3,000	1	$1,000	Termed
Naz & Bilal Maan Entrance Award in the School of Information Technology	The Naz & Bilal Maan Entrance Award in the School of Information Technology will be awarded to a female student entering a program in the School of Information Technology within York's Faculty of Liberal Arts & Professional Studies. The award will be granted to the female student who had the highest grade average in their final year of high school. If there is more than one suitable candidate, then the award will be given to the student who demonstrates the greatest financial need. This award is renewable for up to one (1) year if the recipient maintains a GPA of 6.0 or higher throughout their first year of study.	Faculty of Liberal Arts & Professional Studies	UG	$3,000	1	$1,000	Termed
Tom Curry Family Award	After graduating from Osgoode in 1984, Tom went on to practice as a trial and appellate counsel. This award is a way for his family to support the next generation of lawyers. It will be given annually to a JD student in financial need who has an interest in litigation.	Osgoode Law School	UG	$26,908.52	1	$1,000	Endowment
Osgoode Reimbursement Fund	OTO funds awarded to Osgoode students where exceptional circumstances occur.	Osgoode Law School	UG	N/A	Varies	Varies	Operating

Award Name	Award Description	Faculty	Degree Level	Gift Amount	Number of Awards	Award Value	Funding Type
The Inaugural Faculty of Environmental and Urban Change Award for New Undergraduate Students	The inaugural Faculty of Environmental and Urban Change Award for New Undergraduate Students has been created to honour the opening of the new Faculty. Up to 15 awards at $1000 will be granted to incoming undergraduate studies that demonstrate academic excellence with a minimum of 80% in their previous studies and have not been award any other EUC entrance awards. This award is open to all applicants (domestic and international).	Faculty of Environmental and Urban Change	UG	N/A	Min 1, Max 15	$1,000	Operating
Anthony H. Richmond Scholarship	The Anthony H. Richmond Scholarship will be awarded annually to a graduate level student conducting research on interactions between: i) refugees, forced migration, immigration and/or resettlement within or outside counties of origin and ii) the environment. Created by Freda Richmond in memory of her husband, Anthony (Tony) Richmond, Professor Emeritus at York University and one of the founders of York's Department of Sociology. He established the department's graduate program and served as its first director, and he was also a founding member of the York Centre for Refugee Studies. In 1980, he was elected a Fellow of the Royal Society of Canada. Richmond was known for his civility, lack of pretense, sense of fairness and commitment to scholarly life, as well as his consistent encouragement to women scholars in sociology. Richmond's academic interests began in Britain with studies in race relations and moved on to migration studies when he first came to Canada, before focusing in the latter part of his career on refugees and refugee policy. His lifelong Quakerism fuelled his concern for inequities of all kinds. In his final book, "Global Apartheid: Refugees, Racism and the New World Order" (published in 1994) Richmond examined the repressive and restrictive policies 'White' and wealthy countries had instituted to restrain the number of migrant workers and refugees from developing countries - describing the result as a form of Global Apartheid.	Faculty of Graduate Studies	GR	$77,000	1	$2,000	Endowment

Award Name	Award Description	Faculty	Degree Level	Gift Amount	Number of Awards	Award Value	Funding Type
Matthew and Lily Thenganatt Entrance Award	Established in 2020 by Dr. John Thenganatt in honor of Matthew and Lily Thenganatt, this award will be granted to the undergraduate student entering York University with the highest admission average from one of the following schools: Westview Centennial Secondary School, C.W. Jeffreys Collegiate Institute, Emery Collegiate Institute, or North Albion Collegiate. Recipients must also demonstrate financial need. The award will be renewable for three (3) subsequent years of undergraduate study, provided the recipient maintains a GPA of 6.0 or higher. The award will also provide recipients with (optional) opportunities to meet with and/or be mentored by the donor.	Non-faculty specific	UG	$14,000	1	$1,000	Termed
Vivienne Poy Hakka Graduate Research Award	The Vivienne Poy Hakka Graduate Research Award will be granted annually to a graduate student conducting research on topic(s) related to the Hakka population, their cultures, histories and geographies anywhere in the world. Canadian citizens, permanent residents, protected persons and international students who have a demonstrated interest in this topic are all eligible. The award is open to full-time and part-time students. Hakka could be defined as personal, relational and communal identity of a subgroup of Han Chinese whose settlements are scattered worldwide. We seek research that deepens understanding of the construction of Hakka identity, its relevance in different locales; how Hakka identities are constructed, mobilized and contested at different moments in time; what Hakka means in different social, political and economic contexts from a historical or/and contemporary perspective.	Faculty of Graduate Studies	GR	$140,000	1	$5,000	Endowment
York University Graduate Studies - COVID Graduate Part-time Extension	York University Graduate Studies - To address concerns about the ability of graduate students to progress toward completion of their degree programs during the pandemic emergency restrictions, the university acknowledges that for some students' remediation will require a one-term extension to their degree programs. Students who have been approved for a COVID-specific extension who have no alternative funding source may apply to their Faculties for a special extension bursary of up to $1,000/month, for up to 4 months. Funding amounts are determined on a case-by-case basis.	Faculty of Graduate Studies	GR	N/A	Varies	Varies	Operating
York University Graduate Studies - Internal Waiver	York University Graduate Studies - This is an internal award used by FGS only to waive tuition fees in relation to COVID 19 Extensions.	Faculty of Graduate Studies	GR	N/A	Varies	Varies	Operating

Award Name	Award Description	Faculty	Degree Level	Gift Amount	Number of Awards	Award Value	Funding Type
Vector Scholarship in Artificial Intelligence	Vector Scholarships in Artificial Intelligence (VSAI) recognize top candidates pursuing studies in a recognized AI-related master's program or an individualized study path that is demonstrably AI-focused. Meritorious candidates must be nominated by their program; they cannot apply directly. https://vectorinstitute.ai/aimasters/#scholarships	Faculty of Graduate Studies	GR	N/A	Varies	$17,500	External
AMPD Dean's Entrance Scholarship	The AMPD Dean's Entrance Scholarships were made possible through the generous gifts of Dr. Lorna Marsden, C.M., O.Ont, President Emerita of York University & Dr. Edward Harvey, and a matching gift from an anonymous donor.	School of Arts, Media, Performance and Design	UG	$10,000	14	$500	One time donation
Dr. Sara Maghdoori Undergraduate Scholarship in Mathematics	The Dr. Sara Maghdoori Undergraduate Scholarship in Mathematics will be awarded to a student enrolled in an undergraduate Mathematics program within the Department of Mathematics and Statistics. To be eligible, applicants must demonstrate academic excellence (minimum GPA of 7.5) and financial need. They must also submit a one-page statement outlining the impact the award would have on their studies at York and in their future career. Preference will be granted to female students.	Faculty of Science	UG	$25,000	Min 1, Max 5	$1,000	Termed
Felicitas Svejda Award in Biology	The Felicitas Svejda Award in Biology will be awarded to students majoring in Biology at Glendon College and enrolled in studies during the Fall, Winter or Summer semesters, with a minimum cumulative GPA of 7.5. Consideration will also be given to students who demonstrate financial need. Dr. Felicitas Svejda was considered the mother of Canadian Explorer Roses and a rose breeding revolutionist. She worked at the Canadian Federal Department of Agriculture's Central Experiment Farm in Ottawa for 25 years until retiring in 1985. York University awarded Svejda a degree of Doctor of Science honoris causa in 2000	Glendon College	UG	$97,659	1	Varies	Endowment
Bob Elhart Prize in Entrepreneurship & New Firm Creation	Established by Chris Carder, Co-Director of Entrepreneurial Studies and Entrepreneur-in- Residence at the Schulich School of Business, the Bob Elhart Prize in Entrepreneurship & New Firm Creation course (ENTR 6605 MMGT), is awarded to the winning team (4-6 students) who presents the "top start-up pitch' as determined by a panel of independent judges during the final class. The winning team will be selected each year in July. Value: $1,000 per year	Schulich School of Business	GR	$3,000	Varies	Varies	Termed

Award Name	Award Description	Faculty	Degree Level	Gift Amount	Number of Awards	Award Value	Funding Type
Margaret Grace Harris Bursary	The Margaret Grace Harris Bursary was established through the generosity of the late Margaret Grace Harris. The bursary will be given annually to an undergraduate or graduate business student who is in need of financial assistance. Value: $2,000 per year	Schulich School of Business	GR/UG	$25,000	1	$2,000	One time donation
CIBPA/Lucy Iacovelli Student Aspiration Award in Commerce	The CIBPA/Lucy Iacovelli Student Aspiration Award in Commerce was created to benefit a third year undergraduate student enrolled in the Bachelor of Commerce program in the Faculty of Liberal Arts and Professional Studies, who demonstrates financial need and had the greatest increase in GPA between their first and second year of study. If there is more than one suitable candidate, then the award will be granted to the applicant who demonstrates the greatest financial need. A new award recipient will be selected every other year.	Faculty of Liberal Arts & Professional Studies	UG	$25,000	1	$1,000	Endowment
Friends of Glendon Merit Bursary	The Friends of Glendon Merit Bursary is awarded annually to one or more continuing student(s) enrolled at Glendon. Each recipient must be a Canadian citizen, permanent resident or protected person, and a resident of Ontario who demonstrates financial need.	Glendon College	UG	N/A	Varies	Varies	Endowment
Pearson Alumni Entrance Scholarship	The Pearson Alumni Entrance Scholarship will be awarded to a Canadian high school student entering Year 1 at Glendon with high academic standing.	Glendon College	UG	N/A	1	$1,000	Endowment
LA&PS Student Emergency Bursary	The LA&PS Student Emergency Bursary is administered by the Associate Dean, Students in the Faculty of Liberal Arts & Professional Studies. This bursary is to assist current LA&PS domestic students who are experiencing financial need and meet the criteria listed below. It is intended to cover costs directly related to the student's academic success. Eligible students must: - be in the Faculty of LA&PS - experiencing financial difficulty through unforeseen circumstances- be domestic - be registered and pursuing an undergraduate degree - be enrolled in courses at the time of application. Note: Both full and part-time students who meet the above criteria are eligible to apply. You may only apply once to this bursary during your academic career at York University.	Faculty of Liberal Arts & Professional Studies	UG	N/A	Varies	Varies	Operating
Schulich International Grant	This grant has been established as part of Schulich's strategy to continue to attract top international students. Consideration given to academic achievement for both entering and continuing students.	Schulich School of Business	GR	N/A	Varies	Varies	Operating

Award Name	Award Description	Faculty	Degree Level	Gift Amount	Number of Awards	Award Value	Funding Type
UBS Class of 2020 Award	Established by the 2019-2020 Undergraduate Business Society (UBS) Executive team in tribute to the class of 2020, the UBS Class of 2020 Award is given to a continuing 3rd or 4th year full-time student who is enrolled in the BBA/iBBA program at the Schulich School of Business. Recipients must demonstrate financial need, as well as leadership and contribution to the Schulich community through the submission of an application. Value $1,500	Schulich School of Business	UG	$4,500	1	$1,500	Termed
Mary L. MacGregor Memorial Award	Mary graduated from law school at the University of Saskatchewan in 1972 and moved to Toronto to complete her legal articling. She practiced Trust and Estate Law for 42 years, first at Crown Trust, then Blaney McMurtry Stapells, and eventually at a small and unique law firm which would come to be known as Dickson MacGregor Appell.

