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York University
Board of Governors

Notice of Meeting
Monday, February 24, 2014
3:00 pm to 6:00 pm

5th Floor, Kaneff Tower
Keele Campus

AGENDA

FEBRUARY 24, 2014

CONSENT AGENDA

Important Dates to Note:

York Research Gala
Tuesday, February 25, 2013, 2:00 pm – 5:00 pm

Board of Governors Meeting
Monday, April 28, 2014; 3:00 pm – 6:00 pm

Harriet Lewis
Secretary

York University
Board of Governors
Minutes of the Meeting of Monday, 9 December 2013
524 Kaneff Tower

Present:	*Regrets:*	*Others:*
Julia Foster, Chair	Debbie Jamieson	Gary Brewer
Angelo Belcastro	Peter Marrone	Barbara Crow
Susan Black	Honey Sherman	Richard Francki
Guy Burry	Hana Zalzal	Robert Hache
William Boyle		Rhonda Lenton
Darnel Harris		Ran Lewin
William Hatanaka		Ijade Maxwell Rodrigues
John Hunkin		Janet Morrison
Zahir Janmohamed		Jeff O'Hagan
Vijay Kanwar		Lisa Philipps
Armand La Barge		Trudy Pound-Curtis
Bob Lewis		Joanne Rider
Mark Lievonen		Noel Sturgeon
Martin Lockshin		Susan Webb
David McFadden		
Earle Nestmann		Elaine MacRae, *Board*
Sal Paneduro		*Coordinator*
Tim Price		
Rose Reisman		
Sam Schwartz		
Mamdouh Shoukri		
Paul Tsaparis		
Tony Viner		
Emile Wickham		
Randy Williamson		
Henry Wu		
Harriet Lewis, *Secretary*		
Cheryl Underhill, *Assistant Secretary*		

This meeting was held in a Closed Session.

1.   Chair's Items
Mrs Foster welcomed all to the meeting. Mr Vijay Kanwar, a new governor, was introduced and welcomed to the Board.

2013 Conference of Ontario University Board Members
In a presentation, Mr Tsaparis shared reflections on the recent conference for university governors hosted by the Council of Ontario Universities, attended by him as well as governors Williamson, La Barge, Wickham, Harris, and Belcastro; a copy of the presentation slides are filed with these minutes.

2.   Executive Committee
The documentation circulated with the agenda was noted by Mrs Foster. Messrs Burry and Lewis were recognized and thanked for their leadership and contributions as they complete their term as Chair of the Investment and Marketing, Communications & Community Affairs committees respectively. Mr Price will be chairing the Investment committee, and Mr Viner will succeed Mr Lewis as Chair of the Marketing, Communications & Community Affairs committee effective January.

2.1 Actions Taken on Behalf of the Board
Referring to the documentation circulated with the agenda, Mrs Foster reported that on behalf of the Board, the Executive Committee approved changes to the shareholding for the subsidiary company in India to ensure compliance with Indian company law.

2.2 Partial Designation of York University: French Language Services Act
President Shoukri spoke to the documentation circulated with the agenda. Applying for partial designation as an agency for the provision of French language in Ontario would support the University's application to the province to be a provider of French-language university study in southern Ontario. With the concurrence of the Board, the next step in the initiative would be to submit the application to the Coordinator of French Language Services.

It was duly *agreed*,

> **That the Board express its concurrence with the University's seeking a partial designation for York University under the French Language Services Act of Ontario subject to the final terms of any designation being confirmed by the Board of Governors.**

2.3 Pension Plan Text Amendments
The documentation included with the agenda was noted. Focused efforts over the past three years resulted in agreement with all employee groups on the proposed Pension Plan changes. The changes will make the Plan more sustainable, and will enable to the University to apply for Stage 2 Solvency Relief to the province.

It was duly *agreed*,

> **That the Board of Governors approve the attached Resolution of the Board of Governors of York University: Pension Plan Text Amendments (filed as Appendix A).**

The significant work done and the leadership shown by Vice-President Brewer to achieve the agreement on the Plan changes were recognized and commended by the Board. The President also acknowledged the good will and collegiality brought to the exercise by the York University Faculty Association and the employee groups. The concerted efforts of all contributed to the success of the initiative.

2.4 Recommendation of Approval of Building Name
The supporting documentation was noted. The facility in Costa Rica was made possible by a generous gift from the Meighen Wright family. It was duly *agreed,*

> **That the Board of Governors approve the naming of a teaching and research facility with the Faculty of Environmental Studies in Costa Rica as "The Lillian Meighen Wright Centre".**

3. President's Items

The President reported on:
- the highlights of the Fall term
- the benefits to the University of seeking partial designation as an "agency" for the provision of French language services under the French Language Services Act of Ontario
- the Province's implementation of its *Differentiation Framework* and negotiation of *Strategic Mandate Agreements*
- his recent trip to India, along with several Deans, to advance the University's internationalization goals

4. Governance and Human Resources Committee
The written report circulated with the agenda was noted by Ms Black.

4.1 Process for Selection of Vice-Chair/Chair-Elect
Ms Black spoke to the documentation in support of the resolution. The position of Vice-Chair/Chair-Elect responds to the feedback of recent and former Board Chair selection committees, and will enhance the Board's ability to ensure succession planning. The proposed changes to the *Procedures Governing the Appointment of the Chair* and the *Guideline on the Role & Appointment of the Vice-Chair* are required to implement the new position. It as duly *agreed,*

> **That the Board of Governors approve the following:**
> - **Revisions to the *Procedure Governing the Appointment of the Chair of the Board of Governors*, as set out in Appendix 1**
> - **Revisions to the *Guideline on the Role and Appointment of Vice-Chair(s) of the Board of Governors*, as set out in Appendix 2**

5. Academic Resources
The written report in the agenda was noted. Mr Wu highlighted the following:
- The Provost will be bringing a tenure stream complement report by Faculty to the Committee; decreasing the student-faculty ratio remains a priority
- The Committee is continuing to monitor strategic enrolment plans
- The upcoming Research Gala on February 25 to showcase York's research successes and growth

6. Finance & Audit Committee
Ms Ibrahim spoke to the committee's report circulated with the meeting material. Once finalized the financial plan for the new student centre will come to the Board for approval. The Committee is maintaining a focus on emerging budget pressures; meeting enrolment targets remains a focus.

6.1 Ancillary Operations Long Term Plan
Ms Ibrahim spoke to the proposed updated ancillary plan. The University's provision of ancillary services is expected to be a self-sustaining enterprise. The impact of several unforeseen events in

recent years together with shifts in demands for the various services, have resulted in declining revenue. The administration is focusing its attention on addressing the continuing pressures, including the development of a new business model in response to new copyright access legislation.

It was duly *agreed* that **the Board of Governors approve the update to the Long-Term Ancillary Plan. (filed as Appendix B).**

6.2 Overview of Financing Plan
Vice-President Brewer spoke to the documentation distributed with the agenda. Having retained Ernst & Young Orenda Corporate Finance, the University conducted due diligence on the option of securing long-term capital through an additional unsecured debenture. Stable market conditions, continuing low interest rates and the University's firm credit rating collectively provide favourable conditions to proceed with a debenture at this time.

Having received and discussed the documentation on the Capital Financing Plan presented by the Vice- President Finance & Administration, it was moved and duly *agreed* **that the Board of Governors approve the University's borrowing of up to but not exceeding One Hundred Million dollars ($100,000,000) by the creation, issue and sale of senior unsecured debentures in order to meet the borrowing requirements associated with the University's capital program, and further** *agreed* **that the Board Executive Committee be authorized to review and authorize the completion of the transaction on behalf of the Board.**

7. Investment Committee
Mr Burry noted the report distributed with the agenda. An advisory committee has been established to provide advice to the Vice-President Finance & Administration on responsible investing issues and practices for the endowment fund. It includes faculty, staff and students on its membership. Updates on its activities will be provided to the Investment Committee.

8. Land and Property
The report was noted.

9. Marketing, Communications and Community Affairs Committee
As the Committee met the day before the meeting of the Board, a written report was circulated at the meeting; a copy is filed with these Minutes. The Committee continued discussions of the strategic enrolment management initiative, the strategic communications plan and safety issues in The Village, from the perspective of reputation.

10. Other Business
There was none.

11. In Camera Session
An *in camera* session was held.

Consent Agenda Items
All consent items were deemed to be approved.

_____	_____
JULIA FOSTER	HARRIET LEWIS
Chair	Secretary

Memo

UNIVERSITY SECRETARIAT

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Toronto ON
Canada M3J 1P3

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To**:**   Board of Governors

From**:**   Julia Foster, Chair, Board Executive Committee

Date**:**   18 February 2014

Subject**:**   **Action taken by the Board Executive Committee on behalf of the Board**

Issue and Sale of Debentures
Pursuant to the authority accorded to it under Article VI, 4(b) of the General Bylaw, the Board at its meeting on 9 December 2013, delegated authority to the Executive Committee to approve the issuance of up to but not exceeding $100 million of bonds to finance capital projects for the University. Following that decision in December, the University administration proceeded with the required actions to prepare for the issue of the debentures.

At its meeting on 14 February 2014 the **Executive Committee on behalf of the Board of Governors approved the "Resolution of York University: Issue and Sale of Debentures Pursuant to a Confidential Offering Memorandum, by which the University is authorized to borrow up to but not exceeding $100 million by the creation, issue and sale of senior unsecured debentures in order to meet the borrowing requirements for the University's Capital Program."**

The Trust Indenture for this issue will be very similar to the indenture from the previous debenture issue with one exception in our favour. The new Trust Indenture provides increased flexibility with respect to early maturity for a period of up to six months at par. The terms of the indenture continue to be very favourable to the University and are consistent with the terms of other university issued bonds.

It is anticipated that the issue and sale of the debentures will proceed in late February 2014.

Decanal Appointment
The Executive Committee concurred with the President's recommendation for the appointment of Professor Ray Jayawardhana as Dean of the Faculty of Science, effective 1 July 2014, for a five year term ending 30 June 2019.

Professor Jayawardhana joins York from the University of Toronto, where he is a Professor of Astronomy and Astrophysics, Faculty of Arts and Science, and holds the Canada Research Chair in Observational Astrophysics. Since 2012 he has been serving as Senior Advisor to the President on Science Engagement providing outstanding tri-campus leadership in raising awareness of the U of T's strengths in science teaching and research, and in facilitating the effective engagement of the university's scientists with the community.

EXECUTIVE COMMITTEE
Report to the Board of Governors
at its meeting of February 24, 2014

The Executive Committee met on January 10 and February 14 and in addition to the items appearing on the agenda, makes this report for information.

Government Relations

The President has provided the committee with a detailed overview of the Ontario Government's recent policy initiatives with respect to post-secondary education, the implication of these initiatives for York, and steps taken by the university to consider and/or engage in these initiatives. Currently York continues to pursue the opportunity to become a French language hub for southwestern Ontario, to participate actively in the expansion of online education and credit transfer, and to work toward a final form of Strategic Mandate Agreement. It also is giving serious consideration to how York might play a role in the stated wish of the province for major infrastructure expansion for postsecondary education.