Mary lectured in estate and succession law at Osgoode Hall and taught the estate planning and administration section of the Ontario Bar Admission Course for the Law Society. She was a member and past president of the Estate Planning Council of Toronto, an editor of Obrien's Encyclopedia of Forms, Wills and Trusts Division V, and the author of Preparation of Wills and Powers of Attorney: First Interview to Final Report, Third Edition (Canada Law Book). She was a co-founder of the Center for Estate Mediation and was awarded the Ontario Bar Association Award for Excellence in Trusts and Estates in 2011.

Mary was widely known for the generosity with which she shared her knowledge of Trust and Estate Law, especially amongst those whom she taught and mentored, as well as by the kindness and consideration which she showed to her clients and colleagues. The Mary L. MacGregor Memorial Award will be given to a JD student who has achieved high academic standing in the second or third year of the program, shows an interest in Estate Law, is active in the community at Osgoode, and demonstrates financial need. | Osgoode Law School | UG | $11.050 | 1 | $1,000 | Termed |

Award Name	Award Description	Faculty	Degree Level	Gift Amount	Number of Awards	Award Value	Funding Type
Alrica Gordon Entrance Award	The Alrica Gordon Entrance Award was created by Konata Lake in honour of his mother, Alrica Gordon. Alrica was a paralegal and community legal worker who worked within the Jane and Finch and Rexdale communities for over 20 years, after immigrating to Canada from Jamaica. A single mother who obtained her B.A. from York University by taking night classes, Alrica was a tireless advocate and fought for access to justice for the most vulnerable. The award will be given annually to an incoming student and is meant to assist a Black student who is also a single parent in their studies at York University. The successful candidate must have achieved a minimum 75 (B+) average from secondary school and must demonstrate financial need.	Non-faculty specific	UG	$52,000	1	$2,000	Endowment
Wildeboer Dellelce LLP Award	This award was established by the law firm of Wildeboer Dellelce LLP, one of Canada's premier corporate, securities and business transactional law firms. The award will be given annually to a student in the JD program who has completed at least one year of the program and who has demonstrated the highest degree of interest in business law through courses and activities or other initiatives. The recipient will also have demonstrated good academic standing and financial need.	Osgoode Law School	UG	$25,000	1	$1,000	Endowment
Mosher-Silver Women's Volleyball Legacy Award	The Mosher-Silver Women's Volleyball Legacy Award will be granted to the Women's Varsity Volleyball student-athlete who best exemplifies the characteristics that defined Merv Mosher & Sandy Silver's coaching careers; perseverance, passion, focus and leadership. Preference will be granted to a student-athlete that takes an interest in coaching in the sport of volleyball. Recipients must meet the Ontario University Athletics (OUA) criteria of 80% or higher if entering university from secondary school, or a sessional GPA of 5.5 in their previous year of study if they are a continuing student.	Non-faculty specific	GR/UG	$25,000	1	$1,000	Endowment

Award Name	Award Description	Faculty	Degree Level	Gift Amount	Number of Awards	Award Value	Funding Type
BentallGreenOak Future Leaders in Real Estate Award	The BentallGreenOak Future Leaders in Real Estate Award will be offered to an incoming student enrolled in the Master of Real Estate & Infrastructure program at the Schulich School of Business. The recipient must demonstrate a combination of academic achievement (minimum GPA of 6.0) and financial need. Applicants will be required to submit a short essay (300 - 500 words) that highlight one present day factor that the applicant believes will impact real estate in the decade ahead and explains why and what the industry can do today to prepare for the future. This Award is open to domestic students only. Value: $1,500 BentallGreenOak (BGO) is a global real estate investment, development and management company providing real estate strategies and services that deliver value to its investors and stakeholders.	Schulich School of Business	GR	$15,000	1	$1,500	Termed
Bill Francis '60 Bursary	This bursary was created in memory of Bill Francis '60 to honour his professionalism, kindness and exceptional legal advice. It will be given annually to a first-year student in the JD program who demonstrates financial need.	Osgoode Law School	UG	$150,000	1	$6,000	Endowment
McCabe Valuations Bursary	Patrick McCabe provides valuation and advisory services to companies and litigation teams across Canada and in the United States. He has created this bursary to recognize the expertise and professionalism of the many lawyers he has worked with when finding fair and equitable valuations in family law, commercial litigation, and civil litigation disputes. This bursary will be given annually to a JD student who demonstrates financial need.	Osgoode Law School	UG	$2,500	1	$2,500	Annual
IEP COVID19 Emergency Fee Bursary	This bursary program was created to provide support to eligible IEP students who are experiencing COVID-19 19 related financial difficulties and as a result may be unable to complete the program in 2020. The value of the fee waiver bursary is up to $703.74 which is equivalent to the cost one course.	Faculty of Liberal Arts & Professional Studies	UG	N/A	Varies	Varies	Operating
Glendon Recruitment Award	This fund has been established thanks to the generous contributions of Glendon donors, including the Friends of Glendon. Recipients who have received an offer of admission to Glendon will be selected on the basis of academic merit and must accept their offer by the deadline indicated in their letter. Special consideration will be given to students who demonstrate financial need.	Glendon College	UG	$30,000	Varies	Varies	Annual

Award Name	Award Description	Faculty	Degree Level	Gift Amount	Number of Awards	Award Value	Funding Type
Prix du concours national de redaction, Français pour l'avenir	This prize will be awarded to students who are selected through the French for the Future's National Essay Contest and who enrols in studies at Glendon. Terms and conditions apply, see application process for details. This prize can be held in addition to other York entrance scholarships. Note: this prize may not be awarded annually.	Glendon College	UG	N/A	Varies	Varies	Endowment
Susan Vella Social Justice Award	The Susan Vella Social Justice Award will be awarded to a second or third year J.D. student who (i) demonstrates an interest in the delivery of legal services to low and/or marginalized populations in the areas of sexualized misconduct and/or domestic violence, such as by participation in Osgoode clinics such as CLASP, the Feminist Advocacy: Ending Violence Against Women Clinical Program, or Parkdale Community Legal Services, (ii) high academic achievement (minimum of B average), and (iii) demonstrates financial need. While a student at Osgoode, Susan Vella ' 86 was a student leader at Community and Legal Services Program (CLASP). This award was created to mark a milestone birthday. The awards intent is to recognize a law students' demonstrated commitment to advocacy in the areas of sexualized misconduct and/or domestic violence, including representing the interests of survivors of sexualized misconduct and/or domestic violence, and defending the rights of those alleged to have committed those forms of abuse. As a lawyer, Susan was a pioneer in developing the area of civil liability for sexual abuse in Canada. She was counsel on several landmark civil cases, authored many articles and co-authored a textbook (Civil Liability for Sexual abuse and Violence in Canada, 2000), and served as counsel to various public inquiries and a provincial Task Force involving issues of sexual and other forms of violence.	Osgoode Law School	UG	$25,000	1	$1,000	Endowment
Liberal Arts and Professional Studies Graduate Student part-time extension bursary	LA&PS-based graduate students who applied and received a part-time extension from the Faculty of Graduate Studies are eligible to apply for this bursary. This fund is intended to support students in the completion of their program and is contingent on the availability of funds in a given academic year.	Faculty of Liberal Arts & Professional Studies	GR	N/A	Varies	$5,000	Operating

Award Name	Award Description	Faculty	Degree Level	Gift Amount	Number of Awards	Award Value	Funding Type
Daniel Whittaker-Van Dusen Prize for Emerging Poets	The Daniel Whittaker-Van Dusen Prize for Emerging Poets is available campus-wide for students whose work explores, provokes, and challenges readers' understanding of the world. The prize was established in memory of Daniel, a philosophy graduate who wrote poetry that explored the absurdities of life in a precise and unafraid voice, Dans' parents, Sheelagh Whittaker and Michael Van Dusen, both graduated from York University's Schulich School of Business in 1975. Recipients will receive a copy of Philosoflying, Dans' first and only published work of poetry, while supply allows.	Non-faculty specific	GR/UG	$40,000	1	$1,500	Endowment
Farzia Khan Champion for Equity, Diversity and Inclusion (EDI) Prize	The Farzia Khan Champion for Equity, Diversity and Inclusion (EDI) Prize was created to benefit students enrolled at the Lassonde School of Engineering. To be eligible, applicants must submit a personal statement outlining how they have demonstrated leadership and promoted an equitable, diverse, and inclusive culture at Lassonde (e.g. via the establishment or development of a club, participation and promotion of events, contributing to research, etc.). Preference will be given to female students.	Lassonde School of Engineering	GR/UG	$1,500	1	$500	Termed
Obodai Sai Entrance Award in Commerce	The Obodai Sai Entrance Award in Commerce recognizes incoming first year undergraduate students who identify as Black for their leadership and academic performance in high school. This award will benefit Black students entering the Bachelor of Commerce program within the Faculty of Liberal Arts & Professional Studies. To be eligible, applicants must have a minimum average of 70% and demonstrate financial need. They must also submit a 500-word statement outlining their leadership experience in high school.	Faculty of Liberal Arts & Professional Studies	UG	$3,000	1	$1,000	Termed
Ontario Remembrance Scholarship	On January 8, 2020, a Ukrainian airliner crashed near Tehran, Iran. Victims of the crash included 57 Canadians. Among the victims, 34 people were employed at or studying in universities and colleges in Ontario. In remembrance of the victims and to commemorate the talent that has been lost, Ontario will provide publicly-assisted postsecondary institutions with funding for 57 dedicated scholarships for the 2020-2021 academic year. The value of each scholarship is $10,000. The Remembrance Scholarship is available to students attending a publicly-assisted college or university in Ontario in the 2020-21 academic year. Both domestic and international students are eligible for this award.	Non-faculty specific	UG	$30,000	3	$10,000	Government

Award Name	Award Description	Faculty	Degree Level	Gift Amount	Number of Awards	Award Value	Funding Type
The Alex Chiu Community Involvement Award in Markham	The Alex Chiu Community Involvement Award in Markham will be awarded to an applicant entering the York University Markham Centre Campus from a high school in Markham with an average GPA of 70% or higher, who demonstrates community involvement above and beyond the OSSD required 40 hours. They must also submit a 500-word essay answering the question "Why is community involvement important to you and how have you given back to your community?". This award has been established with proceeds of the Alex Chiu Golf Tournament, in honour of Alex Chiu, who helped shape Markham as it grew from a town to a thriving and welcoming city as Markham's longest serving member of council.	Non-faculty specific	UG	$26,000	1	$1,000	Endowment
Syed Mosharraf Shere Memorial Prize for Internationally Educated Professionals	The Syed Mosharraf Shere Memorial Prize for Internationally Educated Professionals will be awarded to the three (3) students who have achieved the highest GPA in the IEP Bridge to Employment Foundations Program and are enrolled in a Professional Skills Specialized Course. This Prize has been established by the family of late Syed Mosharraf Shere, who despite having completed his Master's in Chemistry from University of Bristol, England and having worked in Pakistan, Saudi Arabia and England was unable to attain meaningful employment in Canada. Therefore, his family established this award in his memory to support Internationally Educated Professional in Canada.	Faculty of Liberal Arts & Professional Studies	UG	$7,500	3	$500	Termed
Calumet College Diamond Legacy Award for Significant Community Contribution, Enduring Change, and Inspiring Vision	This award recognizes a graduating student who has left an enduring legacy in their College with respect to their leadership accomplishments and lasting contributions to the vision of the College. The student will have left an indelible impact empowering others and made a significant positive difference in the community that will continue to thrive and succeed despite their absence.	Non-faculty specific	UG	N/A	1	N/A	Transcript Notation
Stong College Diamond Legacy Award for Significant Community Contribution, Enduring	This award recognizes a graduating student who has left an enduring legacy in their College with respect to their leadership accomplishments and lasting contributions to the vision of the College. The student will have left an indelible impact empowering others and made a significant positive difference in the community that will continue to thrive and succeed despite their absence.	Non-faculty specific	UG	N/A	1	N/A	Transcript Notation

Award Name	Award Description	Faculty	Degree Level	Gift Amount	Number of Awards	Award Value	Funding Type
Change, and Inspiring Vision							
The Robert Everett Exceptional Leadership in Student Governance Award	The Robert Everett Exceptional Leadership in Student Governance Award recognizes and celebrates students who have made a valuable and significant contribution to the governance of York University. Established in 2018, this award is named in honour of Dr. Robert Everett, a distinguished Senior Assistant Secretary of the University, who made extraordinary contributions supporting University governance for nearly three decades. Full-time undergraduate or graduate students with an active registration in a University program who have: - actively and constructively participated in University governance at the Senate, Board of Governors and/or Faculty Council levels; - embodied a strong spirit of collegiality, inclusiveness and commitment in their approach to governance; - exhibited leadership in performing the duties of their role; and - made meaningful contributions to governance as a student. Nominators for this award can be any member of the York University community; however, self-nominations are not permitted. Recipients will be honoured at an award reception and receive both a framed certificate and recognition on a plaque.	Non-faculty specific	GR/UG	N/A	1	N/A	Transcript Notation
Calumet College Ruby Impact Award for Student Leadership and Community Building	Celebrated for their collaborative spirit this student has ensured that whatever they do they make a positive difference in the lives of their fellow peers and/or local community. This student achieved significant milestones over more than a year that helped the College achieve its vision.	Non-faculty specific	UG	N/A	1	N/A	Transcript Notation

Award Name	Award Description	Faculty	Degree Level	Gift Amount	Number of Awards	Award Value	Funding Type
Stong College Ruby Impact Award for Student Leadership and Community Building	Celebrated for their collaborative spirit this student has ensured that whatever they do they make a positive difference in the lives of their fellow peers and/or local community. This student achieved significant milestones over more than a year that helped the College achieve its vision.	Non-faculty specific	UG	N/A	1	N/A	Transcript Notation
Calumet College Emerald Initiative Award for Student Contribution and Engagement	Given to a student who continues to go beyond the call of duty. Always with a positive attitude this student shows up regularly, brings their ideas forward, is proactive in addressing student/program needs and delivers projects with grace.	Non-faculty specific	UG	N/A	1	N/A	Transcript Notation
Stong College Emerald Initiative Award for Student Contribution and Engagement	Given to a student who continues to go beyond the call of duty. Always with a positive attitude this student shows up regularly, brings their ideas forward, is proactive in addressing student/program needs and delivers projects with grace.	Non-faculty specific	UG	N/A	1	N/A	Transcript Notation
Calumet College Sapphire Dream Team Award for Visionary Leadership and Transformative Community Engagement	There is no I in team work. Greater than the sum of its individual talents, this team has demonstrated collaboration, collegiality, openness in sharing ideas and valuing different perspectives. The team has accomplished a multi-year project or implemented a strategy over more than one year that meets the College vision with a significant contribution to the community.	Non-faculty specific	UG	N/A	1	N/A	Transcript Notation
Stong College Sapphire Dream Team Award for Visionary Leadership and Transformative Community Engagement	There is no I in team work. Greater than the sum of its individual talents, this team has demonstrated collaboration, collegiality, openness in sharing ideas and valuing different perspectives. The team has accomplished a multi-year project or implemented a strategy over more than one year that meets the College vision with a significant contribution to the community.	Non-faculty specific	UG	N/A	1	N/A	Transcript Notation
Calumet College Topaz Bold Leader Award for Leadership Capacity and Community Engagement in First Year at York University	This award recognizes a first-year student who has shown significant leadership accomplishment by actively being involved in College life. This student is celebrated for their active engagement and their significant contribution to their cohort.	Non-faculty specific	UG	N/A	1	N/A	Transcript Notation

Award Name	Award Description	Faculty	Degree Level	Gift Amount	Number of Awards	Award Value	Funding Type
Stong College Topaz Bold Leader Award for Leadership Capacity and Community Engagement in First Year at York University	This award recognizes a first-year student who has shown significant leadership accomplishment by actively being involved in College life. This student is celebrated for their active engagement and their significant contribution to their cohort.	Non-faculty specific	UG	N/A	1	N/A	Transcript Notation
Yanni Trifonas Memorial Aspiration Award	The Yanni Trifonas Memorial Aspiration Award will be awarded annually to a third-year student enrolled in the Business and Society (BUSO) undergraduate program, who demonstrates financial need and had the greatest increase in GPA between their first and second year of study. If there is more than one suitable candidate, then the award will be granted to the applicant who demonstrates the greatest financial need. Yanni Trifonas passed away suddenly as he was completing his final year of the Business and Society undergraduate program at York University. His dedication to the principles of social justice and equity was imbued in his studies and reflected in his life. To honour his memory, his family has established the Yanni Trifonas Memorial Aspiration Award to support students in the Business and Society program whose student debt and other financial pressures may threaten their graduation.	Faculty of Liberal Arts & Professional Studies	UG	$28,000	1	$1,000	Endowment

Award Name	Award Description	Faculty	Degree Level	Gift Amount	Number of Awards	Award Value	Funding Type
Scotiabank Award for Equity, Diversity and Inclusion	Scotiabank is committed to the principles of equity, inclusion and diversity. It has established this award to support a student admitted to the first year of the JD program. Applicants must write a one-page essay on how they will positively impact the legal profession and the Black or Indigenous community over the next three years by combatting racism and furthering inclusivity. They must also have demonstrated work or voluntary experience supporting the Black or Indigenous community or other marginalized or disadvantaged groups. Preference will be given to individuals who self-identify as a member of the Black community or the Indigenous community. The total value of the award per academic year is $10,000 and may be renewed for each of the second and third year of the degree. In order to maintain eligibility, recipients must be in good standing to advance in the JD Program and submit a reflective statement on their thoughts and experiences during the past year including but not limited to their learnings to date about systemic racism in law to the Office of Student Financial Services at Osgoode Hall Law School. By applying for this award students are consenting to have their reflective statement shared with the donor.	Osgoode Law School	UG	$90,000	1	$10,000	Termed
S&C Electric Canada Award	The S&C Electric Canada Award will benefit female students in their 3rd or 4th year of an undergraduate program within the Lassonde School of Engineering. The award will recognize a combination of good academic standing and leadership/community service. Preference will be granted to students in Electrical or Mechanical Engineering. If there are no eligible applicants in Electrical or Mechanical Engineering, preference will be granted to students who demonstrate an interest in pursuing a career in the Electrical Industry (through IEEE chapter membership, enrolment in the EECS/Mechanical program, work and volunteer experience, etc.) Recipients will be offered the opportunity to apply for a summer co-op.	Lassonde School of Engineering	UG	$10,500	1	$3,500	Termed

Award Name	Award Description	Faculty	Degree Level	Gift Amount	Number of Awards	Award Value	Funding Type
Canon Canada Environmental Studies Scholarship	The Canon Canada Environmental Studies Scholarship will be awarded annually to continuing undergraduate students enrolled in a program in the Faculty of Environmental and Urban Change. To be eligible, applicants must have a minimum GPA of 7.5 and submit a 500-word essay on the topic: What kind of sustainable strategies should a company like Canon Canada pursue to reduce their environmental impact in their day to day operations (excluding manufacturing)? The essay should be reflective of the Canon Canada company, and solutions proposed should not include any of the company's existing initiatives. To see what Canon Canada is currently doing, please explore the Canon Canada website and the link below: www.canon.ca/en/About-Canon/News/Press-Releases/Press-Releases-2019/2019-APR-15-GREENESTEMPLOYERS. This award will provide recipients with the (optional) opportunity to meet with the donor.	Faculty of Environmental and Urban Change	UG	$10,000	2	$1,000	Termed
Dr. Sara Maghdoori Graduate Scholarship in Mathematics	The Dr. Sara Maghdoori Graduate Scholarship in Mathematics will be awarded to a student enrolled in a PhD program in the Department of Mathematics and Statistics. To be eligible, applicants must demonstrate academic excellence (minimum A average) and financial need. The recipient will be asked to submit a one-page statement outlining the impact the award will have on their studies at York and in their future career. Preference will be granted to female students.	Faculty of Science	GR	$25,000	1	$5,000	Termed
Esther F. Opadiran Memorial Award	The Esther F. Opadiran Memorial Award was created to benefit an incoming undergraduate students admitted on a mature student application basis, who is pursuing a degree in economics, finance, or science (chemistry, biology, physics or math). To be eligible students must be in good academic standing. Preference will be granted to international students. The award will be renewable for an additional 3 years of undergraduate studies, provided the recipient continues to maintain good academic standing. This award has been established by Nike and Lola Opadiran in memory of their late mother, Esther F. Opadiran (BA, Economics '88), who completed her undergraduate degree as a mature student at York University.	Non-faculty specific	UG	$27,000	1	$1,000	Endowment