Governance

Pursuant to the recently approved procedure providing for the selection of a Board Vice Chair/Chair-Elect, the committee has instructed the University Secretary to invoke the procedure by inviting members of the Board of Governors to suggest names of those external members who should be considered for the position, and to identify the qualities and attributes which the next Chair should possess given the anticipated requirements of the position in the years ahead.

Fund Raising

The committee discussed with the President the progress in planning for the next campaign and it was agreed that regular reports will be brought to the Executive Committee on campaign and general fundraising plans.

Julia Foster, Chair

**Report to the Board
at its meeting of February 24, 2014**

Board of Governors

The Academic Resources Committee met on February 3 and submits the following information report to the Board of Governors.

1.   Online Learning Presentation and Demonstration

The Committee was joined by Vice-Provost Teaching and Learning Susan Vail and Psychology Professor Jennifer Steele for a discussion of online learning strategies and technologies facilitated by Provost Lenton. Professor Steele ended this segment of the meeting with a stimulating demonstration of how she uses Moodle technology to deliver curriculum and promote creative interaction among students and instructors for a second year course. York has been an active participant in provincial initiatives which include the creation of an Online Institute, and has helped shape public policy in this critically important domain.

With strong leadership from the Provost and her team, many faculty members have adapted new technologies to enhance teaching and learning. Professor Steele's brief presentation demonstrated the many advantages that flow from creative use of online capabilities. The literature points to decided gains associated with blended courses (those that have both on campus and online components). Research is less clear about wholly online instruction, but, as members of the Board know, the availability of complementary technologies (and the presence of Massive Online Open Courses or MOOCs) presents significant challenges and opportunities for York and the Ontario systems. To be sure, costs are a key consideration, and the University has been moving in a steady, student-centred, evidence-based but appropriately cautious direction.

The Committee will maintain a watching brief on developments in this area on behalf of the Board. We believe that the Board would benefit from a presentation and demonstration similar to those at our February 3 meetings, and both Vice-Provost Vail and Professor Steele have expressed their willingness to share their knowledge –and enthusiasm – with the Board.

Documentation is attached as Appendix A.

2.   Provost's Items

Enrolment Planning and Strategic Enrolment Management Update: Provost Lenton provided an update on strategic enrolment management initiatives. Data recently released by the Ontario University Application Centre showed that applications for 2014 admission from high school graduates are up 5 per cent from last year. Significantly, first choice applications have risen by 1.2 per cent. These are particularly heartening results given that overall applications have decreased by .8 per cent while first choice applications are down by 3.5 per cent. Applications from others – mature students and transfers, categorized as 105s – comparable very well on a year-over-year basis. There is also strong interest from international applicants. A priority in the weeks and months ahead will be to translate this promising growth in applications into enrolments while moving toward the goal of raising the GPA cut off for admissions. Provost Lenton and her team are implementing recommendations that flowed out of advice provided by SEM Works consultants in 2013 on recruitment and retention.

For the 2013-2014 year, Provost Lenton reported the following:

- the final count for domestic undergraduate enrolment is projected to be 257 FFTEs or 0.6% below target
- international undergraduate enrolments are currently projected to be over target by 17 FFTEs or 0.5% above target

Graduate enrolments are below target and efforts are underway to bring 2014-2015 numbers up. Key strategies include focus on developing areas of strength, market demand, and differentiation potential (e.g., Disaster and Emergency Management, Human Resources Management, Fine Arts Digital Media); promoting professional skills development to support successful career opportunities; facilitate timely completion of degrees; and improve labour relations confidence

Academic and Administrative Program Review Update: As Governors are aware, one of the most important initiates now underway at the University is the Academic and Administrative Program Review. Provost Lenton provided the Committee with a progress report, and in doing so pointed to these milestones:

- an Academic Sub-Committee of the AAPR Sub-Committee is actively developing a Program Information Form (PIF) which will be the subject of consultations with Senate on February 27 (after which it will distributed for the purpose of gathering data from programs
- the call for nominations for membership on the two task forces that will review PIFs has been issued, and the groups will soon be populated

Strategic Mandate Agreement Overview: On the provincial scene, the most consequential initiative involves the development of Strategic Mandate Agreements between the Ministry of Training, Colleges and Universities. York has submitted a first draft and is now in the process of working with the Ministry to reach a final agreement by March. At this stage York, in common with other universities, has identified its current strengths and emerging priority areas. The Ministry has drafted metrics by which University SMAs will be assessed, and universities have been invited to suggest additional specific indicators. SMAs are related to key aspects of the University's future including

- capital plans
- program development and approval
- possible satellite campus expansion (a framework was announced by the government in December)
- enrolments at both the undergraduate and graduate level
- key performance indicators

The University has a major stake in other major initiatives, including credit transfer. York has long been recognized for its leadership in credit transfer and will continue to be a major institutional actor in this domain.

Complement Planning Update: The Provostial White Paper of 2010 and the University Academic Plan 2010-2015 emphasize faculty complement growth. Modest strides have been taken, and York has hired outstanding scholars in a still-competitive market (but one in which a number of universities have frozen or reduced full-time complements). In December the Committee shared a cumulative report on appointment made for 2013-2014. The table that follows reflects net changes in the complement over recent years by Faculty together with authorized tenure-track searches for this year.

FACULTY	2009-10 to 2013-14			2014-15 (as of January 1, 2014)					
	Hires	Departures*	Hires minus Departures	CRC	FF	Endow	Total Authorized Tenure-track (professorial and alternate)	Departures*	Hires minus Departures
LAPS	52	81	-29	2	9	0	11	10	-28
EDUCATION	10	6	4	1	1	0	2	2	4
FES	6	11	-5	1	1	0	2	2	-5
FINE ARTS	9	20	-11	3	0	0	3	2	-10
GLENDON	6	12	-6	0	2	0	2	4	-8
HEALTH	25	22	3	0	3	0	3	7	-1
LASSONDE	10	0	10	1	8	2	11	0	21
OSGOODE	10	11	-1	1	3	0	4	2	1
SCIENCE	23	23	0	3	3	0	6	0	6
SCHULICH	8	9	-1	1	2	1	4	2	1
All Faculties (excluding Libraries)	**159**	**195**	**-36**	**13**	**32**	**3**	**48**	**31**	**-19**
LIBRARIES	9	9	0	0	3	0	3	0	3

Notes:
1. Joint appointments are counted in Home Faculty
2. For 2014-2015 six alternate stream appointments are included.

*Departures includes retirements, resignations, deaths, and terminations.

3. Vice-President Research and Innovation Items

Governors have received invitations to attend the York U Research Leaders Celebration on February 25th 2014. This event recognizes faculty and student researchers, and celebrates the recipient of the 2014 President's Research Excellence Award. The Committee is pleased to note that invitees include external partners and representatives of donors, governments and funding agencies. It is hoped that members of the Board will attend. A second major research gathering will be held on May 7 when the University hosts the Canadian Federation for the Humanities and Social Sciences Canada Prizes Award Ceremony. As the Committee reported in December, a strong showing by the University community will do much to promote York as a permanent home for this prestigious showcase.

Vice-President Haché also briefed the Committee on the establishment of a Major Awards Advisory Committee designed to strengthen applications for major external awards and the process by which the University will seek to maximize its opportunity to succeed in a new large scale Innovation Fund. It was, as always, a great pleasure to receive information on recent major accomplishments by individuals and groups.

Details on these items can be found in Appendix B.

Henry Wu, Chair

A Case for Change
eLearning Integration at York University
Summary and Recommended Actions

Prepared for: Rhonda Lenton, Vice-President Academic and Provost

Prepared by the Members of the Academic Technology Advisory Group: Amir Asif, Avi Cohen, Sarah Coysh, Bob Gagne, Michael Longford, Mohammad Mahjoori, Adriano Marcoccia, Susan Murtha, Ron Owston, Celia Popovic, Karthiga Sandrasri, Sue Vail

January 21, 2014

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Background and Current Status of eLearning Integration at York

In the Spring of 2012, the Academic Technology Advisory (ATA) Group was established to provide eLearning advice and guidance to University executive leadership on the use of technology in enhancing the quality of teaching and learning and the overall academic experience of York's students.

The first task that this group was mandated to undertake was the development of high level plans and strategies to guide the innovative use of technology in advancing the University's strategic priorities. This document addresses this task.

The proposed recommendations are based on direction provided in the current University Academic Plan (2010) which refers to the need to demonstrate our commitment to academic quality, student success and engagement and outreach in relation to teaching and learning by "*supporting innovative and flexible curriculum delivery through online and hybrid [blended] courses, as well as other elements of technology enhanced learning*" *(UAP, 2010: 8).* Further, in 2010, a working group had been established by the then Academic Vice-President & Provost with the goal of developing an eLearning business case to guide the implementation of directives from the White Paper. A document entitled an "E-Learning Business Case for York University" (June 2010) was produced. This business case has provided valuable direction for the current deliberations.

The literature shows that blended and fully online courses (see Appendix A for eLearning definitions) have been found to provide at least an equivalent learning experience to face-to-face courses (Dell, Low and Wilker, 2010); however, when compared to fully online and face-to-face, blended learning has been shown to have higher success rates and lower withdrawal rates (Dziuban, Hartman, Juge, Moskal & Sorg, 2006). One area where fully online courses show weakness is that dropout rates tend to be higher as they typically require more motivation and self-discipline to succeed. Care must be taken if offering fully online courses to students entering university directly from high school as they may not have matured sufficiently to cope with the independent study required for this type of offering.

Universities with whom York competes for students are active in developing their own eLearning initiatives. In the summer of 2012 the Ontario Ministry of Training, Colleges and Universities issued a request for 'Strategic Mandate Agreements' from all universities and colleges in Ontario. These statements were to address the top priorities of each institution. The University of Toronto indicated that it is part of Coursera and will offer a number of "massive, online, open courses (MOOCs). U of T also shared that it currently offers 90 for-credit courses online and that the institution is planning to offer 30 more online courses within the next 3 years. Ryerson University currently offers 282 degree courses and 186 non-degree courses via online and distance education. Ryerson is planning to develop 120 new courses online for each of the next 5 years.

A recent survey (2011-12) of eLearning at York gives additional insight into the scope of its use across the continuum from web-enhanced to blended learning to fully online. In total, surveys were distributed for 3,405 courses taught by 1,527 individual faculty members. Responses were received for 1,909 undergraduate courses or approximately 57% of the total.

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The survey results showed a relatively high rate of use of technology (e.g. PowerPoint slides) in traditional face-to-face courses but few courses that use alternate modes of delivery (i.e. fully online or blended). Specifically approximately 4% (or approximately 140 courses) of current course offerings are being offered in a blended format and 3% (or approximately105 courses) are fully online (see eLearning common language definitions in Appendix A).