Award Name	Award Description	Faculty	Degree Level	Gift Amount	Number of Awards	Award Value	Funding Type
Stephanie Stavro Scholarship in English	The Stephanie Stavro Scholarship in English will be awarded to a Black student who is majoring in an English program within the Faculty of Liberal Arts & Professional Studies. Preference will be granted to the second-year student with the highest GPA (based on grades in the first year of study) who identifies as Black and demonstrates financial need. If there are no eligible candidates, then the award will be granted to the third-year student with the highest GPA (based on second year grades) who identifies as Black and demonstrates financial need. This award is being established under York's Special Program for Black Students (developed under the Ontario Human Rights Code). Stephanie Stavro is a proud alumna of York University's Department of English. She established this award for Black undergraduate students in English who demonstrate financial need.	Faculty of Liberal Arts & Professional Studies	UG	$10,000	1	$2,000	Termed
Iranian Students Memorial Award	The Iranian Students Memorial Award will be granted to undergraduate and graduate students enrolled at York University who are in good academic standing, demonstrate financial need and have been active in the Iranian community. Preference will be granted to students who are either directly entering York University from a secondary school (equivalent in Iran) or who are coming to York from another postsecondary institution in Iran. This award has been established by York University to commemorate the lives of the three York University students who were lost in the Ukrainian International Airlines Flight 752 crash that occurred on January 8, 2020.	Non-faculty specific	GR/UG	N/A	1	$4,000	Annual
UWCNY Beverley Jackson Prize	The UWCNY Beverley Jackson Prize will be awarded annually to the student with the highest CGPA entering an undergraduate program at York University from the Bridging Program for Women. The University Women's Club of North York is a thriving club founded in 1951. UWCNY has over 200 members who represent a wide variety of interests, disciplines and professional achievements. Their club aims to advocate for the improvement of the status of women, early learning and childcare, and to raise funds for local, national and international charities and women's scholarships.	Non-faculty specific	UG	$4,500	1	$500	Termed

Award Name	Award Description	Faculty	Degree Level	Gift Amount	Number of Awards	Award Value	Funding Type
University Women's Club of North York Award in Economics	The University Women's Club of North York Award in Economics will be awarded annually to a female student enrolled in a program offered by the Department of Economics within the Faculty of Liberal Arts and Professional Studies. Applicants must have completed at least one year of study, maintained a minimum GPA of 6.0, demonstrate financial need, and submit a one-page statement summarizing their participation in extra-curricular activities and/ or the community at large, and outlining how they hope to contribute to the Canadian field of Economics after graduation.

The University Women's Club of North York is a thriving club founded in 1951. UWCNY has over 200 members who represent a wide variety of interests, disciplines and professional achievements. Their club aims to advocate for the improvement of the status of women, early learning and childcare, and to raise funds for local, national and international charities and women's scholarships. | Faculty of Liberal Arts & Professional Studies | UG | $10,000 | 1 | $1,000 | Termed |
| University Women's Club of North York Award in Information Technology | The University Women's Club of North York Award will be awarded annually to a female student enrolled in a program offered by the School of Information Technology within the Faculty of Liberal Arts and Professional Studies. Applicants must have completed at least one year of study, maintained a minimum GPA of 6.0, demonstrate financial need, and submit a one-page statement summarizing their participation in extra-curricular activities and/ or the community at large, and outlining how they hope to contribute to the Canadian field of Information Technology after graduation.

The University Women's Club of North York is a thriving club founded in 1951. UWCNY has over 200 members who represent a wide variety of interests, disciplines and professional achievements. Their club aims to advocate for the improvement of the status of women, early learning and childcare, and to raise funds for local, national and international charities and women's scholarships. | Faculty of Liberal Arts & Professional Studies | UG | $10,000 | 1 | $1,000 | Termed |

Award Name	Award Description	Faculty	Degree Level	Gift Amount	Number of Awards	Award Value	Funding Type
University Women's Club North York Award in the School of Administrative Studies	The University Women's Club North York Award in the School of Administrative Studies will benefit a female student enrolled in a program offered by the School of Administrative Studies within the Faculty of Liberal Arts and Professional Studies. Applicants must have completed at least one year of study, maintained a minimum GPA of 6.0, demonstrate financial need, and submit a one-page statement summarizing their participation in extra-curricular activities and/ or the community at large, and outlining how they hope to contribute to Business in Canada after graduation. The University Women's Club of North York is a thriving club founded in 1951. UWCNY has over 200 members who represent a wide variety of interests, disciplines and professional achievements. Their club aims to advocate for the improvement of the status of women, early learning and childcare, and to raise funds for local, national and international charities and women's scholarships.	Faculty of Liberal Arts & Professional Studies	UG	$10,000	1	$1,000	Annual
Jack Leitch Award in Entrepreneurial Thinking	To celebrate Jack Leitch's generosity and his legendary accomplishments in his career, the Jack Leitch Award in Entrepreneurial Thinking will be awarded to an incoming MBA student who demonstrates experience in innovation, product design, leadership and entrepreneurship. The recipient will have a concept mapped out for a start-up company he/she wants to pursue while at the School or will have a company he/she is building already and wants to continue developing while at the School. To be eligible, applicants must submit a cover letter and resume. The recipient will also be offered one-on-one mentorship and ongoing support from a Schulich Entrepreneur in Residence and membership within The Schulich Start-ups Community (a group of more than 150 Schulich Founders).	Schulich School of Business	GR	$250,000	1	$10,000	Endowment

APPENDIX B: AWARD FUNDING DEFINITIONS

Endowments	The award is funded by investment income from a principal amount permanently established at the University. 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. 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. 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.
Annual Payments	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.
Term Awards	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.
One-Time-Only	A donation is received to fund an award once.
Government	Funding is provided by the Federal or Provincial government.
Operating	The award is funded by a York University operating account.
Transcript Notation	Award bears no monetary value but is recorded on the recipient's transcript.

External	The award is funded by an external funding agency (i.e., AUCC, Rhodes Scholarship, NSERC). There are two models for external awards:
	
	    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.
	
	Type B external awards are not typically posted to student accounts and are not listed as an official University award. Exceptions include the *Queen Elizabeth II Aiming for the Top Scholarship* and prestigious scholarships such as the *Rhodes Scholarship.*

Faculty of Graduate Studies
Report on Graduate Awards, 2019-20

March 31, 2021

Overview

This report provides a summary of graduate award disbursement for fiscal year 2019-20 (May 1, 2019 to April 30, 2020), as well as the statistics of major external graduate scholarship and post-doctoral fellowship adjudication (competitions taking place in 2019-20). Where possible, we included the data for the five previous years to show trends. Disbursement data (Sections 1 and 2 of External Award Trends as well as Internal Award Trends) are compiled from statistics provided by OIPA, while competition results are based on FGS internal data.

External Award Trends

1. General Overview of Disbursement

Table 1 shows the value of external awards held by York University graduate students in 2019-20. There is a small decrease in the total value compared to the previous year, while the number of awards increased slightly. Because many of the external scholarships are multi-year awards, a decrease in the total disbursement is not a reflection of success rates in the scholarship competitions in that year. The competition data are presented in Section 4, External Awards – Competition Results 2019-2020.

Chart 2 shows the breakdown of disbursement by funding agency. SSHRC scholarships accounted for more than half of all external graduate awards in 2019-20, followed by the Ontario Graduate Scholarships at 33% of the total.

Table 1: External Awards - all

Award	All awards				
Fiscal Year	2015-16	2016-17	2017-18	2018-19	2019-2020
Total Value of Awards	$ 10,498,131	$ 11,081,878	$ 11,107,148	$ 11,255,020	$ 10,846,050
Percentage Change		5.6%	0.2%	1.3%	-3.6%
# of Awards	816	818	809	826	842

graduate studies | YORK U UNIVERSITÉ UNIVERSITY

Chart 1: External Awards – All Graduate, 2015-2020

All External Awards, All Faculties
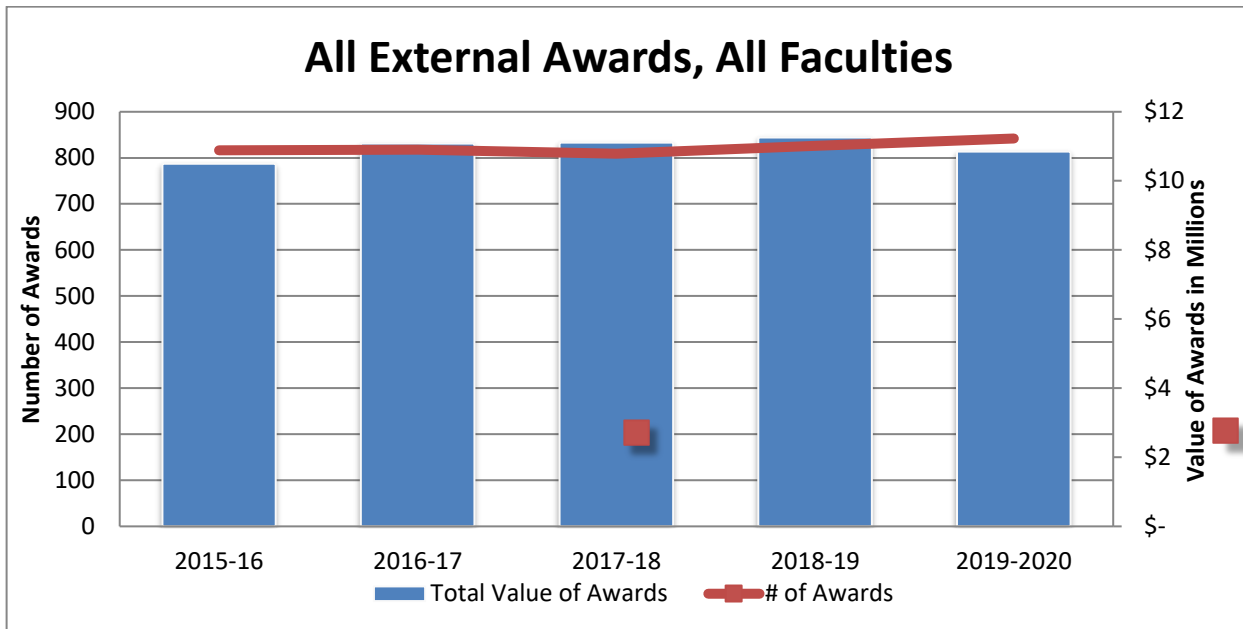
Chart 2: External Awards by Funding Agency, 2019-20