Face to Face (21%)   Classroom Aids (47%)   Computer Instruction (3%)   Web Enhanced (15%)   Blended Learning (4%)   Fully Online (3%)

eLearning Systems Map (adapted from Bates & Poole 2003)

The recommendations in this document support an increase in the adoption of eLearning tools and resources across the continuum – responding to the opportunity to use technology to enhance the in-class experience and to provide greater choice via blended and fully online course delivery options for both current and future students.

A significant increase in eLearning course offerings necessarily requires a concomitant increase in support services for development and ongoing maintenance. Currently, support for eLearning at York is available from a variety of sources including the Teaching Commons, UIT Learning Technology Services, Faculty-based Technology Support Groups, UIT Instructional Technology Centre and the Libraries.

York has over 400 classrooms of which more than 70% are 'eClassrooms' that provide faculty members with the option of supplementing their teaching with presentations, multimedia and web resources. A minority but growing number of classrooms also support lecture recording.

Every course director has the opportunity to use a Moodle site to support his/her course(s). An estimated 60% of courses currently make use of Moodle. In addition to Moodle, a number of other 'stand- alone' services are also available including: blog and wiki sites, discussion forums, quiz creation and academic integrity. It should be noted that the new regulations for the *Accessibility for Ontarians with Disabilities Act (2011)*, which will come into effect in January 2014, will demand that all course offerings are provided in accessible formats with communication supports for persons with disabilities.

Although this level of support is an excellent starting point, it will need to be bolstered significantly to ensure the fulsome integration of technology enhanced learning in our curriculum. The implementation of eLearning must be planned, deliberated, and coordinated at pan-University and pan-Faculty levels rather than individual courses being offered randomly across a variety of programs. Moving forward, the programs and courses using eLearning technology should be strategically identified. The modes of delivery (e.g. web-enhanced, blended, fully online) should be decided based on the best fit with the disciplinary pedagogy and student needs. Quality assurance processes must be in place to ensure quality course development, along with educational development expertise, computer upgrades, technical assistance and appropriately equipped classrooms.

If we don't embrace eLearning we may be left behind. Students will be recruited and retained by institutions that allow them to continue accessing the technology enhanced learning approaches that they utilized in

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high school. If we fail to attract the best students, this will not only affect York's reputation but will also impact directly on recruitment, retention and our ability to secure research dollars.

Proposed eLearning 2017 Vision and Recommended Actions

The ATA Group proposes that the following guiding principles underpin the proposed Vision and Recommended Actions that follow. These principles were affirmed though the consultation process that took place between November 2012 and January 2013 (see Appendix B).

Guiding Principles

Over the next five years, eLearning must become an integral element of:

- A strong teaching culture that supports good teaching and creates an engaging learning experience for students;

- A quality student experience that makes learning more accessible and adaptable to the "multidimensional lives" of our students; and

- A value proposition that enhances the reputation of the university and distinguishes York as an institution that innovates and promotes student-centered learning.

2017 Vision for eLearning Integration at York

By 2017, we will have

1. Enhanced the (commuter) student experience and made learning resources more accessible for students by ensuring that a common, centrally supported learning management system exists for 100% of courses and that these learning resources are largely accessible via mobile devices.

2. Enhanced student learning and flexibility through the adoption of blended learning as a common and accepted approach to course delivery – increasing the number of strategically selected blended courses year over year by (number)%*

3. Increased learning options for existing students and new students by identifying and developing of key, strategic fully online courses. Specifically, increasing the number of fully online courses year over year by (number) %.

4. Attracted new domestic and international students through the creation of (number)* fully online degree and/or certificate programs.

   Number or percentage to be specified in consultation with Provost & Deans (e.g. 1% increase in blended or fully online courses would be the equivalent of approximately 35 courses a year)

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eLearning Recommendations

What follows are recommended actions that will move us toward the 2017 Vision. This Vision is driven by the desire to create more and better learning environments through technology that improve both student learning and student satisfaction. In short, York is seen as an attractive option for new students and retention is improved as a result of the choice and flexibility provided to assist with degree completion through the integration of eLearning.

Once decisions are made by the leadership regarding the broad directions and priorities to be pursued, a business case will be developed outlining the resources and time that will be required for implementation.

Recommendation One: Promote the broad adoption of eLearning tools and resources in face-to-face courses

There are a large number of tools and resources that faculty can use to enhance the learning experience of students in face-to-face courses. In order to achieve maximum use and impact, we must ensure that we are providing eLearning tools in a manner that is simple and 'turn- key' for both course directors and students. Ideally, a support system will be created that requires a minimum of human intervention and support, akin to the Facebooks of the world where the tools are intuitive, easy to use and extensive help is available online.

Enhancing Face to Face Learning
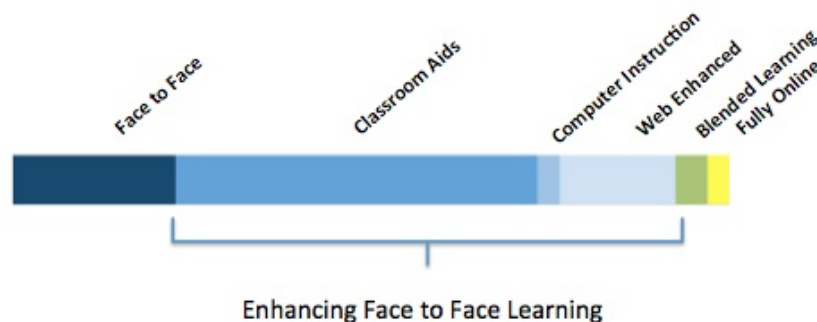
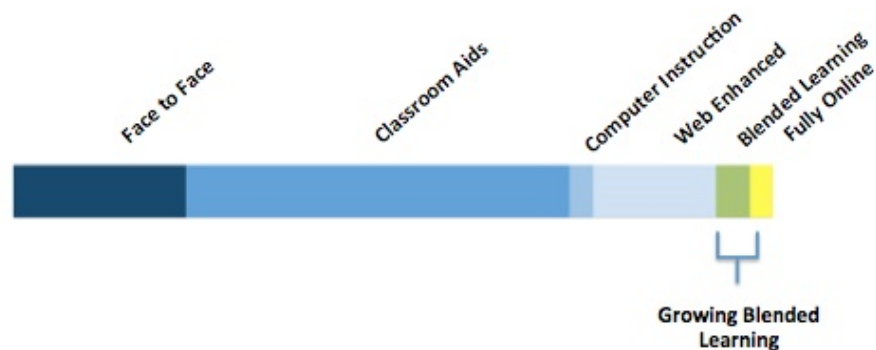### Suggested Actions to Support Recommendation One

1.1 Develop extensive online help and tutorials for course directors and students with the goal of making them "self -sufficient" in the use of Moodle, classroom technology and other eLearning tools.

1.2 Examine and improve the overall usability and accessibility of the Moodle environment (e.g. simplify the navigation of the Moodle course home page for students; create a 'Moodle light' course template to help course directors get started; investigate mobile options; ensure that standard course templates are AODA compliant).

1.3 Ensure that all classrooms are equipped with at least the minimum standard of technology equipment and that measures are in place to ensure ease of use and reliable performance of classroom equipment.

1.4 Encourage the use of digital lecture recording (with transcriptions and sub-titles) by CDs. These recordings should be navigable so that students can fast forward to the lecture content that most interests them.

1.5 Ensure that libraries are embedded in online course websites to provide information literacy and

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library collection resources and to provide students will support for learning style self-assessment.

<u>Recommendation Two: Increase the Adoption of Blended Learning</u>

The blended model must become a common and accepted approach for course delivery at York. We are recommending that we develop strong internal competencies and processes in the development and support of blended courses. The research to date suggests that the blended learning approach, when well designed and implemented, provides students with the best learning experience when compared to both face-to-face and fully online. Blended course delivery is very well suited to York as it is grounded in an engaging face-to-face experience that is enhanced by online resources that improve the accessibility of learning to students.
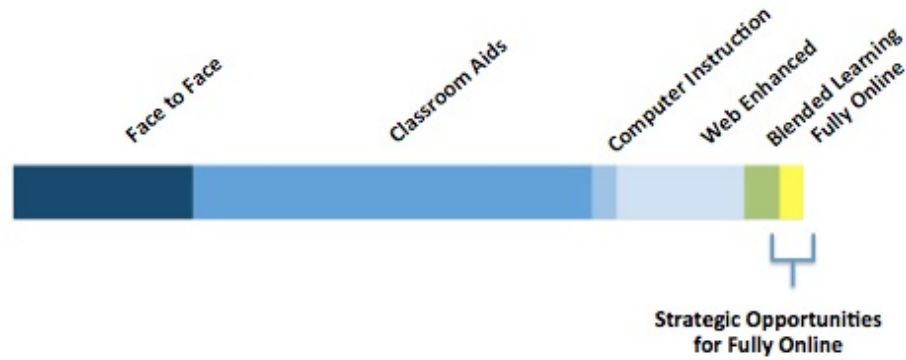

Growing Blended Learning

<u>Suggested Actions to Support Recommendation Two</u>

2.1 Establish Faculty 'road maps' defining where blended learning can best serve each degree program. Strategically select which courses and the number of courses to be converted annually.

2.2 Establish and communicate broadly a pan-University incentive program for those CDs who are willing to create or transform courses.

2.3 Resource the Teaching Commons, UIT Learning Technology Services and Faculty Technology Support groups as appropriate in the creation of an integrated suite of professional development offerings, teaching resources (e.g. list of repositories of learning objects, etc.) and course design, development services and support services to assist CDs in utilizing blended learning approaches.

<u>Recommendation Three: Pursue the Strategic Development and Introduction of Fully Online Courses and Programs</u>

There are current and emerging opportunities for York in online learning – to provide greater access and choice to our students and to attract new students. Timely action is needed to move York into the 'fully online arena'. In order to act on these opportunities and build capability in online course delivery, we are suggesting collaborating with other higher education institutions that are moving to establish fully online programs (undergraduate, graduate or continuing education). We should also consider engaging third parties (i.e. contractors or vendors) to provide capacity and expertise to convert courses and/or programs to fully online formats in a timely fashion.

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Face to Face   Classroom Aids   Computer Instruction   Web Enhanced   Blended Learning   Fully Online

Strategic Opportunities for Fully Online

Suggested Actions to Support Recommendation Three

3.1 Establish Faculty 'road maps' defining where fully online fits best (e.g. degree programs, continuing education initiatives, international initiatives, etc.).

3.2 Identify external expertise that would assist with the development of and provide ongoing support for strategically selected domestic and international courses and/or programs.

3.3 Pursue institutional opportunities to engage with a broader community around emergent trends in online learning - support the Council of Ontario Universities in its creation of Ontario Universities Online; work with partners to pilot and learn from innovations such as Massively Open Online Courses (MOOCs).

3.4 Establish and communicate broadly an incentive program for those CDs who are willing to create or transform courses strategically selected by each Faculty.

3.5 Establish extended (i.e. 24/7 and online) technical and general student service support appropriate for fully online students including resourcing the Learning Common in supporting students to develop academic literacies in fully online courses.

Recommendation Four: Elevating the Culture of Teaching and Learning through eLearning

The implementation of an eLearning strategy could do much to improve teaching and learning generally by focusing attention on aspects of Quality Assurance such as well-developed course learning outcomes and curricular mapping. Much of the feedback that we received through the consultation process spoke to the need to create a more positive environment for teaching development in general and spoke to the role of eLearning in this culture shift.

Suggested Actions to Support Recommendation Four

4.1 Reduce or eliminate real and perceived barriers to eLearning adoption by addressing and resolve/clarify issues associated with intellectual property, use of quality standards and evaluation, copyright, privacy and associated course fees.

4.2 Strengthen the importance of teaching (including eLearning) in the tenure and promotion standards.

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4.3 Develop a special professional development strategy and incentive program for *contract* faculty willing to create or transform courses strategically selected by each Faculty.

4.4 Require all *new* faculty members to participate in professional development activities addressing eLearning in their first year at York.

4.5 Promote scholarship of teaching and learning by encouraging evaluative research on different platforms and to measure the impact of eLearning approaches on learning outcomes and student retention.

4.6 Implement a promotion and communications strategy to support exploration and innovation in teaching and learning with eLearning embedded.

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Appendix A: Proposed Common Language for eLearning

It is proposed that the following operational definitions be adopted by York.

Term	Operational Definition
eLearning	The development of knowledge and skills through the use of information and communication technologies to support interactions for learning…interactions with content, learning activities and with other people.
Face-to-face	"Traditional" lecture or seminar format.
Classroom aids	A traditional face-to-face lecture format supplemented by the use of presentation or online tools such as PowerPoint slides, videos, "clickers", etc.
Computer labs/laptop instruction	Face-to-face instruction in a setting where every student has access to a computer (lab or personal laptop) and the computer applications or online materials are integral to the instruction.
Web-enhanced learning	Face-to-face lecture format where learning is supplemented by web materials, resources or activities. Web-enhanced courses will use a learning management system (LMS) such as Moodle to make lecture notes and recordings available, provide links to resources, online quizzes, discussion forums, etc. Usual face-to-face instruction time remains the same in these courses despite the addition of a web component.
Blended learning	In the blended mode, also known as 'hybrid', class time is a combination of face-to-face and online delivery. Face-to-face instruction is replaced by online instruction for one third of the course, while one third of the course is delivered face-to-face. The remaining third may be any combination of online or face-to-face. Total course contact hours will remain the same as a traditional face-to-face course.
Fully online	Students do not have to physically attend classes (may be synchronous or asynchronous fully online "classes"). The online component is typically over 80% of the total delivery. A fully online course may include occasional face-to-face meetings, a proctored exam, etc. with the remainder of the content delivered online.

Appendix B: Major Themes That Emerged from the Consultation Process

Between November 2012 and January 2013 thirteen consultation sessions, including two open forums, were held with various groups of students, staff and faculty across campus to discuss the integration of eLearning at York. The discussion was very rich and instructive. Listed below are the themes that emerged from this consultation process. The recommended actions that follow reflect this feedback.

About eLearning integration….

- Pedagogy must drive the use of technology; decisions to integrate need to be made based on the learning outcomes of the course or program
- Technology must be seen as a means to an end; it should provide students with greater control over their learning
- Any Learning Management System utilized (e.g. Moodle) must be customizable, easy to navigate and mobile device accessible

About faculty support….

- Faculty members must be provided with the 'eLearning infrastructure' (e.g. professional development, technical equipment training, etc.) support that they need to successfully mount new courses or transform existing courses
- Faculty members want classroom equipment that is reliable with timely technical support and better wireless connections

About student support….

- Students want choice in selecting the format for their courses such that core courses are delivered in multiple formats (e.g. face-to-face and blended or fully online)
- Students want access to recorded lectures for all face-to-face courses
- Students want support for assessing their own learning styles and for effectively using Moodle
- Students with disabilities request that a 'universal design' approach be utilized such that a student can "walk into a classroom or a virtual environment and not have to explain my disability to the professor or fellow students".

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Contents

York Research Chairs Proposal (see Memo, for Board approval)

We have developed an internal research chairs program- the York Research Chairs (YRC). This program compliments the CRC program, providing internal recognition for outstanding researchers and providing an internal research-intensive career path our existing researchers.   They are also an integral part of the overall strategy to use CRCs for external recruitment. The Chairs are to be awarded competitively based on criteria of excellence in research and scholarship, and contributions to research leadership. There are to be 20 centrally subsidized Chairs to be rolled out over 5 years.

VPRI has completed the discussion of the internal YRC program with faculty and YUFA, including 11 Faculty Council visits and a community-wide open forum.

The proposal has now been endorsed by the Academic Policy, Planning and Research Committee (APPRC) and will be presented to Senate as an information item on February 27th

The intent is to request Board approval of program on February 24th, 2014

With approval the intent is for the VPRI to launch a call for nominations shortly after with the goal of dating the first Chairs to be in place on July 1st 2014.

York U Research Leaders Celebration - February 25th 2014

On February 25th 2014 VPRI and President Shoukri will host York's 2nd Annual Research Leaders celebration (formerly Research Gala) to recognize faculty and students who have earned top honours and achievements for research and creative excellence in 2013-2014. The Research Leaders event includes the presentation of the 2014 President's Research Excellence Award. The Senate Committee on Awards receives nominations as well as comments from the nominees' Deans, and selects the recipient. The winner receives a $10,000 internal research grant.
The Gala will also include the recognition of the recent winners of York's second annual Undergraduate Research Fair, followed by recognition of graduate student research by the FGS Dean.
4:30pm – 5:30pm, reception to follow
Robert McEwen Auditorium, Schulich School of Business

Official invitations were sent out Friday Jan. 17th – members of the Board of Governors would have received an invite, along with more external guests, such as mentors and research partners, government and research donors

Canadian Federation for the Humanities and Social Sciences (CFHSS) - Canada Prizes Award Ceremony

New this year, joining with the CFHSS York will be hosting the Canada Prizes awards ceremony at Glendon College on May 7, 2014. Members of the Board of Governors will be receiving an invitation to attend. Glendon was identified as a fitting site for this year's ceremony in light of its unique focus on bilingual education in the humanities and social sciences. The event will take place in the beautifully designed facilities of the Centre of Excellence for French-language and Bilingual Postsecondary Education in Southern Ontario. If this is successful it could become a yearly event at York, helping the institution build its national profile.
We are pleased to announce that Mr. Scott McIntyre, former Chairman and Publisher of Douglas & McIntyre, has generously agreed to serve as an external advisor. Mr. McIntyre's deep understanding of Canadian book publishing and his extensive networks in the literary community, will be tremendous assets as we look to increase Canadians' appreciation for the Prizes and for the value of humanities and social sciences scholarship to a knowledge-based economy and society.

Wednesday, May 7, 2014
4:30 p.m. - 5:30 p.m.
Reception to follow
Centre of Excellence, Glendon College

The Canada Prizes celebrate the best Canadian scholarly books—not simply within a single academic discipline, but across all the disciplines of the humanities and social sciences—the Canada Prizes are awarded annually to books that make an exceptional contribution to scholarship, are engagingly written, and enrich the social, cultural and intellectual life of Canada.

Major Awards Advisory Committee (MAAC)

Developed to provide internal peer review advice on institutional award nominations and Chairs, including YRCs, in which there are institutional or other limits. MAAC is comprised of senior scholars from around the institution, nominated through Faculty processes.

Goals:
- Provide feedback and recommendations to strengthen nominations for major external awards
- Provide advice to inform institutional decisions on awards or chairs
- Ensure that all nomination files are developed to a high standard of quality
- Increase University's success in securing external awards

CFI Innovation fund (large scale) Application Status and Process

- The CFI has launched a new competition called the Innovation Fund (IF). The IF competition focuses on enabling institutions and their researchers to build and enhance areas of emerging strategic priority for the institution and accelerate current research or technology development that pushes the institution and its researchers to a globally competitive level. The theme for this competition is "Striving for global leadership and reaping the benefits".
- CFI has confirmed that York's allocation is $10.6 million which is an increase of almost $4 million from last time given the larger envelope available for this competition. As this only represents CFI's contribution of 40%, this means the value of projects that can be submitted by York is over $24 million.
- We have been discussing potential projects with the Faculties since summer. We have completed an internal NOI process to initiate application development and have the following projects moving forward to full application.

Internally Led Projects			
Principal Investigator	Project Title	Project Value	CFI Applications Amount
Jianhong Wu	Advanced Disaster, Emergency and Rapid Response Simulation Facility (ADERPS)	$1,875,000.00	$ 750,000.00
Trevor Farrow	Innovation in Dispute Resolution Project (IDRP)	$2,100,000.00	$840,000.00
David Hood	Muscle Health Research Centre Core Facility for Integrative Physiology	$2,687,500.00	$ 1,075,000.00
Michael Daly	CAnadian Planetary Simulator (CAPS)	$3,488,000.00	$ 1,395,200.00
John McDermott	Identification of biomarkers and therapeutic targets for diseases	$5,875,000.00	$ 2,350,000.00
Shawn Brixey	3Space	$4,625,000.00	$ 1,850,000.00
Regina Lee/Tom McElroy	Suborbital Payloads Assembly and Integration Center (SPAIC)	$3,610,000.00	$ 1,444,000.00
Externally Led Projects			
Principal Investigator	Project Title	Lead Institution	York Contribution

		UofT, Waterloo,	
Marin Litoiu*	Future Internet and Applications Testbed	UVic, Carleton	$ 300,000.00
Scott Menary*	Measurement of Antimatter Gravity	UBC, Calgary, SFU	$ 500,000.00
Sampa Bhadra*	Exploring the Origins and Death of Matter with the Hyper-Kamiokande Next Generation Neutrino and Proton Decay Detector	UBC	$ 151,250.00
VPRI	TRIUMF – ARIEL II	UVic	$ 100,000.00
Kumarakrishnan	QueST : Quantum sensor technologies	UBC	$ 120,000.00

TOTAL: **$ 10,875,450.00**

Recent Research Achievements

Researcher Marcia Rioux receives $1M in funding to build a Global Disability Rights Monitoring System
- York University Distinguished Research Professor, Marcia Rioux in the School of Health Policy and Management, has recently received more than $1M in funding from the Swedish International Development Cooperation Agency to support the final phase of development of a global disability rights monitoring system.
- The funding will help to entrench and sustain the final phase of *Disability Rights Promotion International (DRPI)*, a multi-year international, collaborative project to address disability discrimination, founded by Dr. Bengt Lindqvist, former UN Special Rapporteur on Disability, and Rioux, Founder and first Program Director of the MA and PhD programmes in Critical Disability Studies at York University.
- Rioux, her research team and international colleagues have been working, particularly with countries in the Global South, to develop a unique and innovative solution for the reporting requirements set out in the United Nation's *Convention on the Rights of Persons with Disabilities*.