External Awards 19-20

- Other $376,722 3%
- CIHR $588,332 5%
- NSERC $758,985 7%
- OGS $3,666,131 33%
- SSHRC $5,864,850 52%

Legend: CIHR, NSERC, SSHRC, OGS, Other
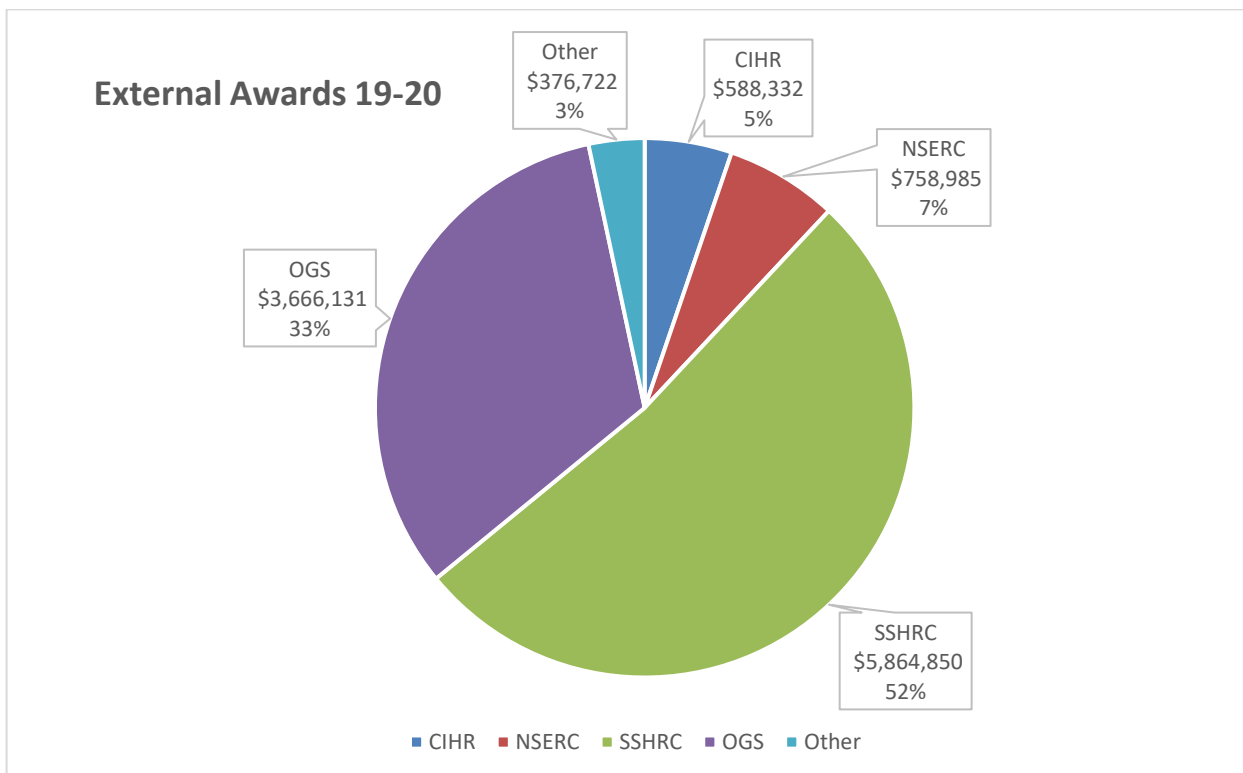
2. External Awards by Agency

CIHR:

CIHR scholarships primarily consist of the CIHR Doctoral Award ($35,000 per year for three years) and the Canada Graduate Scholarship Masters – CIHR ($17,500 for one year). CIHR also offers small travel and other project specific grant opportunities. Of the federal granting agencies, CIHR is the smallest source of funding both at the national level and at York. As with other Master's level federal awards, CGS-Masters CIHR awards are based on institutional allocations determined by the granting agencies (please see p. 10, section on Canada Graduate Scholarships – Masters for more detail). For Doctoral awards, the number of awards available is relatively small, which limits the possibility of growing the number of Doctoral scholarships that York students can be awarded in the CIHR stream. In 2019, CIHR changed its procedures, introducing quotas for the number of doctoral applications that can be forwarded for national adjudication by each institution that is based on a formula that considers the institution's past performance. FGS continues to work to increase support for health research including working with the Office of the Vice-President Research and Innovation to expand the visibility of health research at York and drawing on the expertise In the Faculty of Health and other Health researchers across campus in reviewing applications.

Table 2: CIHR Awards, 2015-2020

| Award	CIHR				
Fiscal Year	2015-16	2016-2017	2017-18	2018-19	2019-20
Total Value of Awards	$533,620	$689,970	$590,834	$588,332	$424,997
# of Awards	39	35	31	26	23

Chart 3: CIHR Awards, 2015-2020
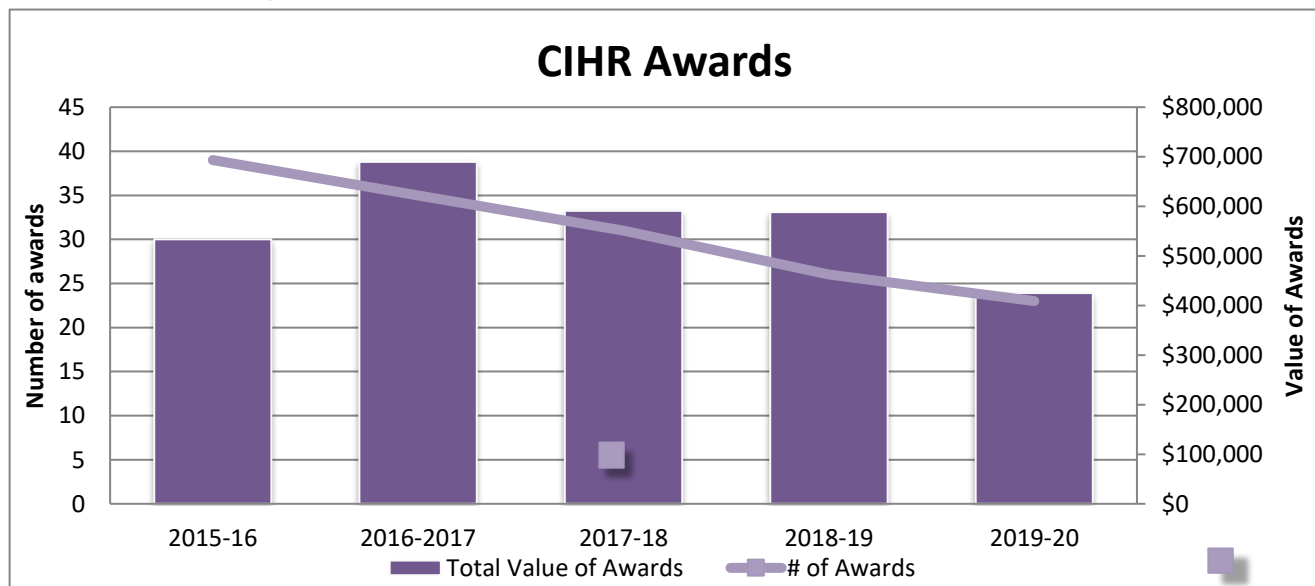
NSERC:

We have seen a growing number of NSERC scholarships and high success rates among York graduate students. Table 3 below shows the number and value of awards over the last five years, both of which have consistently increased. There are three main NSERC awards that account for the numbers below: the NSERC Canada Graduate Scholarship Doctoral ($35,000 per year for three years), NSERC Postgraduate Scholarships ($21,000 per year for three years), and NSERC Masters (CGS-M, $17,500 for one year). FGS continues to promote the award opportunities to graduate programs and directly to students through FGS newsletters, website, and grant-writing workshops, including inviting NSERC representatives from Ottawa to host workshops on campus.

Table 3: NSERC Awards, 2015-2020

| Award	NSERC				
Fiscal Year	2015-16	2016-17	2017-18	2018-19	2019-20
Total Value of Awards	$ 422,332	$ 522,670	$ 686,498	$ 758,985	$ 875,976
# of Awards	24	30	40	45	49

Chart 4: NSERC Awards, 2015-2020
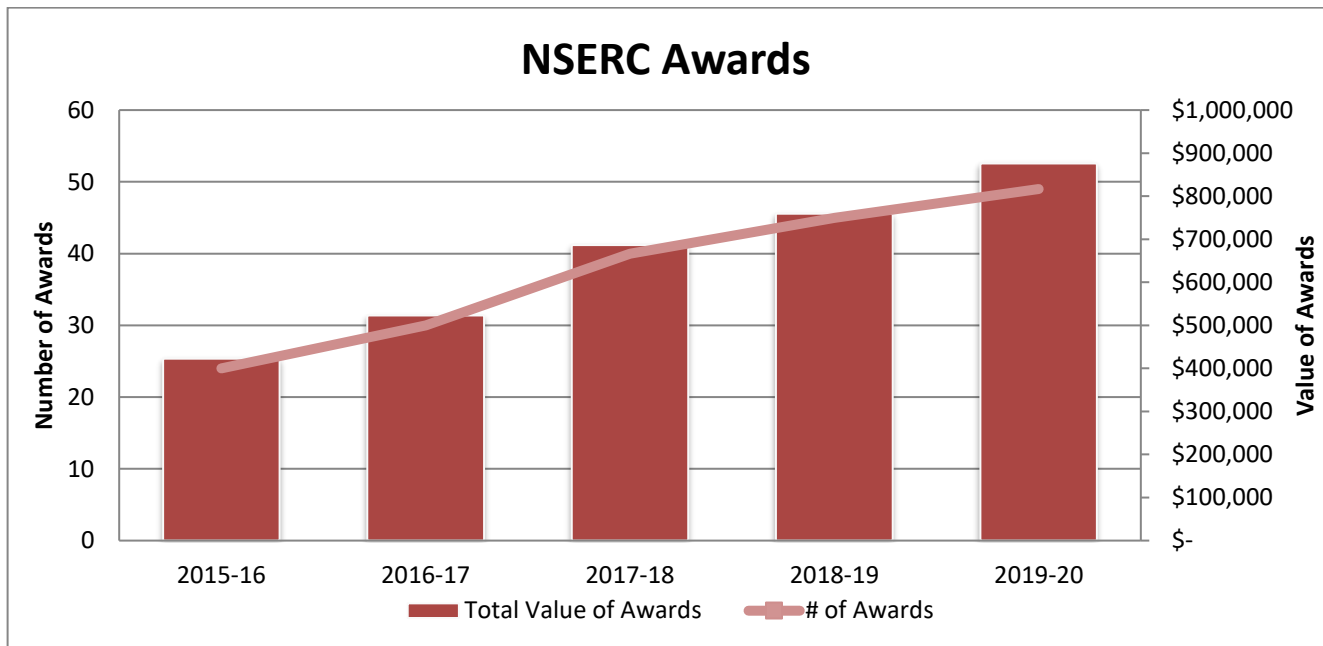
SSHRC:

SSHRC awards consist primarily of three categories: SSHRC Canada Graduate Scholarship Doctoral ($35,000 per year for three years), SSHRC Doctoral Fellowship ($20,000 per year for up to four years), and SSHRC Masters (CGS-M, $17,500 for one year). SSHRC awards are the largest in terms of numbers and total value of all Tri-Council graduate awards at York, accounting for slightly over half of the total external awards. While the total value of disbursements declined slightly in 2019-2020, our competition results in the same year were strong as described below, which will be reflected in the disbursement reports in the coming years as these awards will be funded in 2020 and onward.