Recent Research Awards:
− Professor Scott Menary, Department of Physics and Astronomy, Faculty of Science, is part of the team that has received the prestigious NSERC Polanyi Award
  - The NSERC John C. Polanyi Award honours an individual or team whose Canadian-based research has led to a recent outstanding advance in the natural sciences or engineering.
  - In 2010 and 2011, Canadian researchers on the ALPHA research team at the CERN Laboratory near Geneva, Switzerland, played key roles in demonstrating that it was possible to capture antimatter atoms in a magnetic bottle. In 2012, the multi-disciplinary ALPHA team developed methods that led to the first measurement of the properties of atomic antimatter. Their research is helping to answer fundamental questions about how the universe was formed after the Big Bang.

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- Professor Jean-Paul Paluzzi, Department of Biology, Faculty of Science, is a recipient of a 2013 Polanyi Prize, awarded by the government of Ontario to recognize the province's brightest young researchers.

- Professor Barry Lever, Department of Chemistry, Faculty of Science has won the CSC E.W.R. Steacie Award from the Canadian Society for Chemistry (CSC). This award is given to "to a scientist who has made a distinguished contribution to chemistry while working in Canada".

- Professor Thomas Kirchner, Department of Physics and Astronomy, Faculty of Science was elected as a fellow into the American Physical Society (Division of Atomic, Molecular and Optical Physics). The criterion for election is exceptional contributions to the physics enterprise; e.g., outstanding physics research, important applications of physics, leadership in or service to physics, or significant contributions to physics education.

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Memo

To**:**   Julia Foster, Chair, Board of Governors

From**:**   Henry Wu, Chair, Academic Resources Committee

Date**:**   February 3, 2014

Subject**:**   **Approval of the Establishment of York Research Chairs**

Motion and Rationale:

The Academic Resources Committee recommends that the Board of Governors approve the establishment of a York Research Chairs Program

The Academic Resources Committee is pleased to recommend that the Board formally approve the establishment of a York Research Chairs program.

The nature and goals of the program are described in the memorandum of transmittal from Vice-President Haché and in the Guidelines themselves. This program, which is part of an ensemble of initiatives aimed at realizing University Academic Plan goals associated with research intensification, has been the subject of collegial consultations since 2012. During that time the guidelines have been refined. Notably, they now identify research excellence as the selection criterion.

As much it will promote research goals, an internal research chairs program of this kind represents a significant external fund-raising opportunity for the University. Internal funding for the program is in place for the next seven to eight years. The Committee encouraged Vice-President Haché to work with others – including Faculties and the Division of Advancement- to make sustaining and expanding the program a key fund-raising objective.

This proposal has been considered under the Board-Senate Policy on Endowed Chairs and Professorships and the Committee confirms that the concurrence of the Academic Policy, Planning and Research Committee of Senate was sought and received in accordance with the procedures set out in the Policy.

Documentation is attached as Appendix A.

Appendix A

York Research Chairs Program
Guidelines

York University is committed to meeting the priorities articulated in the White Paper and the University Academic Plan including strengthening academic quality, student success and community engagement. The Strategic Research Plan has been developed to help advance these priorities and identifies research intensification as a key goal that broadly enriches the Institution. As articulated in these documents, our research, scholarship and creative activities enhance the quality of our academic programs and the student learning experience through curricular innovation and research opportunities for students, and the sharing of knowledge with community partners to empower a new generation of entrepreneurial, socially conscious Ontarians with the critical skills to guide our province to a world-leading sustainable future.

In order to achieve the objective of research intensification, it is essential that our faculty members are supported for their scholarly, research and creative activities. Among other initiatives, broad-based assistance is offered for faculty members applying for grants as well as the administration of research projects, support and feedback is provided for multidisciplinary, large-scale projects, research partnerships are facilitated, and there is a recently expanded program for research-based teaching releases.

Developing research chairs is another way for the University to expand its support of research and to make York competitive as a destination of choice for top quality faculty. In addition to endowed chairs and Canada Research Chairs, it has become common for universities to establish a term-based chairs program intended primarily for internal candidates (i.e., including potentially an award to a planned tenure stream appointment) to complement and enhance other research programs.
This proposal thus sets out the terms and procedures for York Research Chairs (YRCs) intended as an internal term-based research support program for established faculty research leaders and more junior emerging research leaders that will enable and enhance York's research success and international recognition for its research achievements.

They are envisioned as an internal twin for the national Canada Research Chairs program, to broaden and deepen the impact of research chairs at York in building and intensifying world-renowned research across the institution. Thus the level of support and recognition provided to York Research Chairs is expected to be aligned with supports and recognition provided through the Canada Research Chair (CRC) program.

York Research Chairs will be awarded competitively based on criteria of excellence in research and scholarship, and contributions to research leadership. They are expected to broadly to support research in all areas and disciplines, with the role of Chairs expected to be addressed in Unit, Faculty and Institutional research plans.

York Research Chairs would be available at two levels analogous to CRC chairs.   Tier I York Research Chairs are open to established research leaders at the rank of Full Professor[1]. Tier II York Research Chairs are aimed at emerging research leaders within 15 years of their first academic appointment and at the rank of Assistant or Associate Professor. Both will have 5-year terms that are renewable in the context of open competition based on peer review and the continuing availability of resources. Expectations for YRC candidature are set to meet or exceed those for CRC candidates and nominations will utilize CRC templates modified to suit the internal nature of the program.

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[1] Candidates at the rank of Associate Professor at the time of nomination must successfully apply for promotion at the earliest opportunity following their nomination.

York views its investment in York Research Chairs as an essential component of its coordinated effort to promote the intensification of research. YRCs are expected to be complemented in their deployment by Canada Research Chairs, endowed research chairs and York research professorships as well as other programs.

While the primary intent for YRCs is to recognize and enable internal research excellence, as an outward-looking institution seeking to grow its international reputation for research, external candidates (i.e., as an enhanced provision in the case of a planned tenure stream hire) will not be excluded from consideration[2].

Investment and Distribution of York Research Chairs
The York Research Chairs program will provide explicit time-limited strategic investments in building research capacity amongst existing Faculty complement in areas of research excellence and opportunity. The program will ramp up over a five year period to a total of 20[3] chairs. It may also be possible for Faculties to develop additional chairs, based on the availability of funding and subject to approval by the Provost.

The Vice President Research and Innovation is charged, in consultation with the Provost and Faculties, with developing standards and expectations for York Research Chairs and for hosting Institutional-level review of Chair nominations.

York is committed to equity and the promotion of minority groups, women and people with disabilities. Therefore, it is expected that the Chair selection process will be proactive in acknowledging differences in the career paths and career development for women, minority faculty and faculty with disabilities so as to achieve an appropriate balance.

Solicitation and Review and of York Research Chairs
York Research Chairs will be awarded on a competitive basis based on the excellence and demonstrated leadership of the candidates. Annually, the VPRI will coordinate a YRC competition based on the nomination of candidates by the Faculties. The VPRI and Provost will invite Faculties to nominate York faculty members in accordance with Faculty nomination processes governed by all applicable Faculty policies and practices, and according to a procedure to be established by the Faculty. It is minimally expected that a Faculty-level committee will review nominations and forward recommendations to the Dean who will submit a final slate to the VPRI and Provost.

Nominations will be submitted according to the CRC application template, with modifications to suit internal requirements. It is highlighted that Faculties must be realistic in their expectations in developing nominations for their scholars[4]. They should also be cognizant of the number of YRCs available in a given cycle in determining their nominations. Where Faculties make more than one nomination in a category (Tier I or Tier II), they will be asked to rank their nominees and provide a rational for their ranking. For all nominations, Faculties will be asked to explain how the nominee meets the expected recognition and profile for York YRCs.

The Major Awards Advisory Committee (MAAC) supported through the VPRI will receive the YRC nominations from the Faculties and will offer Institutional-level internal peer review on YRC

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[2] External candidates refers in this context to new recruits hired in accordance with all of the University's procedures and practices for the hiring of faculty members
[3] A total of 20 centrally subsidized chairs will initially be available in the program. The normal expectation is that 2 Tier I and 2 Tier II YRCs will be available in open competition annually.
[4] While it is natural to expect that at least some of York's maturing Tier II Canada Research Chairs will meet the criteria for YRCs, it is stressed that Faculties should nominate their top candidates regardless of previous research chair benefits they may have received at York and that maturing CRCs should neither be advantaged nor disadvantaged in the nomination process.

nomination files. Feedback and advice will be provided to inform the recommendations of the CRC Selection Committee. The CRC Selection Committee will undertake a ranking of the nominations and make a recommendation on the nominees for YRCs for approval by the President. Feedback, explaining the basis for recommendations will be provided to all nominees and their Faculties.

Expectations for York Research Chairs
Tier I York Research Chairs at York University are identified and recognized leaders of scholarship, research and creative activities (SRCA). Tier II Chairs are identified as SRCA emerging leaders. As such, there is an expectation on the part of the University that York Research Chairs will exhibit leadership in promoting the overall development of SRCA at York that extends beyond their personal research programs.

Thus Tier I Chairs are expected to be active SRCA mentors within their units and disciplines and to provide leadership in the development of large-scale strategic research projects and/or other programs appropriate to their discipline.

Tier II Chairs are expected to contribute to and participate in similar activities in a manner that builds and develops their SRCA leadership skills over the period of their chair.

All York Research Chairs are expected to be highly active in the training of graduate and postdoctoral trainees, and to provide leadership in the development of graduate and postdoctoral training programs within their disciplines.   Chairs are also expected, as appropriate, to be sensitive to the importance of translating their scholarship, research findings and/or creative activities into tangible benefits to society through the translation and mobilization of the knowledge developed through their scholarship, research and creative programs.

Recognizing that York's external reputation and research standing depends to an important degree on our share of Tri-Council funding, York Research Chairs are strongly encouraged to be active beneficiaries of Tri-Council funding, and to seek out other funding opportunities as may be appropriate to disciplines and opportunities.

York University prides itself on being comprehensive in its approach to education and in the contact of all faculty with undergraduate and graduate students. At the same time York offers a number of means through which research intensity beyond normal expectations can be recognized through provision of teaching release time. Thus, York Research Chairs will normally be expected to receive teaching release equivalent to 50% of the normal teaching load in their home Faculty as part of their Chair package. However, the sum total of teaching release for York Research Chairs may not exceed an amount that reduces their total teaching expectations below a course load of 1.0. This minimum student contact expectation may be expected to be divided equally between undergraduate and graduate assignments. Responsibility for funding the teaching release will lie with the home Faculty.

Expectations for Faculties and Units
Faculties and Units are expected to provide York Research Chairs with enhanced physical and HR supports for the successful development of their research programs for the duration of their terms.

Guidelines for Additional York Research Chair supports[5]
For the duration that recipients hold the position, Tier I York Research Chair holders will be provided with a minor research grant of $25,000 annually to be employed in support of their research program and research leadership activities.

For Tier II Chairs, $20,000 will be provided annually to the chair as a minor research grant to be employed in support of their research program and research leadership activities. For researchers

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[5] Additional Tier I and Tier II YRC supports, while ultimately the responsibility of the Faculty, will be subsidized by the VPRI. The level of the subsidy may vary from time to time, but will be publicized in advance.

successful in obtaining an Early Researcher Award (ERA), the minor research grant will be used as a contribution towards meeting the institutional matching contribution to the award.

External York Research Chair recruits may also be prioritized for CFI Leaders Opportunity Fund applications as required, with the same expectations as for incoming Canada Research Chairs (maximum LOF of $200,000 for Tier I Chairs, $125,000 for Tier II Chairs). In all instances the hiring Faculty will be responsible for providing any outstanding matching funds required to meet the LOF program requirements.

Internal York Research Chairs are also eligible for CFI LOF participation, but will not be prioritized.

Linkage to Advancement Opportunities
As focal points for the best in individual SRCA at York and its translation to the benefit of society, York Research Chairs present advancement opportunities to bring together community interests with cutting-edge research. Thus Faculties are encouraged to articulate their York Research Chair goals and to develop support structures and long term plans for their York Research Chair holders through the development of naming opportunities, term support, scholarship and fellowship, among others.

Renewal and Career Planning
York Research Chair renewal is subject to open competition and dependent on the continuing availability of resources.   Thus Faculties and Units are expected to work closely with Chair holders to provide for appropriate expectations and to be proactive in planning for the transitioning of faculty to and from York Research Chair positions.

Memo

To**:**   Julia Foster, Chair, Board of Governors

From**:**   Henry Wu, Chair, Academic Resources Committee

Date**:**   February 3, 2014

Subject**:**   **Establishment of a Department of Science and Technology Studies**

Motion and Rationale:

The Academic Resources Committee recommends that the Board of Governors approve the establishment of a Department of Science and Technology Studies in the Faculty of Science.

The Academic Resources Committee is pleased to recommend that the Board formally approve the establishment of a new Department of Science and Technology Studies in the Faculty of Science.

The development of a Department within the Faculty of Science has been a strategic planning priority for some time, one that was urged by external reviewers and has been supported by both the Faculty of Liberal Arts and Professional Studies (where Science and Technology Studies are current housed) and the Faculty of Science (the destination home which offers general education Natural Science courses). The consolidation of activities is intended to strengthen both aspects of the department's mission. York's national and international reputation for excellence in in Science and Technology Students will be further enhanced. The Provost and Dean of Science confirm that resources are to sustain the Department are sufficient.

Senate approved the establishment of the department in December 2013.

[It was with sadness that the Committee learned of the sudden death in December of Professor Richard Jarrell, whose leadership and advocacy did much to bring the department proposal to fruition.)

Documentation is attached as Appendix A.

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Memorandum

To: Paul Axelrod, Chair, Senate APPRC

From: Rhonda Lenton, Provost

Date: October 30, 2013

Subject: Proposal to Establish a Department of Science and
Technology Studies in the Faculty of Science

I have reviewed the proposal to establish a Department of Science and Technology Studies as a separate unit within the Faculty of Science. I have been involved in discussions leading up to the submission of this proposal and am supportive of its directions. This proposal arises from recommendations of an undergraduate program review and is supported by the Dean of the Faculty of Liberal Arts and Professional Studies (whose students will continue to have access to the program and its courses) and the Dean of the Faculty of Science. It is intended that the STS unit will house STS programs and Natural Science general education offerings. Agreements reached in relation to the details of the establishment of this unit, including its administration, faculty affiliation, and teaching allocation form part of the supporting documentation.

The proposal serves institutional objectives in relation to the enhancement of the visibility and reputation of our programs and their attractiveness to students, rationalization of programs and curriculum, enhancement of the student learning experience, and better integration of undergraduate and graduate planning. The programs and courses, administrative structures and staffing, and budget for the new unit are already in place, so new resource requirements will be minimal.

The proposal provides for a review of the arrangements around the STS department three years after its establishment.

I am pleased to record my support for this proposal.

Cc: Dean D. Hastie
        Dean M. Singer
        C. Underhill, ASCP

Academic Policy, Planning and Research Committee

Item   Proposal to

           a) establish a Department of Science and Technology Studies in the Faculty of Science

           b) transfer the interdisciplinary programs in Science and Technology Studies from the Department of Humanities, Faculty of Liberal Arts and Professional Studies to the Faculty of Science

Legislative History: The proposal has been approved by the Councils of Liberal Arts and Professional Studies. The text of the proposal seeks approval of minor curriculum changes. Academic Standards, Curriculum and Pedagogy has approved most of them (additional small changes are pending) and is prepared to recommend Senate approval.

Additional Support The establishment of the Department is supported by the Vice-President Academic and Provost and the Dean of Science. The transfer of programs is also supported by the two Deans and Provost.

Action   The Committee is asked to recommend approval by Senate of the transfer of the programs and to establish the Department

Additional Steps   The Board of Governors is responsible for approving new academic units. ASCP has dealt with curriculum changes coinciding with the transfer and department establishment

Proposal Text (as originally prepared for the LA&PS Council)

Introduction

At the conclusion of the spring 2010 Undergraduate Program Review of the Program in Science and Technology Studies, the consultants made the following recommendation: "We strongly recommend that STS give close and careful consideration to forming a department within FSE, with Natural Sciences as a course set and General Education entity within the new department." Members of the Program, meeting to consider the report, agreed unanimously with this recommendation. This was also the consensus of the Associate Vice-President Academic and the deans during the UPR consultation.

Academic Implications

We propose to undertake the following:

(1) Create a Department of Science and Technology Studies in the Faculty of Science, and to commence operations on the first day of the month following approval by the Board of Governors. This will allow us to participate in and contribute to Faculty affairs on an equal footing with those in other departments. We believe we have much to offer the Faculty of Science, its faculty, and its students. By moving to a departmental arrangement, we can also offer our LA&PS students a stronger and more coherent STS program. A coherent and stable departmental structure will also facilitate recruitment of more and higher-quality majors to our programs. As the administrative

machinery and budget are in place, operations of the Department can commence at any time.

(2) Bring into the Department, either fully or through cross-appointment, other STS scholars at York who wish to contribute to our undergraduate programs. As the UPR report indicated, York has a very large group of excellent, high-profile STS scholars. The creation of a coherent and easily-identifiable department will further our goal to becoming the world's premiere STS program. To this end, we must ensure that faculty members outside the Faculty of Science are able to participate in and contribute to our programs. This will require negotiation and good will. There is no "one-size-fits-all" solution, but transfers and cross-appointments need to be facilitated. We do not want to leave out anyone from our current undergraduate program who wishes to participate.

3) Move the programmatic activities of the Inter-faculty Interdisciplinary Program in STS, including the existing BA and BSc [no BSc in LA&PS] degree programs, into the new Department.

Action Requested of LA & PS Committees and Council

We requested that LA & PS Curriculum Committee and Council pass a motion to close the current Inter-faculty Interdisciplinary Program in STS, including the existing BA and BSc degree programs, at the time of the creation of the Department. This has been done and communicated to Senate ASCP.

Rationale

Benefits of Departmental status for STS will include

- **RATIONALIZATION:** STS students (BA and BSc) will be able to take advantage of a more predictable and robust curriculum. Relations between the Graduate Program and the STS Department will be in-line with other units in the Faculty of Science. This will further enable joint initiatives, such as promoting undergrad STS research, and will greatly facilitate decision-making regarding faculty resources to run complementary graduate and undergraduate curricula.
- **EQUITY:** STS faculty members will be able to more effectively promote and control the STS curriculum.
- **DEVELOPMENT**: With a more stable and coherent identity, STS will be better able to recruit faculty and students from within and outside of York.
- **CONTINUITY:** Access to the STS degree programs for LA&PS students will continue unchanged. The interdisciplinary identity of STS pedagogy and research at York will be preserved.

Science and Technology Studies (STS) has been taught at York since the mid-1970s. From the early 1990s, there were two distinct programs in two faculties – Atkinson and Arts – an inefficient and frustrating situation. With the encouragement of the Vice-President Academic and the deans, the Atkinson group moved to FSE and a combined inter-faculty program launched in 2006. It has been a resounding success in intellectual terms. Bringing together scholars from both FSE and Arts allowed for a much more fruitful collaboration and the introduction of a unified, more coherent curriculum. Student numbers have grown in a gratifying manner, with students in both BA and BSc streams. All aspects of student advising and the administration of all STS degree options have been handled by the STS Coordinator and supported fully by the Division of Natural Science front office. Thanks to this unification, we have been able to launch an STS graduate program and an Organized Research Unit — the Institute for STS.

Despite these positive steps, we have found that the current structure, with STS administratively linked to three units – Natural Science, Humanities and Social Science, has been a persistent source of administrative confusion, preventing us from taking control over essential facets of our operation.

This situation has frustrated our repeated attempts at establishing an effective system of communication both within our own Faculties, and in our self-representation to our cognate units around the world. Departmental status for STS will allow the field at York to reach its true potential. This would allow us to continue to cooperate and to compete with our cognate units across the country (at UBC, Calgary, Toronto, and Montreal, for example). It would also promote our international status within the field.

We have already enjoyed some success in these areas. Our undergraduates have moved on to STS graduate programs at (among others) UBC, Rensselaer, and the London School of Economics' BIOS Centre for the Study of Bioscience, Biomedicine, Biotechnology and Society. Our graduate program has competed (sometimes successfully) for students against programs at Cornell, Rensselaer, MIT, Virginia Tech, Arizona State, McGill, Toronto, Princeton, and many other equally prestigious institutions. We are currently considering student and faculty exchanges with a number of STS programs, the most advanced to date being the unit at Universität Bielefeld, with whom an agreement was recently signed. We have received numerous inquiries from international graduate students hoping to participate in our program, and are this year putting forward our second invitation to an applicant – from Peking University – to the China Scholarship Council (CRC).

Departmental status for STS would encourage existing and potential majors to think seriously about our undergraduate program on international terms, and would help our faculty promote it as such.

Degree Programs to be Transferred to the Department

All the existing STS degree programs now administered by the Interdisciplinary Program in STS will be transferred to the Department with no change. Details of these programs are provided in Appendix A to this proposal.

Bachelor (BA and BSc)
Honours (BA and BSc)
Honours – Double major (BA and BSc)
Honours – Major/Minor (BA and BSc)
Honours Minor (BA and BSc)

Faculty Complement

Eight full-time faculty members who are part of the Interdisciplinary Program are currently appointed to the Division of Natural Science. In addition, six full-time faculty members who are part of the Interdisciplinary Program are currently appointed to three departments in the Faculty of Liberal Arts and Professional Studies. Each would be offered a cross-appointment to the new Department. The framework for such secondments is laid out in the Provost's memorandum.