Table 4: External Awards – SSHRC, 2015-2020

| Award	SSHRC				
Fiscal Year	2015-16	2016-17	2017-18	2018-19	2019-20
Total Value of Awards	$ 5,135,839	$ 5,526,710	$ 5,698,335	$ 5,864,850	$ 5,575,946
# of Awards	305	297	292	312	314

Chart 5: SSHRC Awards, 2015-2020
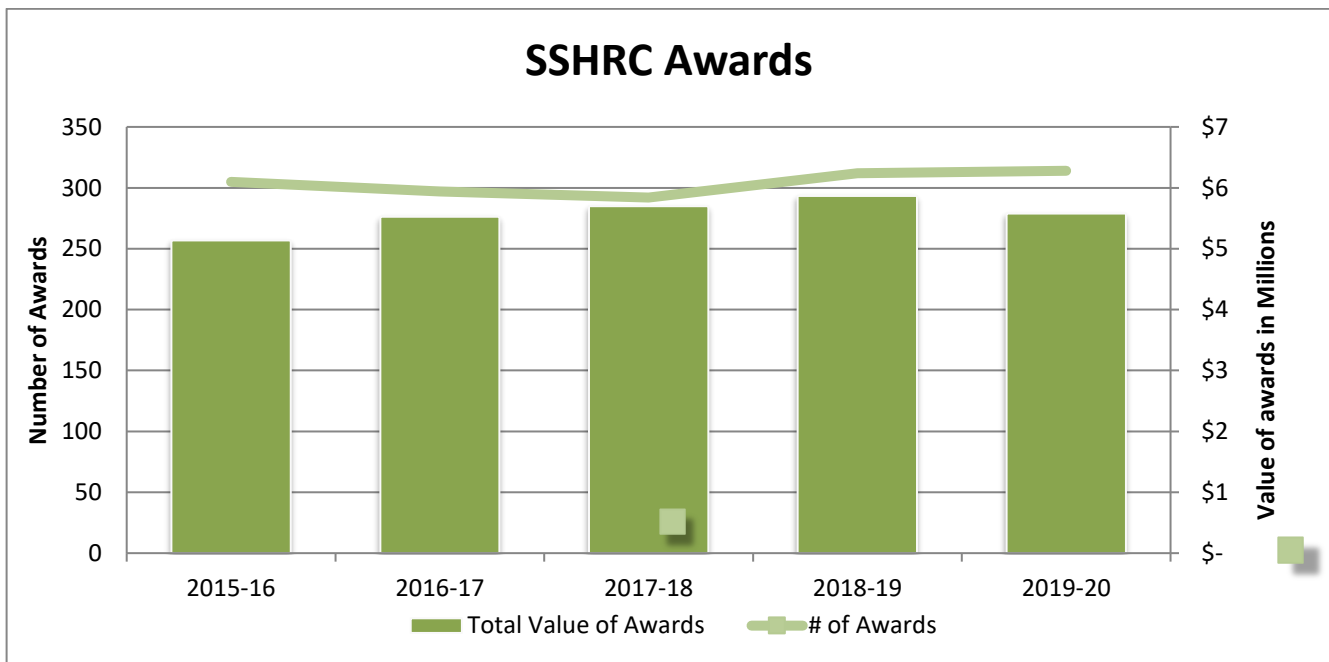
Ontario Graduate Scholarships (OGS):

The Ontario Graduate Scholarships are the main provincial funding open to all full-time graduate students. Each Ontario university is allocated a quota for the number of awards that may be offered each year based on enrollment. Recipients are selected through an internal adjudication process co-ordinated by FGS.

Table 5: OGS Awards, 2015-2020

	OGS				
Fiscal Year	2015-16	2016-17	2017-18	2018-19	2019-20
Total Value of Awards	$ 4,023,094	$ 4,059,320	$ 3,833,314	$ 3,666,131	$ 3,635,019
# of Awards	409	422	409	391	396

Chart 6: OGS Awards, 2011-2019
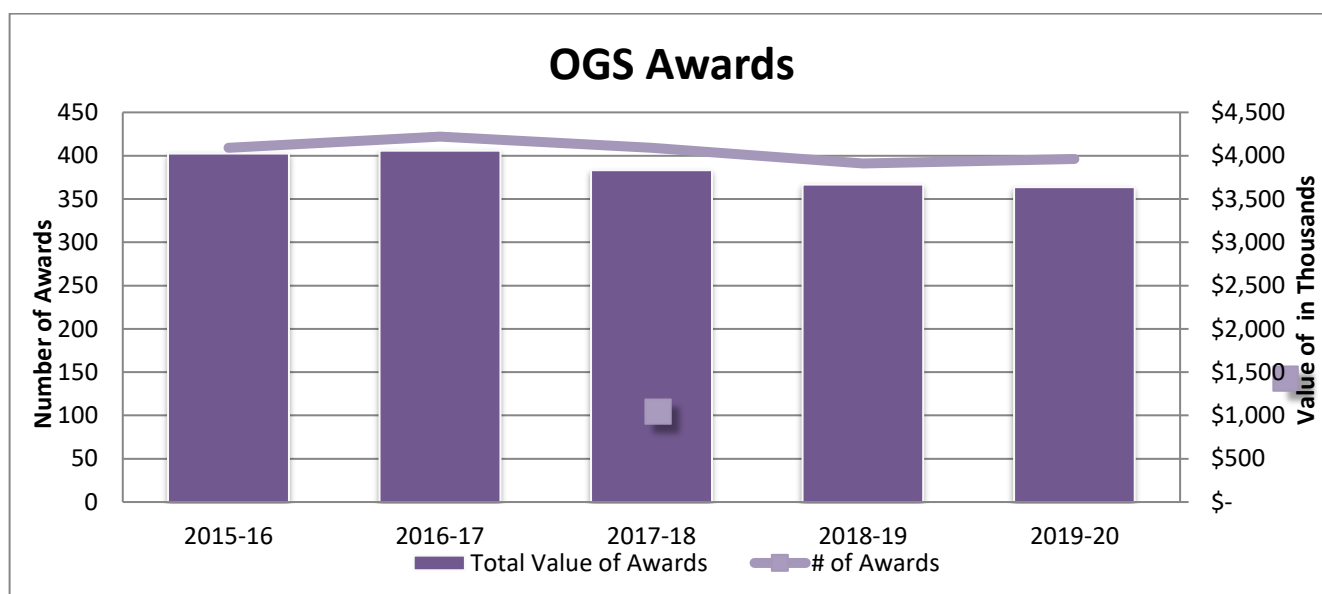
# 3. External Awards by Faculty and by Study Level

Table 6 below shows the external awards data per degree level and faculty. The table shows a large proportion (79%) of external funding is held by doctoral students, a trend consistent with previous years. While students in the Faculty of Liberal Arts and Professional Studies received the most in external awards measured by total value, the Faculty of Environmental and Urban Change and the School of the Arts, Media, Performance & Design are the top two faculties based on per student (FTE) funding amount. We note, however, that the FTE count in the table includes students in research-based programs as well as professional programs whereas external awards are typically only open to full-time research-based programs. Accordingly, a large proportion

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of professional students in programs such as the MBA and Osgoode Professional Development (OPD) impact per student funding amount in their respective faculties.

Table 6: External Awards by Faculty and by Study Level, 2019-20

Faculty	Award value			FTE Count			Per FTE Funding		
	Master's	PhD	Total	Master's	PhD	Total	Master's	PhD	Total
AMPD	$518,179	$857,489	$1,375,668	178.3	141.9	240.7	$2,906.22	$6,042.91	$5,715.28
Education	$31,333	$273,325	$304,658	173.4	62.3	275.7	$180.70	$4,387.24	$1,105.03
Environmental Studies	$198,334	$755,061	$953,395	149.3	80.3	333.9	$1,328.43	$9,403.00	$2,855.33
Glendon	$27,500	$ -	$27,500	80.4	8.2	105.9	$342.04	$0.00	$259.68
Health	$606,667	$2,003,254	$2,609,921	229.0	269.1	517.1	$2,649.20	$7,444.27	$5,047.23
LAPS	$469,590	$2,978,151	$3,447,741	754.6	733.2	1501.5	$622.30	$4,061.85	$2,296.20
Lassonde	$125,416	$551,203	$676,619	173.5	183.0	293.8	$722.86	$3,012.04	$2,302.99
Osgoode	$27,500	$337,237	$364,737	313.5	43.6	313.7	$87.72	$7,734.79	$1,162.69
Schulich School of Business	$88,333	$170,736	$259,069	986.2	52.3	943.8	$89.57	$3,264.55	$274.50
Science	$173,432	$653,309	$826,741	180.1	194.6	375.5	$962.98	$3,357.19	$2,201.71
Total (value)	$2,266,284	$8,579,765	$10,846,049	3218.3	1768.5	4986.8	$704.19	$4,851.44	$2,174.95
Total (%)	**21%**	**79%**	**100%**	**65%**	**35%**	**100%**			

Chart 7: External Awards by Faculty and by Study Level, 2018-19

External Awards by Faculty (Total Value)

■ Master's ■ PhD
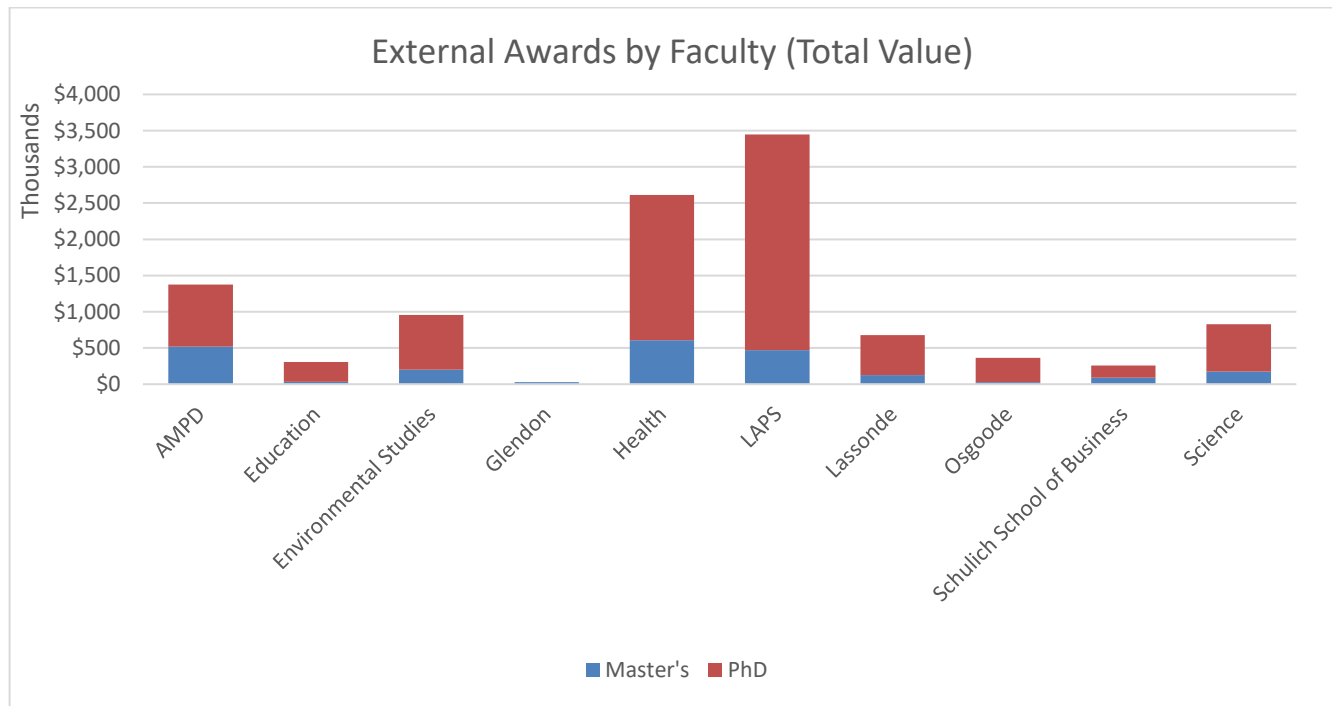
4. External Awards – Competition Results 2019-2020

Note: This section reports on scholarship competition results based on FGS internal data from each of the award competitions at both master's and doctoral levels. Most competitions take place a year in advance of the actual award start date and recipients of 19-20 awards usually start their funding in September 2020.

Master's Scholarships (Canada Graduate Scholarships – Master's)

The Canada Graduate Scholarships— Master's program, which is the federal scholarship program for all research disciplines, is adjudicated at the university level based on the allocation of awards given to each institution by the Tri-council. The allocations are calculated using each institution's proportion of the total sum of grant and award funding received by both faculty and students at the institutions over the three previous years. In 2019, the CGS-Master's program broadened the eligibility criteria to allow certain first year Master's students to apply to this funding, and if successful and hold it in their first year of doctoral studies.

Table 7: CGS-M Allocation, 2015-2021

CGS-Masters – Allocation	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
CIHR	8	8	3	3	3	4
NSERC	6	6	11	11	13	15
SSHRC	78	79	71	71	71	74
Total	92	93	85	85	87	93

Doctoral Scholarships

Tri-council doctoral scholarships continue to be adjudicated at the national level by each council. Each agency assigns institutions a quota for the number of files that may be forwarded to national adjudication. The Faculty of Graduate Studies is regularly in contact with the Tri-council program officers as well as our internal adjudication committees to ensure that our forwarded applications are the most competitive, in accordance with the council selection criteria.

Starting in the 2020-21 competition cycle (competition taking place in 2019-20), the institution was given a quota for CIHR. This competition year saw a remarkable increase in the amount of NSERC doctoral funding. We attribute this to awardees being awarded the more prestigious Canada Graduate Scholarship – Doctoral valued at $35,000 per year (as opposed to the Postgraduate Scholarship which is valued at $21,000 per year). For SSHRC, we continue to see steady growth both in total awarded dollars and submission quota.

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Table 8: Tri-council Doctoral Quota and Successful Awards, 2015-2021)

		2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
CIHR	Submission Quota	n/a	n/a	n/a	n/a	n/a	13
	CIHR awards	2	7	4	3	3	5
	CIHR amount	$210,000	$735,000	$420,000	$315,000	$315,000	$525,000
NSERC	Submission Quota	12	12	12	14	18	21
	NSERC awards	3	10	7	10	10	14
	NSERC amount	$189,000	$700,000	$546,000	$763,000	$602,000	$1,260,000
SSHRC	Submission Quota	102	102	105	108	108	119
	SSHRC awards	55	54	41	44	49	67
	SSHRC amount	$4,395,000	$4,145,000	$3,080,000	$3,055,000	$3,570,000	$4,710,000

Internal Award Trends: 2015-2020

Note: All financial data contained in this Internal Awards section of the report is supplied by the Office of Institutional Research and Analysis (OIPA). OIPA internal awards data includes awards as well as bursaries and prizes.

Internal awards included in this section can be grouped into three categories: 1) bursaries whose primary selection criterion is financial need; 2) needs-based awards whose adjudication includes both the consideration of financial need and merit; and 3) merit-based awards whose adjudication criteria includes academic excellence and/or specific achievement.

Bursaries are adjudicated based on information submitted in the Student Financial Profile, typically in the winter term. Awards are adjudicated throughout the year, by graduate programs, Faculties, Organized Research Units (ORUs) as well as the FGS Awards Committee. Each award is adjudicated based on the specific scope and criteria of the award, and all eligible students are encouraged to apply. A number of awards are designated for recruitment and are offered to outstanding prospective students, with the aim of converting the offer of admissions into acceptance.

In 2016-2017, York University introduced the York Graduate Fellowship as a part of the standard funding package for research-based graduate students. Since the Fellowship is counted towards the total internal award disbursement, the table below includes two separate sets of data to provide comparable statistics.

As the table below shows, the total value of awards and bursaries disbursed to graduate students increased substantially in 2019-2020. The increase was notable in several faculties, including LAPS, Health, Science and Lassonde.

Table 9: Internal Awards - all graduate, 2015-2020

Fiscal Year	2015-16	2016-17	2017-18	2018-19	2019-20
Value of Awards - All	$ 17,220,829	$ 27,229,497	$ 31,515,091	$ 33,015,773	$ 40,867,553
YU Graduate Fellowships		$ 11,236,234	$ 16,229,248	$ 16,881,621	$ 16,920,304
Value of Awards exclu. Fellowships	$ 17,220,829	$ 15,993,263	$ 15,285,843	$ 16,134,153	$ 23,947,249
Percentage Change		-7.68%	-4.63%	5.26%	32.63%
# of Awards	4489	7011	6987	6824	6920

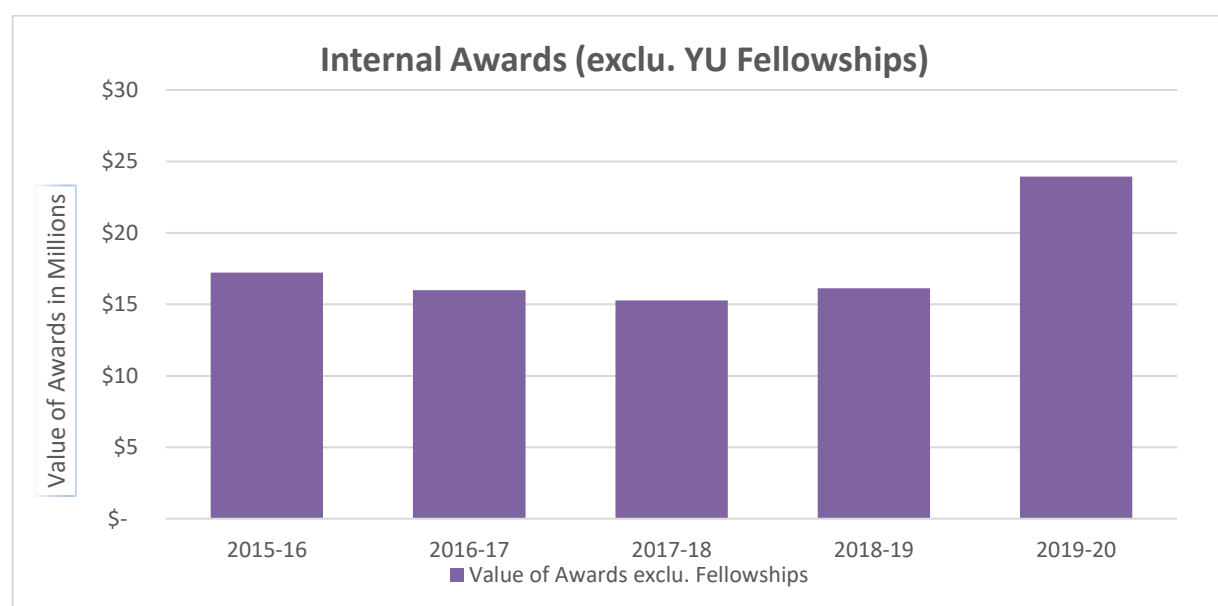**Chart 8: Internal awards – all graduate, 2015-2020**

Table 10 below illustrates the internal funding level by Faculty and study level. The data shows that, in contrast to the distribution of external awards which are held predominantly by doctoral students, Master's students held 60% of the total internal funding. This is similar to the proportion of Master's students in overall enrollment (65%). The variance of the per student funding is in part due to the fact that some faculties, such as Schulich School of Business, enrolls a large number of professional Master's students who are mostly unfunded, while research-based full-time students are often funded through the York Graduate Scholarship.