Enrolment

Because Science and Technology Studies is a relatively unknown academic field it will not attract a large number of majors over the short run. Direct-entry students (101s) are extremely rare as STS is not a recognized high school subject. Nonetheless, the growth in our majors in the short time we have existed is gratifying. Moreover, our course enrolments are very healthy.

Undergraduate Course Offerings/Enrolments in STS

Year	Courses Offered		Enrolment		Total
	FSE	LA&PS	FSE	LA&PS	
2006-07	10	n/a	354	n/a	
2007-08	18	n/a	381	n/a	

2008-09	17	n/a	442	n/a	
2009-10	19	5	641	106	747
2010-11	19	4	359*	123	482*

|*Does not include Summer 2011

Majors at 1 November 2007				Majors/Minors as of September 2010		
Degree	Arts	FSE	Degree		LA & PS	FSE
BSc	4		BSc		11	
BSc Hons	1					
BSc Sp Hons	12		BSc Sp Hons		10	
BSC MM - 1			BSc Double Major		1	
			BSc Minor		1	
BA (Arts)	9					
BA (Atkinson)	4		BA		20	
BA Hons	10		BA Hons		14	
BA Dbl Maj	1		BA Dbl Maj		3	
BA SP	2		BA Minor		1	
Total	26	17			38	23
Total (Program)	43				61	
BSc (General Science) **	36					

** This was a grandparented program from Atkinson that the STS Program administered as its curriculum was a mix of science and STS courses; it no longer exists

Courses

The Interdisciplinary Program has, since the beginning, adopted the guiding principle that courses follow the instructor: the only courses recognized as Program courses are those taught by faculty members affiliated with the Program. This principle will remain in force in the Department. Where courses serve more than one constituency (as in Humanities, Anthropology, History or Sociology, for example), we will retain our cross-listing with the other departments and ensure that students from both programs have sufficient seats allocated.

The Program has recently undertaken a thorough review of its curriculum, deleting a few courses, adding courses to round out some areas and converting almost all courses to a 3.00 credit format. Below is the list of undergraduate courses now provided by the Program.

2000-level

SC/STS 2010 3.00 History of Modern Science
SC/STS 2110 3.00/AP/PHIL2110 3.00 Revolutions in Science
SC/STS 2210 3.00 Technology in the Modern World
SC/STS 2411 3.00 Introduction to Science and Technology Studies

3000-level

SC/STS 3170 3.00/AP/PHIL3170 3.00 Philosophy of Science
SC/STS 3226 3.00/AP/HUMA 3226 3.00 Representations of Nature: Cultural and Historical Perspectives

SC/STS 3400 3.00 Thinking with Things: Material Culture in Science and Technology Studies
SC/STS 3500 3.00 The Global Information Society
SC/STS 3506 3.00 Scientific Modernity in East Asia
SC/STS 3550 6.00/AP/ANTH 3550 6.00 Science as Practice and Culture: Introduction to the Anthropology of Science and Technology.
SC/STS 3561 3.00 History of Computing and Information Technology
SC/STS 3600 3.00 Technological Failure
SC/STS 3725 3.00 Science and Exploration
SC/STS 3726 3.00 Technology, Experts and Society
SC/STS 3730 3.00 Science, Technology, and Modern Warfare
SC/STS 3740 3.00 Life Sciences in Modern Society
SC/STS 3755 3.00 Emergence of Cosmology as Science
SC/STS 3760 3.00 Understanding the Scientific Revolution, 1500-1800
SC/STS 3765 3.00 Natures of Experiment
SC/STS 3775 3.00 Physics in the 20th Century
SC/STS 3780 3.00 Biomedical Science in Social & Historical Context
SC/STS 3790 3.00 Science and Technology: Global Development
SC/STS 3970 3.00/AP/HUMA 3970 3.00 Science and Gender in Modern Western Culture
SC/STS 3975 3.00/AP/HUMA 3975 3.00 Science and Religion in Modern Western Culture

4000-level
SC/STS 4110 3.00/AP/PHIL4110 3.00 Seminar in Philosophy of Science
SC/STS 4227 3.00/AP/HUMA 4227 3.00 Minds and Matters in Victorian Culture
SC/STS 4228 3.00/AP/HUMA 4228 3.00 Nature in Narrative
SC/STS 4229 3.00/AP/HUMA 4229 3.00 Eugenics in Cultural Context
SC/STS 4230 3.00/AP/HUMA 4230 3.00 Informational Identities: The Self in the Age of Technology
SC/STS 4501 6.00 Seminar in Science & Technology Studies
SC/STS 4700 3.00 Independent Research in Science and Technology Studies
SC/STS 4700 6.00 Independent Research in Science and Technology Studies
SC/STS 4710 6.00 Honours Thesis in Science and Technology Studies
SC/STS 4780 3.00 Epidemics and the Modern World: Local, National and Global Configurations of Disease
SC/STS 4785 3.00 Science, Health and Food

Course currently part of the Program but not in FSE – to be cross-listed in the Department

3000-level
AP/SOCI 3940 6.00 Sociology of Scientific Controversies

4000-level
AP/SOCI 4930 6.00 Sociology of Science and Technology

Graduate Studies and Research

The Science and Technology Studies Program at York University offers a 3-term full-time MA with a part-time option, as well as a full-time PhD program (12-15 terms). It admitted its first students in 2009 and currently has 25 PhD students and 14 MA students (of which 4 are part-time). It is the first such graduate program in English-speaking Canada (UBC's STS program began accepting students in 2012-13). The program has been very successful in recruiting a diverse and superior group of students (2/3 of whom currently receive external funding), in providing the Natural Science General Education program with excellent TA support, and in maintaining a wide interdisciplinary appeal (our students have included established science writers & teachers, astrophysicists, social scientists,

historians, museum curators, and many more besides). Departmental status would make it easier for STS undergraduates to benefit from the grad program's prominence and success. The Graduate Program has a close working relationship with the current undergraduate program. The STS Coordinator is an *ex officio* member of the Graduate Program Executive Committee, and the STS GPD is an *ex officio* member of the STS Program Advisory Committee. Most the STS graduate students are deployed as teaching assistants in Natural Science General Education courses, while a few TA in STS courses. The existing relationship between the graduate and undergraduate programs will be strengthened by the creation of a Department. For example: a stable Department with defined membership will greatly facilitate curricular planning at the graduate level; equally, the hiring needs of the Graduate Program in STS can be better taken into account by a Department, rather than by an undergraduate program.

Members of the STS Graduate Program have created the Institute for Science and Technology Studies (iSTS), which opened in July 2010. Currently twenty three faculty are members of the Institute. Each of the STS PhD students are also members of the Institute. The Institute's existing association with the Graduate Program will be extended to the new department.

Accommodation of Students

Students currently majoring in STS will see no change in their degree programs.

Student currently enrolled in STS but based in the Faculty of Liberal Arts and Professional Studies will continue to have the option to graduate in that Faculty with a BA.

We have, since the merger of the Atkinson Faculty and FSE staffs, maintained evening and summer courses to accommodate part-time students. This will continue as usual.

Relationship to University Academic Plan and Provostial White Paper
This proposal is consonant with the University Academic Plan, 2005-10. It strengthens the ties between the Institute for Science and Technology Studies and the undergraduate program, enhancing the research culture in this area of scholarship. It also strengthens the ties between the Graduate Program in STS and the undergraduate program. We would particularly highlight our teaching and research commitments to interdisciplinarity. Science and Technology Studies is, by its very nature, interdisciplinary and this is reflected across our curriculum.

York's STS program is well positioned to participate in directions identified by the White Paper. As we are relatively small, we engage strongly with our students and they with us. We have a robust research culture and have built and continue to build national and international links for our research programs and for our students; we are very open to internationalization. As York moves towards a more comprehensive university profile, STS can be a key player as we utilize the tools of the humanities and social sciences to interpret science, engineering, environment and health, all York strengths.

Discussions with Affected Units
Members of the STS Program unanimously agreed to the move to departmental status. The Deans' offices of FSE and LA & PS and the Associate Vice President Academic have been kept up-to-date. Most recently, discussions on details have been held with former FSE Dean Kozinski, Interim Dean Hastie (FSE), Dean Singer (LA & PS), and Associate Dean Michasiw (LA & PS), who have been supportive.

As the programmatic activities of the current program will be transferred to the new department, we have also consulted with the heads of the three units involved, Natural Science, Humanities and

Social Science. There will be no substantive change in operations in the Faculty of Science. The primary effect in LA & PS will be the cross-appointment of Program members to the new department.

Administration and Governance
The Department would be headed by a Chair. The STS faculty members have developed a governance document which details the administrative apparatus of the proposed Department. All faculty members have agreed to this document.

Support Staff
The Division of Natural Science presently has 3.75 staff members who support Natural Science teaching, along with STS undergraduate and graduate teaching as the Faculty of Science is the resource faculty for STS. Sharing of support staff would mean that Departmental status would not alter staffing arrangements.

Space and Computing Needs
The only important space needs in the near future would be for offices for faculty members now located in other buildings. Half the STS faculty are currently located in Bethune College. We have been led to expect space will become available in Bethune within the near future. Apart from faculty members' individual computer needs, we do not envision any further needs in the near term for the undergraduate program.
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Memo

To: Julia Foster, Chair, Board of Governors

From: Henry Wu, Chair, Academic Resources Committee

Date: February 3, 2014

Re: **Approval of Inmet Chair in Global Mining Management**

Motion and Rationale:

The Academic Resources Committee recommends that the Board of Governors approve the establishment of Inmet Chair in Global Mining Management

Generous funding from the Inmet Mining Corporation permits the establishment of a Chair in Global Mining Management. In its inaugural year the Chair is supporting an Executive-in-Residence and complements a growing area of distinctive research and teaching at Schulich.

The Provost confirms that appropriate financial arrangements have been made, and that the Academic Policy, Planning and Research Committee of Senate has concurred with his recommendation to establish the Chairs in accordance with the Board-Senate Policy on Endowed Chairs and Professorships.

Documentation is attached as Appendix A.

York University

University Secretariat

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Memorandum

To: Paul Axelrod, Chair, APPRC

From: Rhonda Lenton, Vice-President Academic & Provost

Date: January 20, 2014

Subject: Chair in the Schulich School of Business

I am writing to seek the concurrence of APPRC for the establishment of a term-funded (2012-2016) Chair in the Schulich School of Business, in accordance with university policy in this area. Although this is not a permanent endowed Chair, I am requesting APPRC's support for its establishment in accordance with the Senate-Board Policy.

The Schulich School will recognize a generous gift from the Inmet Mining Corporation with the establishment of this Chair, known as the Inmet Chair in Global Mining Management. The proposed Chair will support Schulich's strengths as a leading international business school and contribute to the School's research and programming, as well as to the development of the mining industry in Canada and beyond. The Chair relates to research interests of faculty colleagues in Schulich and is in a growing area of academic interest; and in 2013 Schulich announced a graduate specialization in the area.