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Table 10: Internal Funding by Faculty and by Study Level (including York Graduate Fellowships)

Faculty	Award value			FTE Count			Per FTE Funding		
	Master's	PhD	Total	Master's	PhD	Total	Master's	PhD	Total
AMPD	$2,314,917	$1,268,106	$3,583,023	178.3	141.9	240.7	$12,983.27	$8,936.62	$14,885.85
Education	$1,151,254	$500,861	$1,652,115	149.3	80.3	333.9	$7,711.01	$6,237.37	$4,947.93
Environmental Studies	$1,972,805	$536,770	$2,509,575	173.4	62.3	275.7	$11,377.19	$8,615.89	$9,102.56
Glendon	$522,209	$43,254	$565,463	80.4	8.2	105.9	$6,495.14	$5,274.88	$5,339.59
Health	$1,895,525	$2,048,365	$3,943,890	229.0	269.1	517.1	$8,277.40	$7,611.91	$7,626.94
LAPS	$6,882,988	$6,106,164	$12,989,152	754.6	733.2	1501.5	$9,121.37	$8,328.10	$8,650.78
Lassonde	$1,884,871	$1,965,295	$3,850,166	173.5	183.0	293.8	$10,863.81	$10,739.32	$13,104.72
Osgoode	$349,931	$467,359	$817,290	313.5	43.6	313.7	$1,116.21	$10,719.24	$2,605.32
Schulich School of Business	$5,889,657	$1,637,533	$7,527,190	986.2	52.3	943.8	$5,972.07	$31,310.38	$7,975.41
Science	$1,555,676	$1,874,010	$3,429,686	180.1	194.6	375.5	$8,637.85	$9,630.06	$9,133.65
Total (value)	$24,419,835	$16,447,718	$40,867,553	3218.3	1768.5	4986.8	$7,587.81	$9,300.38	$8,195.15
Total (%)	**60%**	**40%**		**65%**	**35%**	**100%**			

Chart 9: Internal Awards by Faculty (including York Graduate Fellowships)
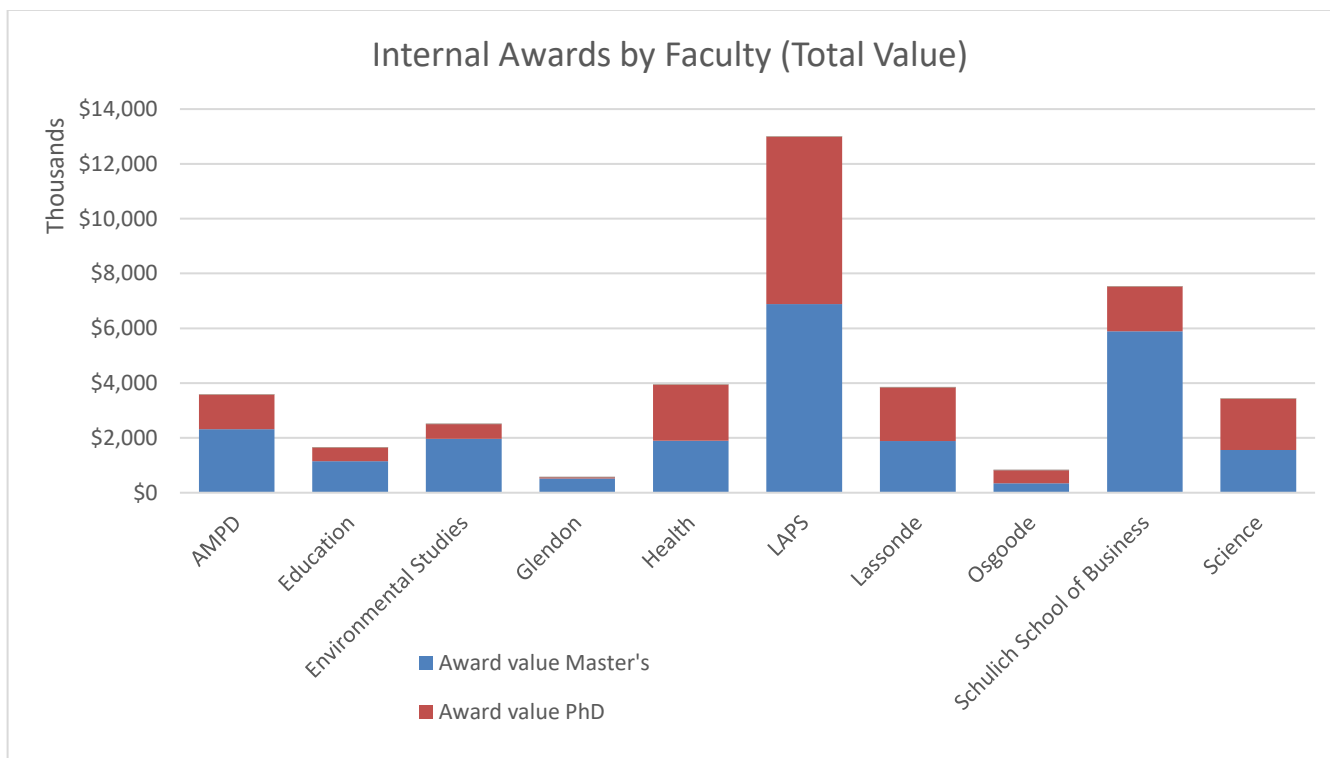
The Faculty of Graduate Studies continues to work actively with the Offices of Advancement and Student Financial Services to coordinate the establishment of new donor-funded awards as well as effective management of current awards in order to increase funding opportunities for York graduate students.

Other Major External Awards

The Faculty of Graduate Studies plays an active role in the nomination and application development support for Canada's most prestigious doctoral awards: the Vanier Canada Graduate Scholarship ($50,000 for 3 years) and the Trudeau Foundation Scholarship (up to $60,000 for 3 years). We continue to support the nomination processes for other major external awards, including the SSHRC Impact Talent Award, Banting Post-doctoral Fellowships, Polanyi Prize, Ontario Women's Health Scholars Awards, and Autism Scholars Awards.

Table 11 shows the number of initial applications, final nominations and results of the Vanier CGS competition since 2015. Reflecting the trend of the regular Tri-council awards, most of the Vanier Scholars are from the SSHRC disciplines. In 2020, however, one of the NSERC Vanier nominees in the Faculty of Science was successful.

Table 11: Vanier CGS nomination data, 2015-2020

Vanier Award						
Year	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Number of Applications	160	93	95	93	88	84
Number of Nominations	27	12	17	13	13	17
Number of Awards	6	4	5	5	5	4
Success Rate	22%	33%	29%	38%	38%	24%

Chart 10: Vanier CGS nomination data, 2015-2020

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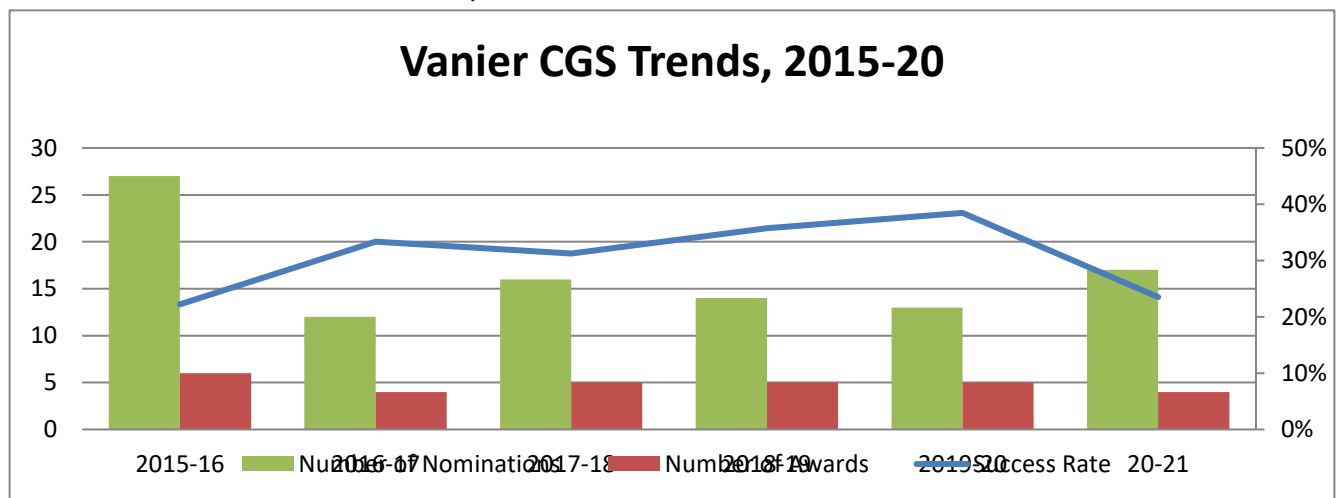
Post-doctoral Fellows and Visitors

The Faculty of Graduate Studies is pleased to have responsibility for postdoctoral scholars at York University as part of our mandate as of January 2015.

FGS administers the Banting Postdoctoral Fellowship nomination process and supports the development, as appropriate, of CIHR, SSHRC and NSERC Postdoctoral Fellowships, among other postdoctoral opportunities. FGS is committed to increasing the number of post-doctoral fellows and visitors on our campus and supporting their funding and research pursuits. In support of this commitment, FGS has developed an online *Guide for Supervisors Supporting Applications for Externally-funded Postdoctoral Fellowships*.

Table 12: Banting PDF data, 2016-2021

Award Name	Banting PDF				
Award Year	2016-17	2017-18	2018-19	2019-20	2020-2021
Number of Applicants	34	23	28	23	36
Number of Nominations	10	8	9	7	9
Number of Fellowships Awarded	1	0	3	1	2

Table 13: Other Tri-council PDF data, 2016-2020

	2016	2017	2018	2019	2020
SSHRC PDF	7	9	4	10	6
NSERC PDF	0	1	0	1	Results not available
CIHR PDF	0	1	1	1	2

*Numbers may include PDF awards that were subsequently declined.

Looking Forward: 2020 and Beyond

Tri-Agency Support for Scholarship during the COVID-19 Pandemic: In April 2020, the Tri-agency announced an extension of CIHR, NSERC and SSHRC scholarships for eligible award holders. Under this program, eligible award holders whose research was interrupted by the COVID pandemic were funded for additional four months. Next year's report will include the statistics on the additional support that was received during the academic year 2020-2021.

Tri-Agency Harmonization: The Tri-agency has been in the process of redesigning the CGS Master's and Doctoral scholarship administration to simplify application and adjudication procedures and processes, with the goal of increasing alignment across the agencies. The harmonization process is expected to take a number of years with incremental changes each year. Recent changes included the introduction of a harmonized application deadline for doctoral programs and the submission of SSHRC doctoral applications through the online SSHRC application portal.

Equity, Diversity, and Inclusion (EDI): The Tri-agency continues to work towards achieving a more equitable, diverse, and inclusive Canadian research enterprise and has implemented several initiatives in this regard. At the university level, FGS has also focused on ensuring that our adjudication processes are aligned with the EDI principles. This included the addition of EDI training for the adjudication committee members, as well as providing resources to applicants to meet the requirement of EDI aligned research design. FGS also follows the Tri-agency guidelines for forwarding applications from indigenous identified applicants and monitor the number of applicants and recipients of OGS who self-identify as indigenous.

New Award Priorities: FGS has been involved in several discussions aiming to increase access to graduate education for historically disadvantaged groups, including black and indigenous students. We have been working with the Advancement offices to identify priorities and seek opportunities to increase support in the high priority areas. The Faculty of Graduate Studies continues to be committed to supporting graduate students through the promotion of merit-based internal and external scholarships as well as through need-based bursaries.

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