The York University Policy on Endowed Chairs and Professorships indicates that in such situations as this, where the proposed Chair/Professorship is consistent with an existing Senate-approved teaching program and where the other terms and conditions set out in the policy are met, the Vice-President Academic & Provost may ask for the concurrence of APPRC so that the Board of Governors might consider the proposal. By this memorandum, I confirm that the proposed Chair satisfies the expectations of the University policy, and unless APPRC has questions regarding it, I ask that this matter be placed on the agenda of the Board of Governors for consideration at its next meeting.

Cc: Dean D. Horvath

FINANCE AND AUDIT COMMITTEE
Report to the Board of Governors
at its meeting of 24 February 2014

The Finance and Audit Committee met on 10 February 2014 and in addition to the items for approval, submits the following report to the Board of Governors for information.

1. Budget Update
The Committee received a budget planning update from the Vice-President Finance & Administration. The challenging fiscal environment continues to shape the budget context. Meeting enrolment targets remains a primary focus. However the pension solvency deficit and the outcome of the academic and administrative program review (AAPR) are also critical areas that will affect the operating budget. Strong pension fund investment performance in 2013, favorable application data for the FW2014-15 year and steady progress on the AAPR initiative are encouraging developments at this juncture in the budget cycle.

2. External Audit Plan
The Committee approved the 2014 External Audit Plan developed by Ernst & Young with a slight decrease to the audit fees.

3. Credit Rating Update
As required by the University's debenture issue in 2002, the annual credit review process with Dominion Bond Rating Service Ltd. (DBRS) and Standard & Poor's (S&P) was recently completed. Again this year, DBRS confirmed York's rating of *AA Low,* and S&P confirmed a *AA-Stable* rating. The rating agencies acknowledged the system wide financial and credit challenges for Ontario universities. They were also aware of York's plan to issue a debenture to secure borrowing up to $100 million, and took that into consideration in the credit rating exercise.

4. Debenture Issue Update
At the December meeting of the Board, authority was delegated to the Board Executive Committee to authorize the issue and sale of up to but not exceeding $100 million of senior unsecured debentures in order to meet the borrowing requirements for the University's Capital Program. Since December considerable work has been done to enable the issue and sale of the debentures in late February 2014. As requested at its last meeting in November, the Committee received the list of priority capital projects and the planned allocation of the debenture funds towards those projects.

5. Enterprise Risk Management
In 2012-2103 an enterprise risk management exercise was launched to map out the risk drivers, risk indicators and the threshold for risk tolerance had commenced. To date the first six risk categories have been mapped and discussed by the Finance & Audit Committee, including: financial sustainability; reputation; student/alumni satisfaction; campus safety; competitor; and government policy. The remaining six enterprise risks were reported

on at the meeting in February: change readiness; enrolment targets, HR academic, leadership, operational efficiency; and strategic labour relations. The committee shared its advice to enhance the ongoing development of risk mitigation strategies.

6.   Internal Audit Report
The Committee received an Internal Audit Status report covering the period 1 November 2013 to 31 January 2014.

7.   The Quad Student Housing Project
In December 2012 the Board of Governors approved the commencement of Phase 1 of the Quad student housing community development to be built and managed by Forum York Developments Consortium (FYDC) on lands leased to it by the University. The proponent (FYDC) is seeking to amend one of the terms of the lease agreement. The issue was brought to the Committee for feedback. Any changes to the terms of the project will be brought to the Committee for approval.

Ozench Ibrahim, Chair

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**Office of the
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4700 Keele St.
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To**:**   Board of Governors

From**:**   Ozench Ibrahim, Chair, Board Finance and Audit Committee

Date**:**   February 24, 2014

Subject: **Tuition Fee Approval – BEng Civil Engineering
                    – BEng Mechanical Engineering**

Recommendation:

Board Finance Committee recommends that the Board of Governors approve the fees as outlined below for the BEng Civil Engineering Program and BEng Mechanical Engineering Program to be effective May 1, 2014.

BEng – Civil Engineering Program and BEng Mechanical Engineering Program - Domestic Student Fee based on 36 credits *(excludes centrally collected ancillary and student fees)*. Fees are currently under review by the Ministry. Fee approval is requested at the rate outlined below. Should the Ministry approve a fee for either program different than the fee outlined below, approval is being requested for the amount approved by the Ministry.

BEng - Civil BEng - Mechanical	Current Board Approved Fee	2014-15	2015-16	2016-17
Entering year	New Program	10,500.00	11,025.00	11,576.00
2nd year			11,025.00	11,576.00
3rd year				11,576.00

Background and Rationale

The University has recently received Government approval to add two new programs, the BEng – Civil Engineering and the BEng –Mechanical Engineering for the Lassonde School of Engineering. The Ministry has not yet approved the associated tuition fees, however it is anticipated that approval will be granted for a fee equivalent to the BEng – Electrical Engineering Program that was approved in Fall of 2013.

Approval is therefore being requested subject to Ministry approval for fees as outlined. These fees are being requested in accordance with the Ministry approved tuition fee framework issued in March 28, 2013 for the period to 2016-17.

Non domestic students will be subject to the approved Domestic Fee plus the International Differential prorated for 36 credits as previously approved by the Board of Governors in June 2013.

Graduate Programs in these areas will not be accepted until Fall 2015. No fee approvals are being requested at this time.

Memo

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To: Board of Governors

From**:**   Ozench Ibrahim, Chair, Board Finance and Audit Committee

Date**:**   February 14, 2014

Subject: **Aramark Hospitality Services Agreement (Executive Learning Centre)**

Recommendation:

The Board Finance and Audit Committee recommends that the Board of Governors approve that the Vice-President Finance and Administration be authorized to enter into a contract with Aramark Canada Ltd for the Hospitality Services in the Executive Learning Centre, with the following terms and conditions:

- **Term: January 1, 2014 to December 31 2023 inclusive**
- **10 year option to renew**
- **Capital contribution from Aramark of $1 million on January 1, 2014**
- **Fixed annual fee of $260,000**
- **Annual incentive fee to a maximum of $110,000**

Background:

The ten year contract with Aramark for the Hospitality Services in the Executive Learning Centre at the Schulich School of Business expired December 31, 2013. An option existed to extend the contract by five years. To explore more fully the potential to improve service levels, a Request for Supplier Qualification (RFSQ) was provided to six respondents, three of whom responded. Two proponents (Aramark and Morningstar) were issued the RFP through a closed invitation on September 20, 2013, with proposals submitted on October 11, 2013. A Best Value Analysis (BVA) was used to evaluate the proponents focusing on Qualifications and Experience, Transition Plan, and Financial Consideration.

Rationale:

Morningstar is a creation of Dana, a $20 million Ontario hospitality company and was established specifically for this submission.   Because of the nature of the corporate structure, Morningstar could neither demonstrate sufficient capacity to administer a hospitality contract of this magnitude, nor could it demonstrate that it is financially viable to support such an endeavour. While Morningstar's submission was stronger than Aramark's in some areas, its upfront capital contribution was 40% less than Aramark's and attached greater conditions.

Aramark has a substantial history with York University and with the Executive Learning Centre, where they have been the main food service contractor since August 2008. Specific to this submission, the evaluation committee believed that Aramark offered the best combination of professionalism, management experience and lower risk.

Board of Governors

GOVERNANCE AND HUMAN RESOURCES COMMITTEE
Report to the Board of Governors
at its meeting of February 24, 2014

Selection of the Chair/Vice-Chair

As referenced in the Executive Report, the process for the selection of the Vice-Chair/Chair-Elect to succeed Mrs. Foster on July 1, 2015 is underway in the hopes of presenting a nominee to assume the role of Vice-Chair effective July 1 2014.

Board Composition and Attendance

The committee continues to review future candidates for upcoming vacancies, the recruitment process and the expectations of governors' commitment to committee work. It was agreed that the Secretary would provide to all committee chairs information regarding attendance at all meetings for information and follow-up.

Susan Black, Chair

Board of Governors

LAND AND PROPERTY COMMITTEE
Report to the Board of Governors
at its meeting of 24 February 2014

The Land and Property Committee met on 14 February, and makes this report for information.

1.   Academic-Capital Projects Update

Engineering Building
Vice-President Brewer briefed the Committee on the status of the new engineering building under construction and shared the architect's site plan, and design images. The conceptual designs of the building will be presented at the meeting of the Board.

New Student Centre
Following the site selection and approval of the student levy in 2013, work is continuing by the Student Centre Corporation to develop a financing strategy for the new Centre. Preliminary project preparations are also underway, including discussions with the City of Toronto regarding re-zoning requirements.

2.   Toronto-York Spadina Subway Extension
Construction of the subway on the Keele campus continues apace.

3.   York University Development Corporation Projects

Lands for Learning: Non-Core Asset Strategy
The York University Development Corporation and the planning consultants are moving forward on the development of a strategic plan for the long-term development and management of the University's non-core assets – the *Lands for Learning* initiative. The community consultation phase on the goals and objectives for the University's precinct lands has been completed. Students from the Masters of Environmental Studies led the consultation sessions, with feedback on the process provided by students in the Real Estate and Infrastructure specialization of the MBA program at Schulich. A good number of faculty, staff and students provided input. A report is being prepared detailing the comments and feedback received, which will help shape the key principles and overall framework for the strategy. The next formative stage in the process is the University's establishment of its priorities for the strategy.

The Quad Student Community Development
The design and site plan details for Phase 1 of the project are continuing to be finalized. The Committee viewed and provided feedback on the most recent conceptual designs, site plans and student suite layouts. The target completion date of Phase 1 continues to be Fall 2016.

York Lanes Improvements

The York Lanes mall has recently had several capital improvements made and new retail tenants added to improve the services it offers the York community, and to maintain its viability as a revenue generating operation under the direction of YUDC. A second-phase improvement plan is under development to align with the opening of York-Spadina subway extension in 2016. In response to the opportunity the new subway creates, further improvements and renovations will be made to York Lanes to ensure it remains attractive aesthetically and provides valued services by the community. Conceptual images of the planned enhancements were shared with the Land & Property Committee at its meeting. YUDC is preparing a capital plan for the development project for review by its Board of Directors this spring.

Pan Am Stadium

The project is proceeding on schedule. The University is turning its mind to operational planning for hosting the Pan-Am events on the Keele campus to support the games and minimize disruption to the University's ongoing activities.

4.   Capital Construction Report

The Committee received a capital projects report, updated to 31 January 2014. All projects are progressing as expected. The Energy Management Program continues to be a success story. The total project incentive revenue originally budgeted for was $1,611,000; the incentive revenue received to date is $3,308,260, nearly $1.7M above target. The Ontario Power Authority has extended the incentive programs to the end of 2015. Pursuing additional incentives continues to be a priority, with several applications currently in submission.

Paul Tsaparis, Chair